

**1ST GENDER EQUALITY PLAN OF  
UNIVERSITY OF VIGO**



1st Gender Equality Plan

University of Vigo 2012-2014

University of Vigo

Department for Gender Equality

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1º Gender Equality Plan University of Vigo 2012-2014

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## Presentation

The implication of the University of Vigo in gender studies goes back to 2000, with the creation of the Professorship Caixanova on Feminist Studies. The creation of the Equality Department back in 2006 and the development of a commission focused on this topic on 2011, confirmed our willingness for establishing the grounds for the equality between men and women inside our institution.

On November 12<sup>th</sup> 2012, the University of Vigo took a new step towards its commitment against gender discrimination with the approval of its First Gender Equality Plan, being conscious that this will constitute a very useful tool for the university community.

This strategic document, ambitious but realistic, reflects the real commitment of this University with an effective equality between women and men, and it will allow to introduce the gender perspective on the whole of the university activities, besides from its transference to the whole of the society through its implementation in the whole of the institutional, business and social relationships.

The Comission for Gender Equality and the Department for Gender Equality have been appointed to leader the works of the university community to ensure the fulfillment of this plan. It is the university community, its government bodies and every individual that belongs to it, the one that accept the task of moving forward towards the effective equality of every women and men that take part in our University, and so contributing to achieving a fairer and more equal society.

I would like to acknowledge these last lines of this presentation to show my deepest gratitude to all the members of the university community that took part in the process of creating this document, and , in particular, to the Social Council for its collaboration and support.

Salustiano Mato de la Iglesia

Vice-chancellor of the University of Vigo

## Introduction

The first Equality plan for women and men in the University of Vigo represents the second phase of the assignment initially made by the Social Council of the University of Vigo. The first phase consisted on the elaboration and publication of the Diagnostic Report of Gender Equality at the University of Vigo, as a previous and necessary step in order to design a strategy of gender equality in the institution, in particular regarding its first gender equality plan.

It is essential to point a few key elements that portraits the starting point to develop the design of the Gender Equality Plan: regulatory framework, diagnosis of the situation, and strategic framework.

The regulatory framework, in particular the Spanish Law for Gender equality and its subsequent modifications on the Spanish Organic Rules for Universities (LOE, by its signals in Spanish), the Law for the science, technology and innovation, and other important regulations related to the violence or the work towards the equality are key references and important instruments for the Universities to be a more equal space and have a more balanced participation of women and men.

The Diagnostic Report on Gender Equality at the University of Vigo, which allows knowing the specific situation of gender equality at the University of Vigo, provides us with the key to define the strategic focuses and goals of this plan. The broadening and depth of this diagnosis makes possible for a great part of the actions regarding the current situation, nowadays included in many equality plans of other universities, were already managed and developed in this first diagnosis.

Besides, at this point, the University has a specific structure and a professional body that is directly responsible for the gender equality policies. The Gender Equality department of the University of Vigo constitutes the political instrument responsible for the comprehensive incorporation of the effective equality principle in all the features of the university community. It has the task of promoting the measures that guarantee the access on equal conditions to the research, university studies, work and professional promotion of women and men at the University of Vigo, and also to perform a follow-up of the development and fulfillment of the law and plans and measures adopted towards this issue.

The Commission for Gender Equality of the University of Vigo is constituted as a professional body in charge of supporting and assessing all the government bodies and representing the University of Vigo in gender equality issues.

Duties of the Commission for Gender equality are:

- The development of proposals of plans, programs or interventions related to Gender Equality performed by the University of Vigo
- The participation in the creation of the gender equality plans at the University of Vigo and send to the Council of Government for its approval.

- performing a follow-up of the plans and interventions related to gender equality
- boosting the execution of gender equality plans, assessing its application and proposing new future actions.
- Any other task established by bodies of Government and in representation of the University of Vigo.

## Strategic Framework at the University of Vigo

The commitment towards gender equality is established in the statutes of the University of Vigo and it is explicit in the mandate of the University of Vigo, as it was reflected on the Strategic Plan 2008-2012.

The University of Vigo is a public institution, autonomous, open to its environment and with international vocation, committed to equality, economic progress and wellbeing of Galicia, through top-quality education and research in order to contribute to the creation and transference of knowledge, the integral education of people, the scientific and technological development, innovation, intellectual growth of a multicultural and multilinguistic society in which it is inserted.

Bearing in mind that equality as an asset is incorporated in the statement of the mandate, it should be a framework of reference that directs the aspirations, behaviors, and it should be transmitted to the praxis of the university life. The commitment towards gender equality must fulfill every field of action: creation, transmission and transference of knowledge. Besides, this commitment should include the target persons or groups and also the resources and management processes.

In the definition of this vision, the University of Vigo aims to be an innovative reference inside the university system in teaching, in basic and applied researching, management and transference of science and knowledge. In this sense, the incorporation of the gender perspective allows us to give a full sense to the innovative personality, approaching to the social reality in the theoretical, methodological and in the application of knowledge, a vision more integrating and cohesive.

The strategic plan of the University of Vigo makes also explicit the commitment for gender equality in its definition of the strategic goal number 6, “a university committed to equality, a meeting point of organization culture, with flexible and efficacy management systems”. In this goal, there is a specific strategic line, 6.1, stating “Developing our own policy in Gender Equality”, with 5 set goals.

Goal 6.1.1 “Diagnosis of the situation of women and men at the University of Vigo”

According to this goal, it has to be highlighted the fact that since 2010 there is a diagnosis of the situation of women and men at the University of Vigo. Besides, it is already constituted the Commission for Gender Equality, specific action related to this very goal.

Goal 6.1.2 “To have an effective equality plan for women and men at the University of Vigo”

Precisely, this plan responds to action 6.1.2.1 “Creating and approving an effective gender equality plan among women and men at the University of Vigo”. Besides, action 6.1.2.2, “implicating the university community to design and achieve the goals of this plan”, is also stated explicitly in this Gender Equality plan.



Regarding the goals, 6.1.3, “detecting and resolving necessities of any other type”, 6.1.4 “introducing a non-discriminatory language”, 6.1.5 “promoting equality as a value and quality indicator”, it must be highlighted that they are also included in the Plan and have an on-going character.

## Regulatory framework for gender equality

This framework legitimates and protects every strategy aiming to achieve gender equality. The following are some laws and its specific articles on which this plan is based.

### Spanish regulation

Law 30/2003, on gender impact assessment measures in the regulatory dispositions of the Government

Organic Law 1/2004 of December 28<sup>th</sup> on the measures of comprehensive protection against gender-based violence

Section 4.7 establishes that “Universities must include and promote on the fields of academic teaching, training and research in gender equality and comprehensive non-discrimination”.

