



*III Gender Equality  
Plan between Women and  
Men at the Universidade  
de Vigo 2020-2024*

# *Gender Equality Plan:*

- Who We Are?
- III Gender Equality Plan content.
- UVIGO Budget for the Gender Equality Plan.
- Stakeholders engagement of the III GEP Measures.
- Protocol on changing the given name and gender into the preferred one for transsexual, transgender and intersexual people at the UVIGO.
- Virtual Training Pathway on Gender.

## Equality Unit

WHO WE  
ARE?



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### *Rector*

**Manuel Joaquín Reigosa Roger.** Professor at the Universidade de Vigo since its creation in 1990, he holds a degree in Biology and Philosophy from the Universidade de Santiago de Compostela, where he also obtained his PhD in Biology. University Professor of Plant Physiology, he has assiduously participated in governing bodies. It is worth mentioning his work in the three statutes commissions, including the constituent one. As government responsibilities, he has been secretary of the University College of Vigo, Director of the R&D Office, assistant to the Vice-rector of Research, twice dean of the Faculty of Sciences of Vigo (today split into three faculties), director of the Department of Plant Biology and Soil Sciences and Vice-rector of Research. Manuel Reigosa has also been coordinator of the master's degree in Terrestrial Ecosystems and has chaired the academic committee of a doctoral program, that achieved the mention for excellence. He is the author of more than 100 research articles and editor of five books for publishers such as Kluwer and Springer, among others. With six six-year research periods and six five-year recognized teaching periods, he is currently involved in editorial work, including work as editor-in-chief of two JCR journals (Thalassas and Allelopathy Journal) and participation as associate editor in three others (PLOS ONE, Acta Physiologia Plantarum and Weed Biology and Management).



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### *Director of the Equality Unit (Teaching and Research Staff - part-time)*

**Águeda Gómez Suárez.** (ORCID: <https://orcid.org/0000-0003-4001-3060>) is Associate Professor of Sociology at the Universidade de Vigo. With a PhD in Sociology from the Universidade de Santiago de Compostela and a degree in Sociology from the Universidade Complutense de Madrid, she has developed her research work on issues related to socio-sexual order in non-Western societies, the “whoremonger” in the prostitutional system and gender gaps in the academy. She directed eighteen research projects as main researcher and published eleven monographic books, twelve book chapters and thirty scientific articles in indexed journals, such as “Masculinidades prostitutivas: el relato sexual del putero en contextos patriarcales”(2022), “El “malestar” que no tiene nombre: Investigadoras en tiempos de Covid19 “ (2021), “Prostitución y confinamiento: El Putero 2. 0” (2021), “La pedagogía de la crueldad en el relato putero” (2020), “Etnosexualidad e identidades de género transbinarias” (2020) and “Los sistemas sexo/género en distintas sociedades: modelos analógicos y digitales” “ (2010), among other publications. She is currently the Director of the Equality Unit at the Universidade de Vigo.



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### *Equality Technician*

**Mar F. Cendón.** Senior Equality Technician. Graduate in Political Science and Administration and Master’s Degree in Gender Studies.

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## *Equality Commission*

Created in 2011 to promote equality policies at our University.

Collegiate body formed by a representation of each sector of the university community. It is chaired by the Rector or the person he delegates to. The secretary is the Director of the Equality Unit, Águeda Gómez Suárez. Other members include: Xosé Manuel Buxán Bran and Marta García Mosquera, Teaching and Research Staff with a permanent position; María José Ríos Santomé, from the Board of Administrative and Services Staff; Luis Pérez Gómez, representing the Pontevedra and Ourense Works Councils for Administrative and Services Staff; Manuela Raposo Rivas, from the Board of Teaching and Research Staff. Xosé Mahou Lago, representing the Pontevedra and Ourense Works Councils of Teaching and Research Labour Staff. José Luis Pérez Martínez, student representative and Mercedes Castro Mouzo, member of the Social Council.

Tasks: To make proposals for plans, programmes or actions conducted by the Universidade de Vigo in the field of equality. To participate in the elaboration of the Universidade de Vigo's equality plans, which will be submitted to the Governing Council for approval. To monitor all equality plans and actions. To promote the implementation of equality plans, evaluate their application and propose actions for improvement. Any other tasks assigned by the governing and representative bodies of the Universidade de Vigo.

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## *Equality Links*

Equality promoters that exist in the faculties, schools and research centers of the three university campuses.

The people designated as equality liaison officers are the reference points of the centres for disseminating the culture of equality and contributing to the implementation and monitoring of the policies proposed in the institution.

# III Gender Equality Plan between Women and Men at the Universidade de Vigo

Approved by the Governing Board of the Universidade de Vigo on the 20th of November, 2020

## INDEX

Introduction .....	6
Background information .....	8
Drafting process .....	11
Characteristics .....	12
Structure .....	13

## THEMATIC LINES

LINE I. ....	18
LINE II. ....	22
LINE III. ....	26
LINE IV. ....	31
Monitoring .....	35

## *Introduction*

The Universidade de Vigo is an institution that produces and transmits knowledge, and therefore it has a great social responsibility to be a model where equality between men and women represents the foundation of its structure and operational system.

Spanish Organic Act 3/2007, on effective equality between men and women, introduces equality plans as a tool for systematising measures aimed, on the one hand, at avoiding any type of discrimination based on sex and, on the other hand, at establishing actions to foster equal opportunities between men and women; in particular, the reconciliation of professional, familiar and private life.

In order to comply with this regulation, the Universidade de Vigo has been equipped over the last decade with an Equality Unit (a technical body), an Equality Commission (a body representing the university community) and two equal opportunity plans.

The following regulations are to be considered as a reference with this regard, Directive (EU) 2019/1158 of the European Parliament and of the Council of 20 June 2019, work-life balance for parents and careers and repealing Council Directive 2010/18/EU; Royal Decree Act 6/2019 of 1 March 2019 on urgent measures to ensure equal treatment and opportunities for men and women in employment and occupation (BOE-Spanish official Gazette- No. 57, of 7 March 2019); Legislative Decree 2/2015, of 12 February, regarding equality in Galicia; and Act 14/2011, of 1 June, on Science, Technology and Innovation, as well as all European regulations affecting our country, such as the Horizon 2020 programme, of the European Commission, which "will guarantee the effective promotion of equality between men and women and of the gender dimension in research and innovation"; the recommendations made by The European Institute for Gender Equality (EIGE) (2016) and regarding Gender equality in academia and research. Gear tool; The National Plan for Scientific and Technical Research and Innovation (2017-2020), which promotes the inclusion of the gender dimension in R&D&I actions; the recommendations of the Helsinki Group on Gender in Research and Innovation to improve gender mainstreaming in H2020 and in the next framework programme (referred to as FP9):

«Position paper on H2020 interim evaluation and preparation of FP9»; the gender equality accreditation system for research organisations, as part of the European project GENDER-NET and available at Framework and methodology to set up a joint Award/Incentive on gender policies in research institutions; the Sustainable Development Goals (SDGs) of the United Nations, being Goal 5 focused on the eradication of any discrimination against women and girls; Recommendation CM/Rec (2019)1 of the Committee of Ministers to Member States to prevent and combat sexism (adopted by the Committee of Ministers on March 27, 2019, at its meeting No. 1342 of the Ministers' delegates, pursuant to Article 15.b) of the Statute of the Council of Europe); and finally, the State Pact against gender violence, which includes measures to be taken by universities in relation to teaching, research and prevention of violence against women.

