



**3RD GENDER EQUALITY PLAN
UBC (2019-2022)**

INTRODUCTION

The University of the Basque Country (UBC), as a public university, is committed to equality between men and women. Article 4.3 of its Statutes establishes that the university ***will guarantee equality between men and women in the university community and will adopt measures to prevent or eradicate any discrimination on the basis of birth, ethnicity, sex, religion, opinion, language or any other personal or social condition or circumstance.*** The same article states that the university will abide by the principles of equal opportunities, respect for diversity and difference, integration of the gender perspective, positive action, eradication of roles and stereotypes on the basis of sex, and balanced representation.

As part of this journey towards genuine equality between men and women, in 2006 the UBC ***Equality Directorate*** (Governing Council 15/06/2006) was set up as a single-member academic post, one year before Organic Law 4/2007 urged universities to create equality departments. The creation of this Directorate was the result of prior work by a large group, comprising mostly women, committed to fighting for equal opportunities in different areas and spaces in Basque society. The Directorate has undertaken many actions since it was created, to comply with the functions conferred on the role and with the objectives pursued under the different laws, always within the scope of the university space.

Organic Law 3/2007 of 22nd March on real equality of men and women defines equality plans as ***an ordered set of measures adopted after analysing the situation and intended to achieve equality of treatment and of opportunities between men and women within a company and to eradicate discrimination on the basis of sex.*** The first analysis of the situation of women and men at the UBC was conducted in 2007 by the Equality Directorate. The resulting report presented a breakdown by sex of the university collective – students, ASS and TRS – in different areas of university activity.

After that analysis was completed, in 2009 the university approved the creation of its Equality Committee. It was assigned a priority task: to coordinate the preparation of the 1st UBC Gender Equality Plan, which would contain the guidelines that would direct the university's work on equality. One year later, the 1st Equality Plan 2010-2013 was presented for approval by the Governing Council. This act reaffirmed the university's commitment to gender equality.

Once the first plan had been executed, and following the creation of the UBC Intersectoral Equality Committee (from the negotiating committees for TRS and ASS civil servants and for contract TRS and ASS) via the agreement of 3rd April 2014, the university's 2nd Gender Equality Plan was approved.

This 3rd Gender Equality Plan 2019-2022 addresses – as the 2nd plan did before it – the philosophy underpinning Act 4/2005 of 18th February on equality of women and men, as well as Organic Law 3/2007 of 22nd March on real equality of men and women, which establish that public administrations and businesses must draw up equality plans to achieve the objectives in the various existing regulations. The preparation of this 3rd Gender Equality Plan has involved contributions from the university's Equality Committee, the equality committees of the centres and the Intersectoral Equality Committee. It is also supported by Emakunde under the agreement of 2nd July 2018.

The 3rd Gender Equality Plan is guided by the 2030 Agenda for Sustainable Development, approved in 2015 by the UN General Assembly, which establishes a transformative vision for the economic, social and environmental sustainability of the 193 member states that ratified it. It is the reference guide for the UBC's work over the next 15 years. The agenda contains the Sustainable Development Goals (SDGs) 2015-2030, which outline a new scenario requiring a cross-cutting and integrative vision for peace, justice, **gender equality** (goal 5), promotion of education, energy development, food security and tackling climate change. Under the European Union framework, the UBC's 3rd Gender Equality Plan is also informed by the European Commission's Strategic Plan 2016-2019 and by its commitment to gender equality.

The UBC's 3rd Gender Equality Plan 2019-2022 addresses the legal requirements that fall on universities under various regulations. As stated in the Preamble to Organic Law 2/2007 of 12th April, which modified Organic Law 6/2001 of 21st December on universities, ***the challenge that modern society faces in achieving a tolerant and egalitarian society which respects fundamental rights and freedoms, and in which there is equality of men and women, must include universities within its scope.*** Our university had already started addressing this challenge following the passing of Act 3/2004 of 25th February on the Basque university system. Its article

6.1 established the requirement to ***contribute to reducing social and cultural inequalities and to achieving equality of women and men***. The university provided all able and willing people with access to a university education.

Similarly, the 13th additional provision of Act 14/2012 of 1st June on science, technology and innovation established the ***implementation of the gender perspective as a cross-cutting category*** (section 5) and the ***adoption of Equality Plans*** within 2 years (section 6). Decree 274/2017 of 19th December, on the implementation and abolition of official university teaching leading to degree, master's and doctoral qualifications, states in article 5 that ***official degree, master's and doctoral teaching at university will promote equal opportunities for women and men in terms of their teaching career and will foster equal gender participation of students in all disciplines and fields of knowledge***. In addition, ***teaching and research in different fields of knowledge will integrate the gender perspective, make non-sexist use of language and incorporate women's knowledge and their social and historical contribution to the development of humanity***.