Organic law 3/2007 for an effective equality of women and men. These are a few of its specific sections:

Section 1.1: “Women and men are equal in their human dignity, duties and rights”.

Section 2.1: “Every single person must benefit from the rights derived from the principle of treatment equality, being banned the discrimination based on gender ...”;

Section 3: “The principle of equality treatment among women and men”;

Section 5: “Treatment and opportunity equality between women and men, in the FORMACION and professional promotion and in the working conditions”;

Section 6: “Direct and non-direct discrimination”;

Section 7: “Sexual harassment and gender-based harassment”;

Section 11: “Positive actions”;

Section 14: “Acting general criteria of the public powers”;

Section 15: “Cross-cutting issues on the principle of equal treatment among women and men”

Section 19: “Reports of gender impact”;

Section 20: “Adaptation of statistics and studies”;

Section 23: “Education for women and men”

Section 24: “Integration of the principle of equality in education policy”;

Section 25: “Equality in terms of higher education:

1. “In the field of higher education, public administrations by executing their respective competences, will promote the teaching and researching on the meaning and scope of equality between women and men”
2. Public administrations will promote:
  - a) Inclusion in each of the learning programs and teaching based on equality between men and woman.
  - b) Creation of specific post-grades.
  - c) Conducting studies and researches specialized in gender equality”;

Section 33: “Public administrations agreements”;

Section 34: “Agreements in General administration of State”;

Section 45: “Creating and applying equality plans in private companies”;

Section 46: “Concept and contents on the equality plans in private companies”;

Section 47: “Accountability in the implantation of the equality plans”;

Section 48: “Specific measures to avoid sexual harassment and harassment based on gender at the workplace”;

Section 61: “Training in gender equality”;

Section 62: “Acting protocol against sexual harassment and harassment based on gender”;

Section 63: “Assessment on the equality in public working positions (public servants)”;

Section 73: “Actions on social responsibility of companies in terms of gender equality”;

Section 77: “Equality Units”

First additional disposition: Presence or balance composition

### **Regional:**

Law 7//2004 of July 16<sup>th</sup>, for the equality between woman and men in Galicia

Law 2/2007 of March 19<sup>th</sup>, regarding work on women equality in Galicia;

Law 11/2007 of July 27<sup>th</sup>, for the prevention and comprehensive treatment of gender violence in Galicia;

### **University regulation:**

Organic Law 4/2007 of April 12<sup>th</sup>, by which it is modified the Organic Law 6/2001 from December 21<sup>st</sup>, of universities.

In the preamble of this law is it referred the role of the university as an “essential transmitter of the values in front of the challenge of actual society to achieve a tolerant and equal society, in which the fundamental rights and freedoms of women and men are respected”. Universities have to give an answer to this challenge through not only the incorporation of this values as goals of the very university and of the quality of its activities, but also through the establishment of systems that allow to achieve equality in the representation bodies and a greater participation in research groups. Public powers must remove the obstacles that prevent women from achieving presence in government bodies at the university and also in the higher level of the public teaching and researching functions, according to the percentage they represent among the university graduates.

At the same time, it introduces the creation of specific programs on gender equality.

#### Section 13 on Government bodies and representation of public universities

In the last paragraph, “Statutes must establish the appropriate electoral regulations in order to propitiate a balanced presence of women and men in the professional bodies”, applicable to the professional bodies that must compulsory exist (Social Council, Government Council, University CLAUSTRO, School boards, Faculty and Department Councils), and all of the existing or will be created at the universities.

#### Section 27 (bis): General Conference on University Policy

Among its functions is that “e) coordinate the creation and tracking of reports on the application of the principle of equality of women and men at the university”.

Section 41.1: “The university will develop a quality research and a efficacy management of the transference of knowledge and technology, with the purpose of contributing to the advance of knowledge and technological development, innovation and competitiveness at company level, the advance of quality of life of the citizenship, economic and social progress and a responsive development equal and sustainable, and also to guarantee the promotion and achieving equality”.

Section 41.4: “Promoting researching teams to develop their professional career promoting a balanced presence of women and men in every one of their fields”.

#### Section 46.2: Regarding the rights and duties of the students:

b) “Equality of opportunities and non-discrimination based on gender, race, religion and disabilities, or any other condition or personal or social circumstance in the access to the University, admission at centers, stay at the university and executing its academic rights;

j) Receiving a non-sexist treatment;

Section 57.2: Try to achieve a balanced composition between women and men at the commissions to the national accreditation. These provisions are applicable to sections 59 and 60, for the body of professors of the university (CU by its signals in Spanish) and permanent university staff (TU). As for each University, this exigency is reflected on

section 62.3 regarding the composition of the selection commissions at the contests to have access to a position in the university professors.

Section 64.1: “In the contests of access shall be guaranteed at any moment, equality of opportunity of the candidates and respect to the principles of merits and abilities.

Additional disposition twelfth: Equality Units: “Universities shall have within its structure with equality units to the development of the functions related to the principle of equality between women and men”.

Law 14/2011 of June 1<sup>st</sup>, on science, technology and innovation:

In the preamble of this law, it is referred to the new measures adopted for a science of “the XXI<sup>st</sup> century”, including the incorporation of a gender comprehensive approach. In particular, it is expressed that gender perspective is implemented as a comprehensive category in the scientific and technological research that shall be taken into account in all the features of the process to guarantee the effective equality between women and men. Besides, specific measures are established towards equality in this field.

In article 14, regarding the rights of the researching staff at Public Universities, Public bodies of researching and the researching bodies of other public administrations, it is highlighted the right to respect the right of gender based equality in the development of its researching functions, at hiring staff and in the development of a professional career.

In Title 3, Boasting scientific and technological research, innovation, transference of knowledge, diffusion and scientific, technological and innovation culture, section 33 acknowledges measures for the inclusion of gender approach as a cross-field category in science, technology and innovation, and to boost a balanced presence of women and men in all the fields of the Spanish System of Science, Technology and Innovation.

In this law, it is essential the 13<sup>th</sup> additional order, “Implementing gender-perspective”. In the point 1, it is highlighted that the composition of bodies, councils, and committees ruled by this law, and also the assessment and selection bodies of the Spanish System of Science, Technology and Innovation will adjust to the principles of composition and balanced presence of women and men, established by the organic law 3/2007 towards effective equality between women and men.