Manuel Joaquín Reigosa Roger

Rector of the Universidade de Vigo



## *Background information*

The Universidade de Vigo has always been very concerned regarding gender equality promotion between men and women. In this sense, it was a pioneer in creating its Equality Unit in 2006, before it was compulsory as stated in the twelfth additional provision of the Organic Act 4/2007, of 12 April 2007, which modifies the Organic Act 6/2001, of 21 December 2001, on universities. The Universidade de Vigo also included as one of its goals "to develop its own policy on equality" in the strategic plan. In addition, within the past thirteen years, it was observed how the policies of equality between men and women were strengthened, both from an institutional point of view and in the university political agenda.

In 2010, the Universidade de Vigo published a diagnostic report on gender equality at the Universidade de Vigo, in order to identify the strengths and weaknesses regarding gender equality so the first equality plan between men and women could be drafted.

In 2011, the creation of the Equality Commission and its operating regulations were approved by the Governing Board of the Universidade de Vigo on the 13rd of June 2011, representing a new manifestation of the commitment of the Universidade de Vigo to gender equality.

In 2012 and driven by the Equality Commission, the I Equality Plan of the Universidade de Vigo was drafted and approved, to be temporarily in force for two years since its approval on the 12th of November, 2012.

In 2015, the evaluation report of the I Equality Plan between Men and Women (2012-2014) was evaluated and published, which, in addition, presented suggestions for improvements towards the second plan. The report was accompanied by a data report on the composition of women and men at the Universidade de Vigo (2009-2014) consisting of an update of the real quantitative data on the composition of the institution from a gender perspective. Subsequently, the Equality Commission launched a small and modest virtual survey on gender equality addressed to the whole university community, in order to obtain a global feeling on gender equality to help in the elaboration of the second equality plan.

In 2016, the Equality Commission, at its meeting on the 22nd of February, 2016, agreed on the draft of the II Equality Plan to be evaluated by the staff responsible for equality issues at the university schools so they can submit any kind of suggestions. Subsequently, it was made available to the university community for a period of allegations and observations during which none were presented. On the 15th of April, 2016 the Governing Body of the Universidade de Vigo approved the II Equality Plan between Men and Women at the Universidade de Vigo (2016-2019).

The Universidade de Vigo is adhered since 2016 to the programme of the European Commission HR Excellence in Research. This programme establishes the European standards of excellence in research applicable in the European research area; therefore, these standards are introduced in this third equality plan.

Among other aspects, these standards have a special impact on the principle of "non-discrimination on grounds of sex, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic status, and also on the principle of gender equality».

In 2019, the Equality Unit started an initial evaluation of the II Equality Plan between Men and Women at the Universidade de Vigo (2016-2019), in order to identify the degree of compliance of the II Equality Plan, and to indicate the progress made and its objectives, with the purpose of initiating the draft of the III Equality Plan.

During that year, two studies and an analysis of the university's official statistics from a gender perspective were carried out in order to understand the situation of equality at the Universidade de Vigo: a first qualitative study on the conciliation needs of the entire university community; a second qualitative and quantitative study on the assessments, perceptions and impacts of equality policies between men and women at the Universidade de Vigo regarding the activities carried out within the framework of the State Pact against gender violence; and an analysis of the university's official statistics from a gender perspective within the framework of the Equality Observatory, with the intention of identifying the needs and demands regarding gender equality among the university community.

The evaluation report of the II Equality Plan, together with research reports and analysis of official data, concluded that:

- 50.6% of the II Equality Plan between Men and Women at the Universidade de Vigo (2014-2019) has been carried out or is in the process of doing so. Among the four thematic lines, which include fifteen strategic objectives distributed in 83 actions, it can be assured that 41 activities are still to be carried out; this means that 49.4% of the plan is undeveloped.
- The lack of personnel in the Equality Unit made it difficult to achieve a higher implementation level of the plan.
  - Some of the actions were designed and carried out by the Equality Unit in coordination with other bodies and services, which indicates the commitment of the institution as a whole regarding gender equality policies (Scholarship Service, Secretariat General, Vice Rectorate for Communication, Vice Rectorate for Planning, Vice-Rectorate for Academic Organisation and Teaching Staff, and the Governing Board),
- There are strong absences in equality and awareness training for students that should be addressed in the third equality plan,

- Communication and dissemination strategies to raise awareness on equality issues shall be reinforced in order to reach students through social networks and other media.
- The entire organisation must be committed and eliminate reluctance to progress in equality, so that it does not depend only on the will of specific individuals and becomes normalised in the structures and work dynamics.
- It was not possible to carry out some of the actions of the plan as they were formulated, so it is necessary to incorporate them into the third equality plan, especially the measures aimed at promoting work-life balance and co-responsibility of our professionals, which were explicitly included in the II Equality Plan between men and women at the Universidade de Vigo.

## *Drafting process*

Through the studies on work-life balance needs, the study on attitudes towards equality, regarding the actions developed within the framework of the State Pact against Gender Violence and the analysis of official university statistical data from a gender perspective, information was obtained on the degree of awareness of gender equality and the needs of the university community to promote gender equality were identified. From the analysis of the responses, the following general considerations can be noted:

- The perception that the university is a more equitable space than the rest of society is observed.
- Among the academic staff and the administrative and service staff, there are a series of work-life balance needs in their workspace in terms of specific services, flexibility of timetables, priority criteria in the choice of working hours or even the time slot for teaching, etc., which must be addressed.
- Gender equality is important for the university community, in general, and among students, in particular, so there is a significant interest in incorporating gender training to the university activity (postgraduate, undergraduate...) and, in particular, in socio-emotional training.
- The Equality Unit is a barely known body among the students and part of the administration and services staff, so communication and dissemination issues must be reinforced.
- There is a need for greater dissemination of the actions and resources that the institution makes available to the university community to promote gender equality, especially among students, adapting communication strategies to their habits (social networks).
- Awareness on gender issues among the university community has increased, as demonstrated by the demand for “purple points” at university festivals, but not every member of the university community was reached so resources made available to them by the institution were used responsibly.