As set out in the Strategic Plan 2019-2022, the UBC is above all a public university. As such, it must promote inclusion, fairness and sustainability. The university has the potential to become a leader in social engagement, specifically in addressing the challenge of achieving genuine equality of women and men and respect for gender diversity. The 3rd Gender Equality Plan aligns with its predecessor, picking up incomplete actions and setting out new challenges. As a priority, it proposes the inclusion of the gender perspective and of feminist theory in teaching and in final degree and master's projects. It places a new emphasis on the early development of scientific and technological vocations, particularly among the female collective, and on tackling gender-based violence, sexist behaviour and gender-related discriminatory attitudes in the university space, by applying and disseminating the UBC protocol against gender-based violence, approved on June 7th 2018 by the Governing Council. It address the need for a university space which is respectful of diversity of gender or of sexual orientation, and of the importance of exploring, agreeing and applying measures to foster equality of women and men in social and workplace relationships.

LINE I. EDUCATION

1.1. Foster the inclusion of the gender perspective and of feminist theory in teaching.

Actions:

1.1.1 Study the presence of the gender perspective in qualifications in each scientific field to assess the possibilities of inserting the theme of gender into the curricula.

1.1.2 Develop an innovation programme to support the emergence of interdisciplinary teaching teams that research and develop scientific education with a gender perspective in virtual and blended teaching modes.

1.1.3 Provide supplementary online education in Basque and Spanish on gender and equality for all university collectives and with a specific credit allocation (variable from course to course).

1.1.4 Foster joint working, through broader learning communities, on the fifth Sustainable Development Goal (SDG): gender equality.

1.1.5 Align the development of competences in gender and equality with the learning and teaching strategy (Ikaskuntza, Ikerkuntza, Iraunkortasuna/Learning, Research, Sustainability).

1.1.6 Introduce one pilot blended subject into the degrees in each scientific field, looking specifically at the gender perspective. The subject should be optional and interdisciplinary.

1.1.7 Promote the use of inclusive language in teaching materials published by the UBC.

1.1.8 Design a pack (guide, mini guide and video) about the inclusive use of Basque and Spanish, for distribution among all first year students.

1.2. Foster the gender perspective in final degree and master's projects.

Actions:

1.2.1 University professors should promote gender and feminism among the themes for final degree and master's projects.

1.2.2 The Equality Directorate should encourage final master's projects which analyse situations or scenarios and provide solutions relative to gender equality in the university.

1.2.3 Incorporate the gender perspective into guidance and evaluation criteria for final degree and master's projects, with an emphasis on inclusive language.

1.2.4 Consolidate recognition of final degree and master's projects with a gender perspective via the Francisca de Aculodi and María Goyri prizes.

1.2.5 Publish prize-winning final degree and master's projects on the Equality Directorate website.

1.2.6 Organise annual meetings for dissemination to students of final degree projects defended at the UBC which are aligned with the fifth SDG on gender equality.

1.3. Raise awareness of the contributions of women to knowledge generation.

Actions:

1.3.1 In teaching guides and academic material, include bibliographic information that identifies female authors and resources on gender and equality.

1.3.2 Disseminate and raise awareness among students of the contributions of female scientists so that these become models for students' professional and social futures.

LINE II. RESEARCH

2.1. Support new and trainee researchers and foster a research culture with a gender perspective.

Actions:

2.1.1 Consolidate support for students, with a doctoral thesis registered at the UBC addressing research into feminism and gender, as well as diversity of gender and of sexual orientation, to take part in conferences, congresses or seminars by giving a talk, providing information or presenting a poster about this work.

2.1.2 Consolidate the Micaela Portilla prize for best thesis at the UBC on feminist or gender studies.

2.1.3 Launch a new call for proposals in collaboration with external institutional agents for a one-year grant for research into feminist and gender studies, and on diversity of gender and of sexual orientation.

2.2. Foster the gender balance and promote the gender perspective in research.

2.2.1 Provide UBC teaching and research staff with courses on research methodologies for designing projects with a gender perspective.

2.2.2 Establish mechanisms in calls for research projects for evaluating the gender perspective against specific, clear and transparent criteria.

2.2.3 Put together a good practice guide that provides researchers and research technicians with criteria for writing and developing their projects with a gender perspective.

2.2.4 Raise awareness of women's scientific output and of their active role in research and in scientific dissemination and transference.

2.2.5 Organise gatherings and conferences to raise awareness and share experiences of methodologies in research with a gender perspective.

2.2.6 Work with UBC library managers to provide workshops on the existence, use and dissemination of archives, meta-archives, databases and reports on scientific production related to gender equality.

LINE III. RELATIONSHIP WITH SOCIETY

3.1. Collaborate with other institutions and bodies working on equality of men and women to create socially validated female exemplars with whom women, and particularly adolescents and girls, can identify.

Actions:

3.1.1 Boost participation of women in academic ceremonies including graduations, term commencement events and the conferment of doctoral degrees, and promote such events.