In the second point, it is highlighted that the Spanish Strategy of Science and technology and the State Plan of scientific, technological research will promote the implementation of the gender-based perspective as a cross-field category in research and technology in such a way that it will be considered its importance in every aspect of the process, including the definition of priorities in scientific and technological research, researching problems, theoretical and explaining frames, the methods, gathering and interpretation of the data, the conclusions, applications and technological developments, and also the proposals for future studies. They will equally promote gender and women-based-studies and also specific measures to stimulate and acknowledge the presence of women at researching teams. In the third point it is highlighted that the System of Information on Science,

technology and innovation will include the gathering, treatment and promotion of the disaggregated data per sex, and will also include presence and productivity indicators.

The fourth point refers to the selection and assessment procedures of the researching staff at the disposal of Public Universities and the Public Research Bodies of the General Administration of the Spanish State, and the procedures to grant bourses and grants from the research financing agents, they will establish measures to eliminate gender-bias that will include, when possible, the introduction of processes of confidential assessment. In the fifth point, it is highlighted that the Innovation Spanish Strategy and the Innovation State Plan will promote the incorporation of gender perspective as a cross-field category in every aspect of its development.

Finally, in the sixth point it is highlighted that Public researching bodies will adopt equality plans in a maximum period of two years since the releasing of this Law that will be subject to annual tracking. Such plans should include incentive measures for those centers that will improve its gender-based indicators in the corresponding annual tracking.

### **Statutes of the University of Vigo**

In the specific context of the University of Vigo, the Statutes consider equality as one of its inspiring principles. Generically, section 3 refers that “the University of Vigo also assumes the commitment of detecting, diagnosing and contributing to the solution of existing problems in contemporary societies, and to promote active gender policies and social promotion”. Specifically, in section 6, it stated that “The University of Vigo, following the principles and international, community and internal standards, commit to the promotion of equality of opportunities between women and men in its rules. The fields that should be dealt with are:

- a) The access, at equal conditions, to university teaching and researching;
- b) The access, at equal conditions, to employment and professional promotion inside the University;
- c) The organization of working conditions with a gender-perspective approach, bearing in mind the conciliation between the professional and personal life;
- d) The promotion of gender-perspective in studies and research;
- e) The promotion of balanced participation at the different bodies and decision-making levels inside the University.

In section 22 of these Statutes, it is established that the University will propitiate a balanced presence of women and men inside its governing bodies, to which purpose it will establish the required rules to in the electing procedures. In that sense, the University of Vigo has established some rules of equality in the composition of the bodies provided in its Statutes and in the Delegate commissions of the Government Council. Besides, it does exist a standard of Gender Equality Commission.

## Specific legal frame of Equality Plans

Organic Law 3/2007 for the effective equality between women and men

Title IV. The right to employment in equal opportunities

Chapter 1<sup>st</sup>. Equality treatment and opportunities in labor field

Chapter 2<sup>nd</sup>: Equality and conciliation

Chapter 3<sup>rd</sup>: Equality Plans of companies other measures to promote gender equality.

Section 45: Creating and implementing equality plans.

1. “Companies are forced to respect the equality of treatment and opportunities in the labor field and to that purpose, they must adopt measures focused in avoiding any kind of labor discrimination between women and men, with the legal representatives of the workers, in such a form determined by the law;
2. In the case of companies composed by more than 250 employees, equality measures referred to in the previous paragraph must be conducted to the creation and implementation of an equality plan...”

Section 46: Concept and content of Equality Plans.

1. “Equality Plans at the companies are a set of measures adopted after performing a diagnosis of a certain situation, tending to achieve at the company equal treatment and opportunities between women and men, and to erase gender-based discrimination.
2. Equality plans will set the gender specific goals that should be achieved, strategies and practices that must be implemented in order to achieve it, and the establishment of effective systems of tracking and assessment of the set goals.
3. In order to achieve the set goals, equality plans might include, among others, the access to employment, professional classification, promotion and teaching, payment, working time of women and men planning to promote, in terms of equality between women and men, the labor, personal and family conciliation, and the prevention of sexual harassment and gender-based harassment.”

Section 47: Accountability implementing the Gender Equality Plan.

## Methodological considerations regarding the design of the Equality Plan

The Equality Commission adopted, in the session hosted on October 31<sup>st</sup>, 2012, this 1<sup>st</sup> Equality Plan between women and men of the University of Vigo (2012-2014) following a process of information and participation of university community before its final approval by the Government Council.

In order to create and design this Equality Plan, the specific technical consulting, bore in mind the reference frame on the strategic and legal spheres. The main guide of this Plan is to incorporate the gender cross-field that will allow to discover new ways of discrimination and to move forward towards equality. Cross-sectional gender means to address every action to the field of acting of the institution and all the groups that compose it. The implication of the whole university community and its active participation in every step is a warranty of democracy, quality and success.

The University of Vigo is designing this Plan of action following the characteristics, needs and possibilities of the institution. In this sense, this Equality Plan responds to a series of priorities: political, coherent with the commitment of the Institution towards gender equality, a commitment that is formulated at its highest level; priorities focused on people, groups and collectives: teaching and researching staff (PDI), services and administration staff (PAS), students, responding to their needs, expectations and interests; finally, priorities of technical character, methodological coherence and viability of the Plan structured around the functions and duties of the Equality Commission, Equality Unit and technical consulting.

This Plan is based on the conclusions and advices made at the diagnosis that will allow identifying the acting priorities to create the structure of the 1<sup>st</sup> Equality Plan. This plan is adjusted to the specific reality portrait of the University of Vigo, reality reflected in the Report for the diagnosis of equality at the University of Vigo (*Informe sobre a igualdade na Universidade de Vigo*). This diagnosis allows to define goals based on the needs, weaknesses of needs detected. At the same time, it is about taking advantage of the strengths and the path followed during all these years, to reinforce existing structures, plans and programs at the institution, able to create synergies and to be a point of departure or spaces to which gender perspective must be incorporated.

In this Plan, it is established a structure of specific targets, goals and actions, providing the possibility of defining the priorities regarding the existing needs and resources.

Regarding the actions, it is essential the maximum possible precision, defining not only what, but also who, with whom, to whom, how, how much, and with which. This information makes easier its implementation, tracking and assessment.

In this sense, it is important to highlight that the responsibilities of the actions must be clear in order to guarantee the commitment and boosting of this Equality plan. To implement this plan, it is important to relate each action with an existing structure, service, program and plan, reinforcing or incorporating newly created elements and attempting to create positive synergies.