Based on the information obtained from the results of the evaluation of the second plan and the data analysis research, this third equality plan has been drafted.

## *Characteristics*

This third equality plan is based on a series of fundamental perspectives that inspired the text of this document:

- From the perspective of human rights, since everyone is equal and should have the same opportunities to study and work in an equitable and non-sexist environment of coexistence.
- From a scientific perspective, since the inclusion of women in equal opportunities and situations promotes scientific excellence and increases the quality of solid scientific results.
- From a development perspective, given that if gender inequalities in education and employment persist, in general, the current gender inequalities will be perpetuated.
- From a feasible perspective, because the plan presented here aims to provide concrete and feasible measures to advance in the search for real equality and promote work- life balance and joint responsibility among our professionals, fighting against the "care gap".
- From an integral perspective, the measures proposed in this plan aim to create more equitable relationships in the university community.
- From a transversal approach, the actions proposed in this plan reach all the bodies, structures and services of the institution with the objective of normalising the principle of gender equality to achieve excellence.
- From a participatory methodology that involves the university community in the policies designed in this plan through public exhibition and the period of allegation of this plan.
- With a duration of four years, since this time scenario allows planning actions that require a longer period of time to be carried out.

## *Structure*

Similarly to the first and second plans, the III Equality plan between Men and Women at the Universidade de Vigo is structured in four thematic lines which, in turn, contain strategic and operative objectives.

Based on these objectives, the twelve actions considered necessary to achieve them are listed below.

### **Line 1. Equality culture: raising awareness, visibility and communication**

#### **Operational objectives:**

- 1.1. Giving visibility and raising awareness regarding existing inequalities based on gender, and the causes that lead to them, in order to involve the entire university community in achieving a fairer environment.
- 1.2. Promoting the commitment of university faculties and schools to gender equality.
- 1.3. Encouraging women's participation in public spaces and in decision making.
- 1.4. Ensuring there is a representative balance between sexes at all levels of the staff, including the levels of supervision and management in the field of research.

#### **Actions:**

- 1.1.1. Celebrating special days (11F, 8M, 25N) with awareness-raising campaigns.
- 1.1.2. Making gender inequalities at the university visible, disaggregating official UVigo statistical data by sex and developing an analysis of official data from a gender perspective from the Equality Observatory.
  - 1.2.1. Creating an equality label to promote gender equality in all facilities, faculties and schools.
  - 1.2.2. Promoting teaching and awareness-raising activities with a gender perspective at faculties and schools.

1.3.1. Promoting equal presence of men and women in congresses, committees and other university spaces and activities.

1.3.2. Guaranteeing equality in single-seat bodies, collective bodies, areas of power and consultative bodies, and in electoral candidacies.

1.4.1. Maintaining the current existence of a representative balance between sexes in the service chiefs.

1.4.2. Favouring the existence of an equal gender balance at supervisory and management levels in the research area.

## Line 2. Equality related in the university functional and organisational structures

### Operational objectives:

2.1. Strengthening the institution's commitment to gender equality.

2.2. Integrating and mainstreaming the gender perspective in university governance, structures and operation.

2.3. Communicating with a gender perspective and transmitting an equitable, plural and non-stereotyped image.

2.4. Promoting the social protection of the Universidade de Vigo with a gender perspective.

### Actions:

2.1.1. Giving visibility and reinforcing the figure of the staff responsible for equality at the schools and faculties to ensure compliance with equality commitments and provide new activities and gender policies at each school/faculty.

2.1.2. Providing the Equality Unit with human and economic resources.

2.2.1. Favouring the design of budgets with a gender perspective.

2.2.2. Integrating the gender perspective in social responsibility, prevention and occupational hazards, quality, cooperation and legal advice, among others.

2.3.1. Guaranteeing an inclusive institutional communication (web, social networks, paper, etc.) at the university.

2.3.2. Using inclusive and non-sexist language in institutional communications and adapting all signs at faculties, schools, facilities, services, units and structures of the Universidade de Vigo to this non-sexist and inclusive language.

2.4.1. Favouring the inclusion of the gender perspective in the selection criteria for social action grants

### **Line 3. Teaching, research and knowledge transfer with a gender perspective**

#### **Operational objectives:**

- 3.1. Promoting the inclusion of the gender perspective in teaching.
- 3.2. Promoting the inclusion of the gender perspective in research.
- 3.3. Promoting research with a gender perspective and its transfer to society.
- 3.4. Promoting the presence of women in research and giving visibility and recognizing women's contributions to knowledge generation.

#### **Actions:**

- 3.1.1. Elaborating training courses on gender issues to train the entire university community.
- 3.1.2. Designing a UVIGO master's degree in gender training and teaching resources with a gender perspective for the teaching community.
- 3.1.3. Promoting the elaboration of teaching material with a gender perspective.
- 3.2.1. Considering as an additional merit the inclusion of the gender perspective in the research actions financed by the Universidade de Vigo.
- 3.2.2. Promoting and expanding the training offer in order to boost the inclusion of the gender perspective in research.
- 3.2.3. Promoting the performance of blind evaluations of the UVIGO calls for grants, internships and research projects.
- 3.2.4. Promoting an UVIGO publication line on studies and research with a gender perspective.
- 3.3.1. Promoting research within the framework of gender studies.
- 3.3.2. Seeking the extension of the Exeria awards for doctoral theses with a gender perspective.
- 3.4.1. Promoting the leadership and presence of women as principal investigators in research, together with the formation of gender balanced research groups.



3.4.2. Promoting the balanced presence of men and women in the research commission, together with the presence of gender experts.

3.4.3. Drafting a regulation to guarantee gender balance in the selection of future honorary candidates.

3.4.4. Favouring the coordination of a common regulation for the whole Universidade de Vigo regarding Chicago type bibliographic citations, in order to give visibility to the authorship of women.

## **Line 4. Working and studying at university in equality and promoting social and collaborative conditions with a gender perspective**

### **Operational objectives:**

4.1. Favouring the work-life balance and co-responsibility of professional, family and personal life.

4.2. Detecting, resolving and preventing sexual and gender-based harassment and gender-based violence in the university environment.

4.3. Promoting the involvement of men in the creation of a more equitable society.

4.4. Promoting the incorporation of the HRS4R standards of the European Commission.

### **Actions:**

4.1.1. Favouring the organisation of professional and academic activities to facilitate the conciliation and co-responsibility of personal, family and professional life.

4.1.2. Promoting the implementation of an occasional playroom programme for specific events for the children and grandchildren of teaching and research staff, administrative and service staff and university students.