3.1.2 Increase the presence of academic women in the ADITUAK archive.

3.1.3 Raise awareness of prizes or mentions received by female academics and researchers at the UBC.

3.2. Foster the early development of science and technology vocations, particularly among women and girls.

Actions:

3.2.1 Boost early scientific education and science dissemination.

3.2.2 Collaborate with other agents and institutions to design and implement a programme to raise awareness and foster early science vocations among non-university students, particularly among girls in primary and secondary education.

LINE IV. PEOPLE

4.1. Combat gender-based violence, sexist behaviour and gender-related discriminatory attitudes in the university space.

Actions:

4.1.1 Disseminate the UBC protocol against gender-based violence throughout the university's entire physical and virtual space.

4.1.2 Implement the UBC protocol against gender-based violence through the creation of a specific committee to address this issue. The committee members will receive specific training on listening, assisting and providing help for people who are experiencing or have experienced violence.

4.1.3 Release an annual publication on the Transparency Website on the number of reports received by the Equality Directorate of gender-based violence and on the specific type of violence reported.

4.1.4 Design and launch a specific programme for younger female students about preventing gender-based violence.

4.1.5 Activate information, dissemination and awareness-raising campaigns to eradicate gender-based violence in the entire university community.

4.1.6 Work with campus managers to design a safer and more inclusive university space from a gender perspective.

4.1.7 Set up a specific inbox on the websites of all UBC centres where students, professors, ASS and research staff can notify any instance of sexist conduct or gender-related discriminatory attitudes in the university space.

4.2. Foster a university space which respects diversity of gender or of sexual orientation.

Actions:

4.2.1 Raise awareness of UBC spaces which protect diverse forms of identity, personality and orientations, created following the university's adhesion to the *Gune Anitza* programme.

4.2.2 Continue to implement the third, non-binary sex/gender marker in internal UBC documentation.

4.2.3 Identify and label mixed bathrooms in each UBC centre and space.

4.2.4 Provide trans people in our university community with individual or collective processing of official transition documentation issued by the Basque Government.

4.2.5 Create networks to raise awareness of diversity of gender or of sexual orientation.

4.3. Explore, agree and apply measures to foster the equality of women and men in social and workplace relationships.

Actions:

4.3.1 Promote parity in the membership of committees and selection panels and take any measures deemed necessary to boost the participation of women in these decision-making spaces.

4.3.2 Keep equality clauses (*tie break clause* and *equality topics*) in ASS selection processes.

4.3.3 Prepare a UBC *Reconciliation Guide* tailored to different family, personal, social and workplace contexts and needs, compiling information on the current applicable legislation on shared responsibility for achieving a work-life balance.

4.3.4 Initiate a process of dialogue with the Intersectoral Equality Committee so that, over the life of the plan – and so that current measures can be adapted, updated and improved – proposals are agreed and developed on various matters affecting shared responsibility for achieving a work-life balance, for approval before the relevant bodies (Negotiation Panel and Governing Council).

4.3.5 Gradually implement paternity leave throughout the life of this plan, without detriment to any improvement to this provision by the Basque General Administration, which the UBC would then adhere to.

Paternity leave will not be transferable. Since this plan entered into force, paternity leave will be 8 weeks in 2019, 12 weeks in 2020 and 16 weeks in 2021. It will be distributed as per the applicant's wishes, provided the first four weeks are uninterrupted and taken immediately after the birth, and as per any legal decision on custody in the case of adoption or fostering, or as per the legal decision formalising an adoption. The remaining weeks must be taken prior to or after weeks 7 to 16 of maternity leave and must be uninterrupted. The same applies to weeks 5 to 16 of the other partner's leave for adoption, custody for the purposes of adoption or fostering.

4.3.6 Throughout the life of this plan, gradually increase the number of remote working posts granted on the grounds of caring for minors. 35 posts will be offered in 2020, 38 in 2021 and 40 in 2022.

LINE V. GOVERNANCE AND RESOURCES

Actions:

5.1. Ensure, as far as possible, that the final composition of collegiate bodies at the UBC has parity of membership.

5.2. Put together a guide for the organisation of events at the UBC which provides criteria on gender equality and sustainability.

5.3. Increase the number of women in leadership and top posts at the university (full professors, lead researchers in projects and research groups, and high level academic posts).

5.4. Increase the participation and promotion of women in the academic and scientific world by promoting awareness-raising and educational activities which boost their empowerment and leadership.

5.5. Create mixed spaces for women, men and non-binary individuals at the UBC to boost egalitarian and inclusive leadership with a gender perspective.

5.6. Create an annual report on the situation of women and men at the UBC.

5.7. Celebrate certain international days: International Day of Women and Girls in Science (11th February), International Women's Day (8th March), International Day for the Elimination of Violence against Women (25th November).