From the point of view of the target population, it is important that the actions are addressed to the whole of the university community, to other specific collectives or even outside the University, other institutions, other Universities or the society. Besides, it is requested to join other networks for equality and share and expand good practices and innovation.

It has been developed specific working file cards for each action of the Plan in which are defined the tracking and assessment indicators. This accuracy in the planning must not prevent, in any case, the necessary flexibility to improve it, to respond to unexpected events or even to changes in the situations. These file cards will be of internal use at the Equality Unit, to assess the tracking and fulfillment of this Plan.

Consequently, this Equality Plan is:

- Strategic: it articulates the political commitment to its highest level and it is related to the Strategic Plan of the University of Vigo 2008-2012;
- Cross-sectional: it affects to the whole of activities of the University.
- Realistic and feasible: it responds to the diagnosis made for the design of the Plan and defines accurately the responsibility, procedure, resources for the development of the proposed actions.
- Accountable: it guarantees that the information on the contents of the Plan and the achievement of the goals of the whole university community.
- Participatory: it is developed with the participation of the whole university community.
- Flexible and ongoing: it is a living document that allows making changes based on tracking results.

## Structure

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This Plan is structured around strategic targets, strategic and operative goals and actions. The four strategic focuses that compose this Plan allow setting homogeneous sets to incorporate the integrated gender approach in all of the activities of the University that must be addressed by integrating transversally the gender perspective.

- Commitment of the University of Vigo towards gender equality.
- Equality culture at the University of Vigo
- Teaching, Researching and knowledge transference with gender perspective.
- Social relationships and working conditions in an equality environment.

## Strategic focuses

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The two first strategic focuses, referred to the commitment of the University of Vigo with equality and the strengthening of equality culture, are basic targets since they articulate the democratic and constitutional values over which must be seated every activity of the university institution to move forward in achieving equality. The third strategic target articulates all the aspects related to the field of the own activity of the University: teaching, researching and knowledge transference. In the last strategic target are articulated the aspects related to living and working conditions on a wide frame of social relationships.

## Strategic and operative goals

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In each one of these strategic targets it is formulated a strategic goal, widely defined and without temporary reference. These strategic goals are specified through the operative goals and actions. Operative goals have a more specific, realistic and time-limited character.

## Actions

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Actions are formulated inside the frame of every operative goal, they are designed in a highly grade of precision and must be practical. In each one of the tracking file cards of the actions, they made explicit specific questions such as responsibility, target population, resources and time to ease its implementation and assessment.

## **Strategic focus 1: COMMITMENT OF THE UNIVERSITY OF VIGO TOWARDS GENDER EQUALITY**

**Strategic goal: To secure and widen the commitment of the University of Vigo towards gender equality.**

The University of Vigo has, nowadays, a long way regarding the institutional commitment towards equality, a commitment that was made explicit more than a decade ago.

In the year 2000, was created the Caixanova Chair of Feminist Studies; at the same time, since the academic year 2004-2005 and 2005-2006, the University of Vigo offered specific training on gender studies through the master's degree I<sup>st</sup> Master's Degree in Teaching in gender Equality and Equality policies and the II Master Degree in gender, Education, Equality Policies and Leadership. The University of Vigo was a pioneer on implementing the gender postgraduate studies among the Spanish Universities, on the academic year 2006-2007, when it was implemented the Official postgraduate study on Gender Studies, bi annual and in force until 2010.

Besides, it is important to highlight the creation of the Equality Area in 2006, sometime before it was legally compulsory, that was later transformed into Equality Unit in 2010. Nowadays, there is also an Equality Commission, created in 2011 for boosting and tracking the equality policies at this University.

Nowadays it is about securing this commitment towards gender equality at its highest level inside the institution. It is about widening and making it more visible giving it continuity and permanence to the processes of diagnosis, creating and reinforcing specific structures, boosting the balance in the presence and participation of women and men. Besides, this commitment should be widened to every institution and company with which the University of Vigo maintains institutional relationships.

### **Operative goal 1. Giving visibility to the commitment of the University of Vigo towards gender equality**

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In the documentary review made to perform the diagnosis, it was detected that equality as a value did not appear to be explicitly enough. It is necessary to give it more visibility to the commitment of the organization with gender equality. It must be reviewed the basic documentation of the institution to reflect this value to the grade of core importance that corresponds to it, according to the same definition of the mission.

- To explicitly incorporate equality as one of the core values and directing targets of the organization in the documents that develops and details its mission, vision or communication system.
- Establishing a system to promote initiatives and incentives to good practices in equality, implementing a program of “commitment with equality”.

## **Operative goal 2. Knowing and making visible the situation of women and men at the University of Vigo**

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In the diagnosis it is detected some deficiencies regarding the information available to discover the situation of women and men at the university of Vigo. It must be improved the gathering of information and the creation and releasing of disaggregated data per gender; at the same time, visibility and access to that information must be facilitated.

- Implementing a system that will generate information including systematically the gender variable in every statistic, poll or data gathering developed at the University of Vigo.
- Creating a system of gender indicators that allow performing the tracking of advances in achieving equality.
- To make biannual reports regarding the situation of gender equality at the University of Vigo to be assessed and promoting the changes produced due to the measures promoting equality.
- To analyze the professional careers of women at the University of Vigo.

## **Operative goal 3. Reinforcing the existing structures and creating specific supporting structures for gender equality policies**

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On the analysis made by the Area for gender equality, contained on the Diagnostic report for equality on the University of Vigo highlights the functions and goals proposed on this area suppose a wide working proposal that wants to answers the challenges for equality at the university sphere. In order to develop this necessary and ambitious task, this structure - today known as the Equality Department- should have specific workforce with special training on the field, essential to boost the actions covered by this plan.

Having a specific structure, such an observatory for equality existing today at some universities of the State, it will allow to maintain the diagnosis, identifying the obstacles and facilitating the possible solutions to move forward towards equality.

- Strengthen the Equality Department maintaining a specific budget and designing the structure of the specific workforce in order to develop the functions assigned, including the technical workforce regarding the job positions at the University of Vigo.
- Creating a design and the basis for the creation, as soon as possible, a specific structure derived from the Equality Commission that works as an Observatory for Equality.

- Promoting, in every managing team at the centers, the existence of a person in charge of making more flexible the implementation of equality policies

#### **Operative goal 4. Promoting participation and the balance presence of women and men at the University of Vigo**

On the diagnosis it has been shown the existence of important unbalances on the participation and presence of men and women at this institution. Besides, it is been detected a power distribution not equal and segregated at the governing, representation and participation bodies. It must be guaranteed the balanced presence and participation of men and women at the governing and representing bodies in every field and collectives that contributes to eliminate the obstacles that make difficult to fulfill the present regulations on gender equality. In order to achieve a fairer and more democratic society it is essential to balance the presence and participation of men and women at the organizations. These actions allow guaranteeing the commitment of the institution with the necessary empowering of women, taking advantage of the diversity on the talent and the perspectives.