4.1.3. Assessing the viability of formulas aimed at favouring the care of family members up to the second degree of consanguinity or affinity, beyond hospitalisation leave.

4.1.4. Carrying out a specific campaign among academic and administrative staff and students that informs about the importance of life sustainability and the care economy as a responsibility of everyone.

4.2.1 Creating a network of faculty, administrative and service staff and students to support victims of sexual harassment, gender-based harassment and gender-based violence, and disseminating the protocols for action in these cases.

4.2.2. Designing multilingual campaigns against sexual harassment, gender-based harassment and gender-based violence to be disseminated at student parties and among incoming exchange students.

4.3.1 Carrying out awareness campaigns aimed at men, making visible the benefits that women and men obtain with equality.

4.3.2 Developing awareness campaigns with male social references that respond to equitable models of masculinity

4.4.1 Promoting, as far as possible, the inclusion of affirmative action measures in the university's professional promotion criteria, always respecting the criteria of quality and competence.

4.4.2. Favouring the use of remote communication media for training actions or meetings that facilitate the conciliation and co-responsibility of family, personal and professional life, ensuring that this does not entail a cost for workers derived from the current care schedule

## LINE I. Equality Culture: raising awareness, visibility and communication

**Strategic objective:** Integrating the principle of equal opportunities between men and women as a vertebral element of university coexistence.

The principle of gender equality must underpin all university activity and be incorporated in an effective and transversal way in order to create an equitable environment of coexistence. The equitable environment, besides being fair and democratic, is undoubtedly beneficial for the institution because it will increase its competitiveness by taking advantage of all its human capital in equal conditions. Despite the efforts made during the life of the first and second plan, there is still a general opinion that there are no inequalities at the Universidade de Vigo and that both women and men have the same opportunities to develop personally and professionally. In order to create an equitable conscience, it is necessary to make visible the existing inequalities and to inform about the need to correct them by means of the adopted policies.

### Operational objective 1.1.

*Making visible and raising awareness about the existing inequalities based on gender and the causes that provoke them in order to involve the entire university community in achieving a fairer environment.*

The absence of effective equality between men and women, the persistence of sexism and gender stereotypes linked to the professional, family and personal spheres continues to be a reality in our universities. Therefore, it is important to raise awareness in the university community about the persistence of these inequalities between men and women, in order to contribute to the construction of a society where women and men share, in equal conditions and with the same opportunities, all areas of life. For this, it is essential to promote the involvement of men in the construction of a more equitable society.

### Actions

1.1.1. *Celebrating special days (11F, 8M, 25N) with awareness-raising campaigns.*

The Universidade de Vigo should give continuity to the institutional awareness campaigns around the celebration of February 11th (International Day of Women and Girls in Science), March 8th (International Women's Day) and November 25th (International Day

for the Elimination of Violence against Women). It should also carry out awareness campaigns on specific aspects of gender inequalities between women and men,

**1.1.2.** *Making gender inequalities at the university visible, disaggregating official UVigo statistical data by sex and developing an analysis of official data from a gender perspective from the Equality Observatory.*

By strengthening the Equality Observatory to analyse the university statistics from a gender perspective, together with the obligation to ensure the systematic inclusion of the sex variable in all statistics, surveys and data collection carried out in any area of the university and the promotion of the work of developing the system of indicators, we can continue on the path of the institution's commitment to ensure that the collection and processing of information is disaggregated by sex in order to make visible the possible inequalities between men and women in our institution. It is also important to reinforce the studies to collect the perception of the university community on specific issues related to equality.

## **Operational objective 1.2.**

*Promoting the commitment of university faculties and school regarding gender equality.*

University faculties and schools are key actors in promoting and encouraging equality between men and women in our university. From each of their own academic cultures, each faculty/school should apply these gender policies to the needs and the reality identified in the closest environment, both for the students and for the teaching staff.

### **Actions**

**1.2.1.** *Creating an equality label to promote gender equality in all facilities, faculties and schools.*

In order to promote and encourage the promotion of equality between men and women in university facilities, an equality award will be created to annually reward the centers that stand out for their work in favour of gender equality. In order to decide the awarded faculties/schools, it will be taken into account if the study plans of the degrees include subjects dealing with gender equality, as well as the number of experts in gender equality and feminism that the faculty/school, the number of activities of promotion and awareness of equality that take place annually, the parity in the decanal and directive governing bodies, the use of inclusive and non-sexist language in the documents of the faculty/school, the policies of recruitment and new students with a gender perspective, among others. The prize will consist of an amount of money (not yet specified) to be used by the management or dean's office to develop gender policies in the faculty/school.

**1.2.2.** *Promoting teaching and awareness-raising activities with a gender perspective at faculties/schools.*

This action aims to reinforce and give continuity to the teaching activities with a gender perspective and to the awareness-raising activities with a gender perspective that the Equality Unit has been organising every year for several years. On the one hand, the teaching and awareness-raising activities provide an opportunity for teachers and the whole university community in general, regarding the promotion of equality between men and women in each of the areas chosen by the participants. On the other hand, it transfers the actions in favour of equality to the closest environment for students and teaching staff: the schools and faculties.

### **Operational objective 1.3.**

#### *Encouraging women's participation in public spaces and decision making.*

Many times, women are less willing to exercise representative functions, so the causes of this lack of willingness should be analysed to detect if, in addition to inviting them to participate, the organisations should make an effort to review their operating dynamics to include women and promote a more active participation of women in their bodies.

#### **Actions**

##### *1.3.1. Promoting the equal presence of men and women in congresses, committees and other university spaces and activities.*

Designing effective and concrete actions to guarantee the equal presence of men and women in congresses, committees and other university spaces and activities. This measure aims to put an end to the reproduction of traditional inequalities between men and women, favouring and strengthening the equal constitution to break flawed dynamics between "peer groups" and, on the other hand, to make it easier for women to accept this greater burden of responsibility by occupying more spaces of power.

##### *1.3.2. Guaranteeing parity in unipersonal bodies, collective bodies, power and consultative spaces, and in electoral candidacies.*

The presence of women in public spaces where the policies of the institution are decided is essential to advance in achieving effective equality. The Universidade de Vigo must by all means facilitate that the governing and representative bodies reflect the real composition of our institution and favour the development of female leadership so that women are active participants in the decisions of the organisation. For the same reasons, the appointment of the people who represent the institution in external bodies and committees must also respect the principle of balanced presence of women and men.

## **Operational objective 1.4.**

*Ensuring that there is a representative gender balance at all levels of personnel, including supervisory and managerial levels in the field of research.*

It is essential to promote parity at all levels of the university staff, in order to favor real and effective equality between men and women.