- Creating gender impacting reports to supervise the fulfillment of the principles established on the regulations regarding the balanced presence and participation.
- Modifying the intern regulations necessary to achieve in every field a balanced presence of women and men in juries, commissions, committees, courts or any other body of selection or assessment
- Making a study on the profile and paths of the people on important positions at the University of Vigo to detect the obstacles and barriers that prevent the incorporation of women to leading or representation bodies
- Making training actions directed to women that allow recognizing and valuing female leadership and developing capacities to leader the organizations.
- Making mentoring activities or in any other type to boost participation of women in different governing, managing, directing and representation bodies,
- Boosting the balanced presence of women and men at the workforce representation bodies at the University of Vigo
- Designating people that must represent the University of Vigo on bar bodies, technician's committees, national or international consulting committees in such a way that in a whole respect the principle of balanced presence of women and men

- Promoting proposals to boost the acknowledgement of women at the concessions of honorary mentions, and to teach magisterial lectures on institutional events, in order to contribute progressively to neutralize the important existing unbalance

### **Operative goal 5. Extending the commitment towards equality to every institution and companies with whom the University of Vigo has institutional relationships**

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The university is an institution that must serve as an example and testimony of the constitutional, democratic and justice values. The commitment towards equality must be extensive to companies, entities or public institutions with whom the university collaborates regarding the exigency of fulfilling the regulations on gender equality. In not doing so, this could lead to a relationship with entities that develops any kind of discrimination.

On the other hand, it is essential that the University of Vigo collaborates and participates in boosting equality with as many associations, companies or entities as possible. In this sense, it must be an active part on presenting models of reference non-gender stereotyped, specially targeting its present and future students. It is essential to safeguard the services that the University provides to its students, during its academic path or at its end, which must be inspired by a culture of and regarding a horizon of equality.

A very important question to be tackled at the university is the leverage of gender segregation at the election of studies. On the period of time analyzed on the diagnosis of this University it is highlighted that segregation is remarkable in every field of knowledge, there is no balance in none of them, and this lack of balance barely has changed in the last ten years that have been analyzed. The University must contribute to the elimination of stereotypes that determine these choices.

- Designing assessing mechanisms based on the principle of equality regarding the public hiring and the relationships with other entities and assessing its fulfillment.
- Consolidating the participation and collaboration of the University of the Vigo with the surrounding equality networks, and also with the units and equality programs of the different national and international universities
- Collaborating with programs or networks of companies that fight to achieve gender equality
- Promoting on the future students' academic choices non-gender-stereotyped, organizing meetings or visits to secondary education centers.

- Designing and implementing a orientation and following program targeting female students to detect difficulties and obstacles in their incorporation to the labor market.

## **Strategic focus 2. EQUALITY CULTURE AT THE UNIVERSITY OF VIGO**

### **Strategic goal: to expand and to impregnate equality culture at the University of Vigo.**

On the preamble of the LOU it is referred the role of the University as a reference transmitter of values besides the challenge of current society to achieve a tolerant and equal society in which rights, fundamental freedoms and equality between men and women. There is also an explicit reference to the universities, in charge of answering this challenge through the incorporation of these values as own goals the university and the quality of their activity.

The university must safeguard the transmission of an equal, plural and non-stereotyped picture of women and men in the society, in the sense covered by the Law 3/2007 on its section 36, referring to the public media.

On the diagnosis performed, it is highlighted that many persons of the university community consider that the university is a neutral institution, in which there is no a gender-specific discrimination nor obstacles affecting negatively women. In this sense remains the general idea that it is not necessary to act towards real equality. In general, there is the idea that the situation is going to change by its own weight or in due time. This lack of reflection and sensibility towards equality prevents sharing an approach on the situation of inequality of women and men, and, at the same time, prevents the articulation of the needs and demands of women as collective demands.

In order to achieve real equality between men and women, it is necessary to experience a change on minds on the society, which is obviously going to take time and, especially, the contribution of relevant social institutions. The university has a key responsibility in this cultural change, since it must promote the values of democracy, justice and equality, and must be a reference on the cultural, education, economic, and social fields.

These are the reasons why it is essential to develop awareness and training actions in order to change the views lacking of critical perspective promoting reflection and debate. At the same time, on the field of culture has a great importance the communication, that

is why it is essential to incorporate the perspective of gender of the processes of communication and diffusion, avoiding stereotypes messages and images and normalized the presence of women on the scientific and academic field.

### **Operative goal 1. Promoting reflection and debate on equality and other relative sides of gender equality on the university community**

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We must bear in mind that, according to the diagnosis of our University, there is a false belief that this is a neutral institution regarding the question of gender and that equality is already achieved. Nevertheless, there are groups conscious of the gender discriminations and persons who, not being an active part of any group or gender specific activity, have assumed the necessity to fight actively to achieve real equality. The most explicit resistances towards gender equality policies have decreased especially when regulations on gender equality grew.

We must face the need to reflect on this question as a collective. In doing so, it is necessary to develop a series of awareness actions which strengthen equality as an assumed value for the whole of the university community.

Another important feature to be bore in mind in these actions is the need to share experiences, difficulties and achievements of the women, which could mean a cultural flow and the creation of role models to face difficulties, dismantling stereotypes and creating networks that minimize the negative impact of androcentric culture.

- Diffusing among the university community the current regulations on gender equality
- Creating a program of debate, reflection events and conferences targeting the university community on especially sensitive topics such as conciliation, violence, and transmission of equality values or inclusive language
- Creating events with a positive message towards gender equality and move outside the University and reaching the society.
- Promoting or supporting artistic, cultural or scientific manifestations to recognize and make more visible the contributions of women and contributing to the culture of equality.
- To power and give visibility to the web site of the Equality unit offering an accessible site, dynamic on its contents and participative, that helps the interrelationships between the university community and society in general.



- Promote the culture of female entrepreneurship with mentoring actions.
- Stimulating and supporting student associations in those activities that promote gender equality.

## **Operative goal 2. Incorporating the gender perspective on the diffusion and communication**

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There is more and more conscience on the necessity of employing a non-sexist language and a non-stereotyped image. Nevertheless, on the real fact sphere there have not been many progresses, especially since it provokes many resistances because the general reasons to use an inclusive language are not understood. Using a language without sexism is an important feature on defending equality. In fact, the different equality regulations have incorporated this topic on their articles. The final purpose of this is not to treat symmetrically women and men on the linguistic sphere, but gaining precision and exactitude on cognitive sphere, not excluding nor making invisible any of the genders.

The analysis of the communication on the institution is very relevant to know the existing culture of equality. Language, both in the verbal and iconic sphere, is a social construction of great importance because it not only designates reality, but interprets and contributes to its creation.

In the current world, iconic language is especially important for the communication and transmission of ideas, and so for the transmission of stereotypes. Quite often the pictures reflect a stereotyped reality that maintains the sexual division at work and space. Many works and spaces are not assigned yet according to the traditional roles of gender, reproducing and favoring inequalities and contributing to maintaining patterns of behavior and differentiated roles. The way in which men and women are portrayed on the media always implies an interpretation of the world referring to a gender portrait, adding also the subtle sexism on pictures is not always perceived.

University must be clear on its commitment towards equality also in these symbolic features, especially due to being an institution of education working in the field of knowledge. Language and the iconic references must reflect reality in an equality way, there must be taken care of the presence of balanced presence of women and men, and also the equity in its value or whatever it represents. For instance, offering images of women in works and professions non-traditional regarding gender, or images of men and

women sharing every space and fields. The basic elements to be considered in the gender perspective in this symbolic field should be balance and equity in the presence, visibility, hierarchy and value in the representation.

In the diagnosis it was detected that the processes and procedures of communication (image, language and message), could be improved to avoid gender bias.

- Establishing criteria for the incorporation of gender perspective at the elaboration of the new rules and documentation of procedure and diffusion
- Diffusing the *Manual de linguaxe inclusiva no ámbito universitario*, published by the Gender Equality Department
- Elaborating and diffusing a protocol on the transmission of images for women on the university based on the equality principle.
- Designing and implementing a tracking procedure of the incorporation of gender perspective on the internal and external communication at the University of Vigo, prioritizing on public acts and campaigns.
- Maintaining a systematic revision of the whole institutional documentation of the University of Vigo in order to incorporate the gender perspective involving the responsible services of linguistic normalization
- Maintaining a strategy of revision of the printed documentation: business cards, organograms, positions denominations, forms, cards or any other
- Transmitting an equal, plural non-stereotyped image of women and men in order to make visible women and their contribution to the results and success of the organization.
- Analyzing the presence of the women in the corporate image and the image of the institution projecting on the media to assess the neutrality that projects the organization on the internal and external field

### **Strategic focus 3. TEACHING, RESEARCHING AND KNOWLEDGE TRANSFERENCE WITH A GENDER PERSPECTIVE**

#### **Strategic goal. Integrating gender perspective on the generation, transmission and knowledge transference**

The university, as an organization aiming to create and transmit knowledge and the democratic and equity values is a fundamental reference of the scientific knowledge and innovation in our society. Furthermore it has a great capacity of influence and

transformation of the society, on the strictly academic activities and the projection of cooperation activities and collaboration with other institutions. Gender perspective must be incorporated into this activity.

On the preamble of the Science, Innovation and Technology Law, it is highlighted that the gender perspective must be integrated as a comprehensive category on the scientific and technological research, and must be bore in mind in every feature of the process to guarantee the effective equality between women and men.

In this sense, the law establishes that must be promoted the incorporation of the gender perspective on research, considering it in the whole process: priorities of the research, problems of investigation, theory and explicative framework, methods, gathering and interpretation of the data, conclusions, applications and technological developments, also on the proposals for further studies. Research must be gender-sensitive, it must be incorporated the gender in a comprehensive way and developing gender specific research.

This Law establishes that it is necessary to promote gender and women studies and in addition, it must be implemented specific measures to stimulate and recognize the presence of women on research teams.

As it is shown on the diagnosis, it has not been acknowledged the comprehensive gender perspective on teaching nor in research. In fact, only a few people incorporate this perspective comprehensively, and when someone teaches or researches from the gender paradigm, a ghetto effect is produced, because it is usual to think that gender preoccupation is a personal matter, marginal or an anomaly. On the other side, on the diagnosis there were also identified weaknesses related to the diffusion of gender sensitive research, and the transference of this knowledge to the society.

But above that, this Plan must contribute to the fulfillment of the established on section 6 of the Statutes of the University of Vigo, more specifically referring to the fields; a) access under equal conditions to university teaching and research; d) promotion of gender perspective on studies and investigations.

**Operative goal 1. Giving visibility and diffusing gender perspective on teaching, research and knowledge transference**

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Teaching and researching with a gender perspective has a long path on this University. Even though, on this diagnosis it is detected a great lack knowledge of subjects, persons, groups and researches that lead their efforts towards this direction.

A first step to move forward is to make public, diffuse and recognize all this work for being taken on the university community and society in general. Measures proposed on this operative objective gather the specific activities of the university: teaching, researching and knowledge transference.

- Elaborating and diffusing a database that covers all the training gender specific offer of the University of Vigo.
- Elaborating and diffusing a database on teams and researching projects that involve gender perspective especially for its importance on the society.
- Elaborating and diffusing a database of experts on gender belonging to the University of Vigo to facilitate the exploitation of talent and resources belonging to the University and transfer them to society.
- Elaborating a system of gender indicators that allows the assessment of gender perspective incorporation on programs, teaching guides and title guides
- Boosting the revision of the terminological resources employed on the University Library on its catalogue regarding gender and female studies.
- Generating a basic bibliography for the integration of gender dimension on different areas of knowledge

## **Operative goal 2. Boosting the incorporation of gender perspective on teaching**

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This diagnosis have analyzed Study guides, teaching guides and subject programs verifying that gender perspective is not, in general, implemented on students training. This lack of training influences negatively in the quality of their training, professional profile and also their personal development. Incorporating a gender perspective on training is an essential condition to eliminate the bias of the androcentric model dominating the scientific thinking and in the teaching praxis.

In order to incorporate gender perspective it is a priority to tackle the training of the professors as a key element to boost it. In addition, it is important to elaborate tools and propitiate meeting points to share experiences and good practices.

Besides, in the fundamental legal framework quoted on the introduction (Equality Law, LOU and Science, Research and Technological Law), makes explicit the necessities of the universities to have specific programs on gender studies to face unavoidable needs and demands.