### **Actions**

**1.4.1.** *Maintaining the current existence of a representative balance between the sexes in the service management and other working levels.*

The university must promote, as far as possible, the existence of a balance between men and women at all levels of work, in order to favour real and effective equality between men and women in a concrete way.

**1.4.2.** *Favouring the existence of an equal gender balance at the supervisory and management levels in the research area.*

It is essential to promote the presence of women and men on an equal footing in the areas of supervision and management of research services, in order to put an end to androcentric biases and effectively incorporate the gender perspective in research.

## LINE II. Measures related to equality in the functional and organisational structures of the university

**Strategic objective:** Designing, operating and governing by integrating the gender perspective in a cross-cutting manner.

The Organic Act on Universities considers that the action of the university should not be limited to the transmission of knowledge, but should embrace its commitment to social progress and be an example for its surroundings. The Universidade de Vigo should strive to provide society with a gender-neutral image that serves as a reference model. This is only possible if it fully incorporates the gender perspective in its strategies and policies, strengthening the necessary structures to be a social reference of good management and good practices aimed at achieving effective equality between men and women.

### Operational objective 2.1.

*Strengthening the institution's commitment to gender equality.*

The various diagnoses carried out throughout 2019 at our university show that, on the one hand, almost the entire university community (students, academic and administrative staff) gives a great importance to the promotion of equality between men and women, but, at the same time, they are barely aware of the gender policies promoted within the university itself, as it is the case of the Equality Unit. This lack of awareness of the institution's efforts in favour of equality may be due to the lack of human and economic structural resources of the Equality Unit so that this weakness does not jeopardize the work done and the future continuity of equality policies. The institution has strengthened and expanded its commitment to gender equality, but it must be strengthened through concrete actions.

### Actions

**2.1.1.** *Giving visibility and reinforcing the figure of the staff responsible for equality at the schools and faculties to ensure compliance with equality commitments and provide new activities and gender policies at each school/faculty.*

Although it is very positive to count on a responsible person for equality in the management teams at the schools and faculties, as well as the recommendation in the quality handbook stating that they should be part of their quality commissions, it is necessary to give them visibility in each faculty/school, provide them with the specific training support they need to acquire the necessary competencies to act as "equality representatives" and specify

their competencies. center, provide them with the specific training support they need to acquire the necessary competences to act as "equality liaisons" and specify their competences; and in addition, expand their responsibilities at each faculty/school, such as monitoring the situations of inequality between women and men within the school/faculty, monitoring the use of inclusive language in the official communication of the deans, among other measures, in order to expand the culture of equality at the Universidade de Vigo.

### *2.1.2. Reinforcing the Equality Unit with socioeconomic resources*

Although equality between men and women is one of the consensus values most appreciated by the entire university community, the lack of efforts towards gender equality in our university is also very considerable. This lack of progress is due to the lack of human and economic structural resources of the Equality Unit, which jeopardises the work done and the future continuity of equality policies. It is necessary to provide the Equality Unit with more specialised human and administrative resources and an adequate budget so that it can effectively carry out its work.

## **Operational objective 2.2.**

### *Integrating and mainstreaming the gender perspective in university governance, structures and operations.*

Economic and social policy reflects the commitment of an institution to the welfare and human rights of women and men. The situation of inequality between men and women is a matter of concern for all public institutions in general. The way in which this inequality is treated from the different instances is becoming more and more interdisciplinary, both in the structures as well as in the budgets and functioning of these institutions, such as the university. The reality shows that inequality between men and women, together with the persistence of sexism and gender stereotypes when it comes to work, family and personal life, persists in the heart of our university institutions. Only with the incorporation of the gender perspective at an integral and transversal level, it will be possible to identify this problem and solve it through structural actions that will be inserted in the in the core of our university.

## **Actions**

### *2.2.1. Designing budgets and public procurement with a gender perspective.*

Traditionally, public budgets were always treated as "gender blind", so that their planning, execution and implementation supposedly affected women and men equally. Gender neutrality in public finances does not exist, since it has been observed that the absence of gender analysis in the implementation of budgets results in very different impacts for men and women. The situation of inequality between men and women makes it necessary to take into account the gender perspective in all economic decisions related to the planning and management of budgets: what goods and services to produce, how to produce them and to whom to direct this production.



*2.2.2. Integrating the gender perspective in social responsibility, prevention and occupational hazards, quality, cooperation and legal advice, among other instances of the university.*

Public policies are the tool that management bodies have in order to transfer their priorities to the functioning of an institution. Equality between men and women as a fundamental priority must be translated into mainstreaming or gender mainstreaming when designing actions related to social responsibility and development cooperation, prioritising the traditional inequality suffered by women, also, in the design of prevention programmes and occupational risks incorporating health and women's issues (feminine hygiene, gynecological examinations, endometriosis, etc.). It is essential that the quality service of the university includes the gender perspective as an indispensable element when evaluating the functioning of the schools and faculties, contents with a gender perspective in the study plans, use of inclusive and non-sexist language, etc. Likewise, the legal advice in our institution must incorporate the gender perspective in their reports and advisories (normalise positive actions, take into account the patriarchal context in their evaluations, etc.).

### **Operational objective 2.3.**

*Communicating with a gender perspective and transmitting an equitable, plural and non-stereotyped image.*

The university, in addition to incorporating equality between men and women as a priority in its internal functioning, must send a message to the rest of society of commitment to equality and human rights. For this purpose, it is necessary to strengthen the necessary structures in its communication strategy in order to be a social reference of good practices aimed at achieving an effective equality between men and women. The principle of equality must be incorporated in the images, speeches and attitudes of the institution itself, as well as in the people who represent it, in order to serve as an example and increase its prestige.

### **Actions**

*2.3.1. Guaranteeing an inclusive institutional communication (web, social networks, paper, etc.) at the university.*

Institutional images and speeches must include communication strategies both in traditional media and in social networks, an equitable use of images of women and men and the use of inclusive and non-sexist language in institutional communication, in order to build an institutional narrative made up of messages in favour of real and effective equality between women and men.

*2.3.2 Using inclusive and non-sexist language in institutional communications and adapting all signs at faculties, schools, facilities, services, units and structures of the Universidade de Vigo to this non-sexist and inclusive language.*

The principle of equality must be incorporated in the images, speeches and attitudes of the institution itself, in the faculties, schools, facilities, services and units of the university, as well as in the people who represent it, through the use of images of men and women on an equal basis, the use of inclusive and non-sexist language, in addition to the construction of an institutional narrative made up of messages in favour of equality between men and women.

## **Operational objective 2.4.**

*Promoting the social protection of the Universidade de Vigo with a gender perspective.*

In order to restore tax fairness and fiscality to put an end to sexist bias and the so-called care fiasco in these public policies, both in the area of pensions and other tax and fiscal actions, as well as in our university's social action grants.

### **Actions**

*2.4.1 Favouring the inclusion of the gender perspective in the selection criteria for social action grants. Including positive measures to compensate for the care gap in the selection criteria for social action grants.*

Expand the scenarios that can be financed by the social action grants of our university, incorporating positive action measures taking into account the inequalities derived from care and sexism

## LINE III. Teaching, research and knowledge transfer with a gender perspective.

**Strategic objective:** Integrating the gender perspective in teaching, research and knowledge transfer activities in order to achieve university excellence.

The contribution of women to human development is much greater than historically recognised. This invisibility continues to be a current trend from which the Universidade de Vigo does not escape, as demonstrated by the fact that only four women have been recognised so far as honorary doctors. It is important to give visibility and recognise the achievements of women not only for historical justice, but also to reflect the reality of the academic world and for new generations to have female role models who are far removed from gender stereotypes. It is also fundamental to promote gender equality in the image that the institution projects outside its scope. The principle of equality must be incorporated in the images, speeches and attitudes of the institution itself, as well as in the people who represent it in order to serve as an example and increase its prestige. Despite their higher academic performance, female graduates from the Universidade de Vigo enter the professional world later and in more precarious conditions than men. On the other hand, the stereotyped choice of studies continues to be a hindrance to progress in equality between men and women that does not favour either the institution or social progress.

### Operational objective 3.1.

*Promoting the inclusion of the gender perspective in teaching.*

#### Actions

**3.1.1.** *Elaborating training courses on gender issues to train the entire university community.*

Gender training is one of the main demands among our university's students, academic and administrative staff, as can be seen from the results of the research carried out throughout 2019 on the needs felt by the university community in relation to equality between men and women, both in our university and in other areas, specialised in gender equality and feminism, adapted to the virtual environment.

The spatial-temporal flexibility of the online educational action is essential when adapting gender to all possible situations of the potential students of this virtual training.

**3.1.2.** *Designing a UVIGO master's degree in gender training and teaching resources with a gender perspective for the teaching community.*

The massive demand for gender training among students, academic and administrative staff of our university, shown by the analysis carried out throughout the year 2019, requires that our university designs a postgraduate training offer taught by experts in gender and feminism, both from our university and from other sectors, in order to cover this demand felt by the university community. We should remember that the Universidade de Vigo already has experience in this sense, since it already offered in the past, for several years, the Master in gender, education, equality policies and led with great success, which managed to become a nationally renowned reference.

### **3.1.3. *Promoting the elaboration of teaching material with a gender perspective.***

Favouring the creation of teaching materials with a gender perspective through the translation of materials into Galician or by promoting and making those already existing visible, in addition to assessing the degree of incorporation of the gender perspective in the classroom.

## **Operational objective 3.2.**

### ***Promoting the inclusion of the gender perspective in research.***

To increase excellence in the scientific production of our university, it is essential to incorporate a gender perspective in research, in order to remove historical androcentric biases in the production of scientific knowledge.

#### **Actions**

### **3.2.1. *Considering as an additional merit the inclusion of the gender perspective in the research actions financed by the Universidade de Vigo.***

Designing an additional assessment system to positively evaluate the inclusion of the gender perspective in our university research, in order to effectively and truly promote the inclusion of the gender perspective in research.

### **3.2.2. *Promoting and expand the training offer to promote the inclusion of the gender perspective in research.***

To permanently and widely offer training and educational innovation courses and other training resources that favour the training of our academic staff, with the purpose of favouring the inclusion of the gender perspective in the production of scientific knowledge.

### **3.2.3. *Promoting the performance of blind evaluations of the UVIGO calls for grants, internships and research projects.***

Guaranteeing a fair evaluation, free of sexist approaches, of research projects at the Universidade de Vigo, through the anonymity of the sexual identity of the people who apply for a research project.

#### **3.2.4. *Favouring a UVIGO publication line on studies and research with a gender perspective.***

Giving visibility to the importance and relevance of gender studies in our university through the creation of a specific line of publications on gender and/or feminist studies.

### **Operational objective 3.3.**

#### ***Promoting research with a gender perspective and its transfer to society.***

The most recent research has shown that in many fields of scientific knowledge, from the humanities to medicine, social sciences and engineering, sex and gender variables are not yet sufficiently considered. Stereotypes and partisan approaches persist in research and technological developments, which often construct as a universal norm what are the realities, experiences and expectations of a group of people, mostly men, and consider the realities of other people as deviations from the norm. Science, like any other field of human activity, is not free from the cultural and social conditioning factors of its time: gender stereotypes and the lower social valuation of women translate into a stereotyped and lesser consideration of their specific realities, whether they are of a social or biological nature, in research.

In recent decades, gender studies have contributed to revealing and understanding previously unexplored areas of reality, as well as to reducing biases and errors in concepts and theories. Gender is a clear area of innovation in science and technology.

### **Actions**

#### **3.3.1. *Promoting research within the framework of gender studies.***

Scientific knowledge is not an innocuous or objective product but the result of a series of decisions traversed by gender biases derived from the social context itself, which determine what is decided to investigate, how it is decided to investigate, who decides to investigate and why it is decided to investigate. Until now, the universal standard of measurement was the man and realities outside this, such as women, were excluded, made invisible or undervalued. That is why it is essential to promote research and transfer that includes the gender perspective and gender studies understood as an interdisciplinary field focused on gender as a central category that includes feminist, women, men and LGBT studies. It is recommended to start with a line of gender studies in doctoral programs.

#### **3.3.2. *Seeking the extension of the Exeria awards for doctoral theses with a gender perspective.***

The work of the Exeria awards that rewards the incorporation of the gender perspective among our students when developing their dissertations and theses is producing very significant scientific knowledge without gender bias in its contents. For all these reasons, it is important to continue with the annual call for these awards and to extend it to doctoral theses with a gender perspective.

## Operational objective 3.4

*Promoting the presence of women in research and to make visible and recognise women's contributions to knowledge generation.*

The only way to fight against stereotypes and gender biases in research and technological developments is to incorporate the gender perspective in research, and thus reduce biases and errors in concepts and theories. At the same time, it is essential to make visible the women scientists who contributed to the scientific knowledge of humanity and who, unfortunately, suffered the so-called "Matilda effect" that ignored, made invisible or denied them as authors of great scientific, social, humanistic and technological discoveries.

Gender is a clear area of innovation in the exact sciences, social sciences, humanities and technology.