On the other side, on the assessment protocol of the Spanish national Assessment of Quality and Accreditation (ANECA) in charge of verifying official university titles is introduced as a criteria and guideline of the inclusion in every plans of study of subjects related to women and men equality. In this regulation on the implementation of new grades it is make an explicit reference to the fact that in the study plans must add teaching related to the fundamental rights and of equal opportunities between men and women.

- Safeguarding, through the corresponding bodies, for the incorporation of gender perspective on various titles offered by the University of Vigo and boosting the teaching contents based on gender, on the teaching offer of titles
- Boosting the creation of a master and/or doctorate based on gender.
- Supporting the elaboration of teaching guides and materials to allow the inclusion of gender perspective on the targets, contents, strategies, language, etc
- Incorporating gender dimension on the design and the activities of the Tutorial Action Plan
- Diffusing good practices on the incorporation of gender perspective to the teaching
- Training PDI to facilitate the incorporation of gender perspective
- Consolidating the module: Incorporation of the gender perspective on the training directed to the new professors as an element of innovating character
- Favoring the gender perspective in the virtual teaching: contents, methodology, images, language, gender and its.
- Incorporating or reinforcing modules, materials or specific seminars on gender on the training master of secondary education.

### **Operative goal 3. Boosting the incorporation of the gender perspective in research and in the knowledge transference**

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In the diagnosis it is seen that the field of investigation presents lacks similar to those referred on the field of teaching. There are few the researching groups which incorporate gender perspective whether as an element or category to be considered, or as a germ of

their researches. Nowadays is very important to make an effort to recognize, boost and promote the research lines related to equality between men and women in every fields and areas of knowledge which is going to affect in a positive way in the life quality of persons, the promotion of equality values and civil equality.

Besides, performing a diagnosis it is detected a lack of balance on the participation between women and men on researching teams and in the figure of a main researcher. It is essential to boost a balanced participation between men and women and in the stimulation of gender-based researching networks.

- Including gender researching as a thematic area to be prioritized in the researching activity at the University of Vigo.
- Stimulating the participation of women in researching teams.
- Supporting researching teams with a balanced presence of women and men or in those in which a women in the main researcher.
- Supporting those structures which purpose would be the knowledge and researching on women, gender relationships and feminism.
- Promoting and supporting the establishment of researching networks that develops their duties on the women and gender studies.
- Acknowledging the work of scientific women and science based on a gender perspective.
- Acknowledging the teaching and researching activities that integrate gender perspective through awards, grants or public events.
- Considering the gender perspective as other criteria in the assessment of the materials to be published by the Publishing Service.
- Promoting the entrepreneurship culture of women bearing in mind the proximity contexts and those sectors in which women are still a minority or an exception.
- Incorporating the gender perspective to the supporting program focused on maturing business ideas and following up the process of creating a business, in collaboration with business organizations and associations.

## **Strategic focus 4. SOCIAL RELATIONSHIPS AND WORKING CONDITIONS ON AN EQUALITY ENVIRONMENT**

**Strategic goal: to guarantee equality of opportunities and treatment at the institutions. Labor conditions and social relationships**

The First Title of the organic law for the equality between women and men refers to the equal treatment principle and responsibility against discrimination. Section 3 defines the equal treatment principle between women and men that means the lack of every kind of direct or not direct discrimination based on gender, especially related to maternity, assuming family duties and civil status. On section 5 it is defined the equality of treatment and opportunities when applying for a job position, training, professional promotion and in the working conditions. Besides, on the sections 6 and 7 it is defined what it is considered as direct and non-direct discrimination and what constitutes sexual harassment and harassment based on gender.

In order to fight discrimination and to promote real equality between women and men, it is crucial to remove obstacles and social stereotypes that prevent from achieving it. On the section 51 it is determined the acting criteria for the public administrations to apply the equality principle between women and men. The referred criteria are: removing the obstacles that allow the persistence of any other type of discrimination to have access to a position and the development of the professional career; facilitating the conciliation of the personal, family and labor life; promoting trainings based equality access to through the whole career; promoting a balanced presence of women and men in the selection and assessment bodies; establishing effective measures of protection against sexual harassment and harassment based on gender; establishing effective measures to remove any direct or non-direct retributive discrimination based on gender and to assess periodically the effectiveness of the equality principle in their own fields of action.

Besides what it is stated on this Law, the University of Vigo must comply with its Statutes regarding the commitment to promote equality of opportunities between women and men and its regulations, specifically those referred to the fields: A) access on equal conditions to university teaching and researching; b) the access on equal conditions to the jobs and the professional promotion inside the University; c) organizing the working conditions with a gender perspective, especially regarding the conciliation between working and family life.

Regarding the working conditions, it must be highlighted that these have a multidimensional character and that it conforms a very complex field of action that includes the development of the professional career (access, promotion, training, retribution), aspects related to the time use (conciliation) and spaces, and also regarding labor health (risks and violence). One of the most important elements that make possible the access and promotion lies on the possibilities of conciliating professional, personal and family life, the use of time and family duties are still a basic element on the lack of equality that affects people, especially harming women on their possibilities and life opportunities.

On the diagnostic it is highlighted an important lack of proportion of women and men on most of areas, fields, categories and levels of organization. It is highlighted the scarce feminine presence on the top-level positions and the segregation in those fields that still are considered feminised or masculinised. Data seems to point the existence of barriers for the presence and promotion of women to top categories derived from the traditional culture of the organizations. Sociocultural base plays also a crucial role, since the weight of socialization and the stereotypes; alongside with the lack of a model of reference have a significant influence on people's expectations and goals.

Despite it has been achieved unprecedented equality quota between women and men, especially regarding the incorporation to education and payable work, there are still important inequalities in the use of time and family duties, those lack of equalities are a key element that affects women negatively, in their professional careers and in their life possibilities and opportunities.

Our University is committed towards equality in the field of conciliation improving the life and working conditions of people that belong to the university community. At the University it must be developed actions that contribute to achieving equality; it must be promoted the culture of corresponsibility and the development of policies and measures of conciliation and working health regarding gender perspective.

Regarding the gender-based violence it is important to refer to the Galician law 11/2007 for the comprehensive prevention and treatment of gender-based violence. This law, on section 4, gathers the general principles that direct its contents; gender-based violence is considered as an extreme type of lack of equality, focusing on the importance of



preventing gender-based violence through awareness, researching and training in the field of equality.