### Actions

**3.4.1.** *Promoting the leadership and presence of women as principal investigators in research, together with the formation of gender balanced research groups.*

After a number of years of equality policies at our university, it is pertinent to determine their impact on the academic careers of academic staff. Usually, the gender biases in this group are visualised through a graph reflecting the so-called "scissors effect", which refers to the fact that, despite the fact that at the first stages of the academic and research career there is a greater number of women, as responsibilities and positions are higher-such as being doctoral students or professors-, the number of men increases and the number of women decreases. For all these reasons, the prevalence of women over men as principal investigators (PIs) in projects or in other research activities should be reinforced through positive actions.

**3.4.2.** *Promoting the balanced presence of men and women in the research commission, together with the presence of gender experts.*

It is essential for the Research Commission to be an equal space and that there are researchers characterised by their experience in the subject of gender studies in general, so that the issues dealt with in this commission incorporate the gender perspective and gather the greatest plurality in the opinion of the people who represent the research community.

**3.4.3.** *Creating a regulation to guarantee gender balance in the selection of future honorary candidates.*

The trajectory of the Universidade de Vigo when awarding honorary degrees, as in many universities, has a gender bias in favour of men, so, following the last honorary degrees awarded to two outstanding experts in gender studies, it is important to reflect this criterion of gender rebalance in the election of the next honorary degree recipients.

**3.4.4.** *Favouring the coordination of a common regulation for the whole Universidade de Vigo regarding Chicago type bibliographic citations, in order to give visibility to the authorship of women.*

It is essential to raise awareness in the university community about the lack of effective equality between women and men, the persistence of sexism in society and the need to contribute to the identification and rejection of all forms of gender discrimination through the visibility of female authorship of scientific works referred to in the bibliographies cited in various research and scientific transfer.

## LINE IV. Working and studying at university on equal terms

**Strategic objective:** Creating an environment for professional and personal development in equal conditions for the entire university community.

The Universidade de Vigo should strive to regulate all situations that may arise in favour of professional, family and personal reconciliation among the people who make up the university community, in addition to trying to eliminate the existing care gap between women and men, which disadvantages the former. The efforts of the institution should be oriented to prioritise the "sustainability of life" and the importance of the economy of care, incorporating these issues together with the social part so that in future negotiations of working conditions conciliation is a priority.

### Operational objective 4.1.

*Promoting work-life balance and co-responsibility of professional, family and personal life.*

The humanisation of university life is a priority that should guide the public policies of our university. Due to the existence of a strong care gap, women in our community are the ones who suffer the most when it comes to reconciling professional, family and personal life. Our university must promote, on the one hand, co-responsibility to reduce this care gap and, on the other hand, create a whole series of tools that favour this reconciliation and restore the basic injustice due to the patriarchal tradition regarding the use of time in our society.

### Actions

**4.1.1.** *Favouring the organisation of professional and academic activities to facilitate the reconciliation and co-responsibility of personal, family and professional life.*

Creating an incentive to male co-responsibility, without this prejudicing those who care the most, but trying not to perpetuate sexist roles. In the event that there is the possibility that there is more than one caregiver who performs some work remunerated with an equivalent recognised right, this right should be exercised alternatively, as they themselves agree, but in no case may it be simultaneous. As far as possible, effective formulas shall be identified to favour the reconciliation and co-responsibility of professional, family and personal life, following the most innovative actions that are being developed in our country.



**4.1.2.** *Promoting the implementation of an occasional playroom programme for specific events, aimed at children and grandchildren of the academic and administrative staff and students of the university.*

This occasional service would try to cover the needs of reconciling work and care of minor dependents in conferences, seminars and other activities at the university, by registering in advance. It could also be activated on days when there are school vacations and the university staff has to work.

**4.1.3.** *Assessing the viability of formulas aimed at favouring the care of family members up to the second degree of consanguinity or affinity, beyond hospitalisation leave.*

In this sense, a study would be carried out on the feasibility of creating a pool of hours to favour work-life balance in specific and justified cases, beyond those already included in the law or in our university's own regulations.

**4.1.4.** *Carrying out a specific campaign among academic and administrative staff and students that informs about the importance of the sustainability of life and the care economy and the responsibility of all of these essential activities for our lives.*

Collecting and disseminating in a systematic way the existing resources in our university related to work-life balance and co-responsibility.

## **Operational objective 4.2.**

*Detecting, resolving and preventing sexual and gender-based harassment and gender violence in the university environment.*

The university must be a space free of sexist violence. The fight against gender violence must be collective and the university is also responsible for using all its means to help improve the lives of women who suffer gender violence, as well as to create attitudes that promote maximum respect for all people and affective-sexual relationships in conditions of equality to avoid situations of harassment and violence.

### **Actions**

**4.2.1.** *Creating a network of academic and administrative staff and students to detect and support sexual harassment, gender-based harassment and gender-based violence and disseminating the protocols for action in these cases.*

Currently, a small network of support among academic and administrative staff and students is informally working to identify, denounce and resolve situations of sexual and gender-based harassment at our university. The purpose of this measure is to formalise this solidarity network to make more effective communication and the necessary institutional support in situations of male violence in the university space.

**4.2.2.** *Designing multilingual campaigns against sexual harassment, gender-based harassment and gender-based violence to be disseminated at student parties and among incoming exchange students.*

Continuing with the success of the "purple points" managed by the student delegations of our university, it is necessary to go deeper into the prevention of possible situations of sexual and gender-based harassment that may occur in recreational and festive spaces in our university, with special emphasis on external students within the Erasmus programme through the adaptation of multilingual and culturally adapted dissemination materials.

### **Operational objective 4.3.**

*Promoting the involvement of men in the creation of a more equitable society.*

It is important to develop a new culture of care that receives a central valuation that also benefits the male groups of our university, traditionally excluded from the care economy, and thus favour the end of real and effective inequalities between men and women, to contribute to the construction of a society where women and men share, in equal conditions and with the same opportunities, all areas of life.

#### **Actions**

**4.3.1.** *Carrying out awareness campaigns aimed at the men's collective, making visible the benefits that women and men obtain with equality.*

Carrying out awareness campaigns aimed at the men's collective, making visible the benefits that women and men obtain with equality.

**4.3.2.** *Developing awareness campaigns with male social referents that respond to equitable models of masculinity.*

Elaborate awareness campaigns where prominent public figures that represent more equitable forms of masculinity are made visible.

### **Operational objective 4.4.**

*Favouring the incorporation of the HRS4R standards of the European Commission.*

#### **Actions**

**4.4.1** *Promoting, as far as possible, the inclusion of positive action measures in the university's professional promotion criteria, always respecting the criteria of quality and competence.*

Incorporating positive action criteria in professional promotion, without forgetting quality and competence criteria, following the HR OTM-R standards, Open, Transparent and Merit Based Recruitment.