Regarding the labor health, it is important to make a reference to the law 2/2007 of the work on equality of women of Galicia. On the Title V, which deals with the integration of equality on the preventive policy of labor risks, it is referred to the necessity of avoiding inequalities on the prevention to which it is necessary to have disaggregated gender data on the field of labor health (working accidents, professional diseases, etc.). It is also highlighted the necessity of specific training on labor health and preventing risks based on the gender perspective, also in the adaptation of individual and furniture protection elements and working teams to the anatomic and physiological conditions of women in order to avoid situations of lack of protection in their health. Finally, the law refers to an especially important aspect oriented to eradicate from its origin the risks derived from the working conditions that might affect negatively the pregnancy, labor and natural breastfeeding.

### **Operative goal 1. Guaranteeing the implementation of the principle of equal treatment and opportunities between women and men on the selection, access, promotion and professional development processes**

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It is important to take advantage of the human potential of the institution guaranteeing equality of opportunities and treatment between women and men on the selection, access, promotion, professional development and working conditions. It is about discovering the specific reasons for this lack of balance between men and women on the different categories and levels detected on this diagnosis. In this sense, it would be important to deepen on the knowledge of personal promotion, its criteria and processes. Besides it would be interesting to discover how are these vacancies (diffusion and communication, selection processes, composition of juries and commissions, etc) to verify that behind those processes are hidden indirect discriminations that affects women greatly.

On this diagnosis it is detected that women normally participate on the training processes. It would be interesting to know the impact of this factor on the professional career of women.

- Creating reports of gender impact analyzing every selection process, access, promotion and professional development employed at the University of Vigo in order to detect factors that might boost non-direct discrimination.

- Analyzing professional careers of men and women in order to detect possible discriminations or inequalities.
- Analyzing the maternity/paternity permissions of women and men, fostering, adoption, breastfeeding, parental leave after a born or adoption, in order to detect its impact on the working careers and its possible economic repercussions.

## **Operative goal 2. Boosting incorporation of gender-based and equality training, and guaranteeing that the training on gender must be acknowledged and valued**

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Gender based training is an essential condition for the measures designed on the equality policies to be implemented and effective. On this diagnosis, it was highlighted an important lack of training on gender and equality. Today, it is a priority that we widen the training offer to all the staff at the University of Vigo.

- Including modules, topics, or contents related to gender equality on the whole permanent training offer at the University of Vigo.
- Including specific topics and contents related to gender based equality on the training programs of the internal promotion courses at every level of the administration.
- Scheduling specific courses on equality on the continuous training inside the Training program for the administration and service staff.
- Including the scale of contents for the provision of job positions for the PAS and PDI the assessment of the training on gender equality.

## **Operative goal 3. Incorporating the gender perspective on the assessment of job positions and retributive system**

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On this diagnosis it was not possible to deepen on the analysis of the retributive differences of men and women because it was not available the necessary information to tackle this question and so analyzing the conclusions on possible non-direct discrimination. It would be necessary to have a system with a neutral assessment of the job positions for the assignation of the same professional categories. This system must contemplate every possible dimension and not undervalue the job positions mostly occupied for persons of the same gender. The definition of job position must be neutral on the name and description.

- Analyzing the assessment system of job positions, complements, incentives, etc., in order to detect possible discriminations.
- Analyzing the retributions perceived by women and men at the University of Vigo in order to detect possible discriminations.

#### **Operative goal 4. Facilitating conciliation of the personal, professional and family life**

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On this diagnosis it is clear that conciliation problems are considered an essential necessity, having or not that personal necessity. On the poll and the interviews performed for this diagnosis it is highlighted the lack of knowledge about all existing rights and possibilities of conciliation. The need for conciliation is more related with women, a sign of the fact that it is not extended the culture of corresponsibility. There are also needs for more flexible working hours, shortening of labor days and the implementation of services for the attention of persons. Conciliation, considered so important, it has not been enough tackled by the institution.

- Publishing a guide on the University on the rights and possibilities to conciliate, and the existing resources and measures offered by the institution and its environment.
- Knowing the needs of conciliation and demands of the persons that study and work at the university.
- Creating and approving a plan of conciliation for the University of Vigo.
- Promoting and reinforcing services to facilitate the university community the attention and care of depending persons, and also boosting initiatives for the cooperation and solidarity on this field.

#### **Operative goal 5. Incorporating the gender perspective on the design and implementation of the security policies and labor health, and also in the prevention of situations of harassment and violence**

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Gender violence is an extremely important and complex social problem; it is a structural problem on different social, family and working contexts with many different forms. It is crucial to focus attention on what might be happening on the institution, especially bearing in mind the crucial problem that has as a teaching institution.

University is not an island and in the diagnosis it is discovered that there exists situations of violence and harassment, and also, that in this University these situations are not faced with the appropriate determination. The vast majority of interviewed persons or the ones responding this poll state that they would not know how to proceed on these cases or where to denounce it in case they have to face it. This is why it is important to have a protocol on the shorter notice.

Beyond this, it would be convenient to raise awareness on the university community on the seriousness of these situations, in such a way that these persons would not be silence or take it as a personal matter. In this sense, it would be important to have specific resources (structure, services, persons), that allow to attend and resolve these serious issues. Besides it would be important to give a greater visibility on the website of the University and giving an appropriate physical space for this type of attention.

Regarding the acting on the fields of policy of preventing risks it must began by insisting on the need to overcome the conception of gender neutrality in front of inherent hidden risks that affect specially men or women. On the diagnosis it was demonstrated that there are barely disaggregated gender data which constitutes an important problem to take decisions in the promotion of labor health.

- Creating and approving, as a priority, an acting framework protocol for the prevention and sanction of sexual harassment based on gender or sexual-identity, and its competences would belong to the Gender Equality Department.
- Organizing awareness campaigns on the university community to identify, prevent and denounce situations of gender violence, sexual harassment, or harassment based on gender or sexual identity.
- Offering a counseling and psychological support service for the prevention and detection of the discrimination and behaviors of harassment or violence based on gender.
- Identifying the labor risks at job positions occupied by women and men in order to incorporate the gender perspective on the risk prevention plan.
- Analyzing the job positions in order to prevent possible health risks for women being pregnant, in situation of breastfeeding or maternity.

## **Tracking, development and assessment of the Plan**

The Unit of Gender Equality and the Commission for gender equality have the duty of implementing the development, follow-up and assessment of the Plan for gender equality between women and men of the University of Vigo (2012-2014), being coherent with its own functions.

The development and tracking of the measures contained on the plan would be performed operatively through specific file cards for every of the actions, in which it would be stated the denomination, description, goal, responsibility, target population, resources and the time reference. Besides, this document must facilitate the collection of information in an observations section and proposals of advancing.

In parallel, indicators of implementation, processing and results on the actions and operative goals that could be included on the file cards must be defined.

Universidade de Vigo

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