*4.4.2. Favouring the use of telematic means for training actions or meetings that facilitate the reconciliation and co-responsibility of family, personal and professional life, ensuring that this does not entail a cost for employees derived from the current care schedule.*

Taking advantage of the facilities the existence of a Universidade de Vigo " digital twin" represent to favour, as far as possible, the fact of carrying out permanent training through remote working or attending work meetings on line, in order to facilitate the reconciliation and co-responsibility of the administrative and academic staff who request it occasionally and for a limited period of time, so that this does not represent a burden for the employees derived from the current care schedu

## *Monitoring*

To "monitor all equality plans and actions" and to "promote the implementation of equality plans, evaluate their application and propose improvement actions" are some of the functions of the Equality Commission.

The Equality Commission will be, therefore, together with the Equality Unit as the managing body, in charge of following up the execution of the Equality Plan.

As in the first and second plan, the monitoring of the III Equality Plan between Men and Women at the Universidade de Vigo (2020-2024) will be carried out by means of specific files for each of the actions. They will detail the name, description, objective, responsibility, target population, resources and time reference. The sheets will facilitate the collection of information that will be updated for the final evaluation of the plan.

A series of indicators will be elaborated to evaluate the degree of implementation of the proposed actions in relation to the established objectives, information that will contribute to find ways of improvement, as it happened with the first plan.

Two years after the expiration of this plan, a follow-up report will be made to evaluate its degree of execution and propose the adoption of appropriate measures to achieve the maximum degree of execution in the final evaluation.

**Monitoring template**

**3rd Plan for equality between women and men at the Universidade de Vigo**

LINE		
Objectives:		
Action:		
Activities:		
RESPONSABILITY		
Promotion:	Implementation:	
Target group or population:		
Means:		
Indicators:		
Timing:	Cost:	Situation:
Dissemination and communication tools:		
Impact information:		
Conclusions and suggestions for improvement:		

Notes:

## EXECUTION SCHEDULE OF THE 3<sup>RD</sup> GENDER EQUALITY PLAN

2021			2022			2023			2024		
1st C	2nd C	3rd C	1st C	2nd C	3rd C	1st C	2nd C	3rd C	1st C	2nd C	3rd C
1.1.1		1.1.1	1.1.1		1.1.1	1.1.1		1.1.1	1.1.1		1.1.1
	1.1.2			1.1.2			1.1.2			1.1.2	
1.2.1					1.2.1			1.2.1			1.2.1
1.2.2			1.2.2			1.2.2			1.2.2		
						1.3.1					
							1.3.2				
				1.4.1							
								1.4.2			
2.1.1	2.1.2	2.1.1	2.1.1		2.1.1	2.1.1		2.1.1	2.1.1		2.1.1
					2.1.2			2.1.2			2.1.2
							2.2.2		2.2.1		
2.3.1	2.3.1	2.3.1	2.3.1	2.3.1	2.3.1	2.3.1	2.3.1	2.3.1	2.3.1	2.3.1	2.3.1
2.3.2	2.3.2	2.3.2	2.3.2	2.3.2	2.3.2	2.3.2	2.3.2	2.3.2	2.3.2	2.3.2	2.3.2
							2.4.1				
3.1.1		3.1.1	3.1.1		3.1.1	3.1.1		3.1.1	3.1.1		3.1.1
3.1.3				3.1.3						3.1.2	
3.2.1											
		3.2.2			3.2.2			3.2.2			3.2.2
	3.2.4	3.2.4	3.2.4	3.2.4	3.2.4	3.2.4	3.2.4	3.2.4	3.2.4	3.2.4	3.2.4
	3.3.1			3.3.1				3.3.1		3.3.1	
								3.3.2			
								3.4.1			
									3.4.2		
		3.4.3					3.4.3				3.4.4
	4.1.2			4.1.2		4.1.1				4.1.2	
				4.1.4			4.1.3				
								4.1.4			
					4.2.1	4.2.1					
					4.2.2						
						4.3.1					
						4.3.2					
							4.4.1				
4.4.2	4.4.2	4.4.2	4.4.2	4.4.2	4.4.2	4.4.2	4.4.2	4.4.2	4.4.2	4.4.2	4.4.2

- Completed actions
- Continuous actions and actions in progress
- Uncompleted actions

## GENDER EQUALITY PLAN EQUALITY UNIT BUDGET 2022

Budget line	Initial Credit	Activity
<b>Regular budget</b>	38.000,00 €	Teaching and raising-awareness activities (18.000 euros); Egeria awards; Special days and others.
<b>Chair of Feminisms 4.0</b>	60.000,00 €	-Call for Research -Workshop Hacking the Patriarchy -GirlGeekCovid awards -Committee of wise women - Stop misogynist Observatory -Maintenance of the network and social media -Diseminación
<b>State Pact against gender violence</b>	40.000,00 €	-Virtual itinerary of Gender training -Equality observatory -25N awareness campaign -Translation and publication of teaching guides with a gender perspective -Equality unit Calendar -Videos to disseminate for the prevention of gender-based violence
<b>TOTAL</b>	<b>138.000 €</b>	

### ACTIVITIES FOR THE YEAR 2022 OF THE EQUALITY UNIT WITH UVIGO BUDGET

#### Grants announced by the Equality Unit:

For the 2021/2022 academic year, the Equality Unit plans, like every year, to sponsor a series of activities that are offered to the entire university community, through the Call for grants for teaching activities with a gender perspective and the Call for grants for awareness-raising activities with a gender perspective.

As every year, the Egeria Awards for the introduction of the gender perspective in end-of-degree projects and in master's degree thesis in the legal-social, scientific-technological and arts and humanities fields are to be held.

On a monthly basis, the Bulletin of the Equality Unit will be published both on the University's website and by e-mail under "notices" and "community" to the entire university community.

Awareness raising campaigns on the issue of equality between women and men among the university community, both in the centres and on social networks.

#### Special days:

- On 23 September, the International Day against Human Trafficking and Sexual Exploitation, a series of activities are planned to raise awareness and denounce the criminal sex industry that violates human rights and in which girls and women are the most affected.
- On 25 November, the International Day for the Elimination of Violence against Women, a number of activities to raise awareness and denounce the dramatic situations of violence against women and the publication of the Manifesto of the Network of University Gender Equality Units of CRUE are planned.
- On 11 February, during the International Day of Women and Girls in Science, as every year, the programmes "Experimenta en femenino" (Ourense), "Ellas hacen CienTec" (Vigo) and the III School Drawing and Writing Contest", will be developed among other activities in order to expand and extend the activities on this day to include more primary and secondary school students in Southern Galicia.
- On March 8th, International Working Women's Day, an institutional act of the Universidade de Vigo, the eighth Uviguale prize will be awarded and the institutional act commemorating this day will be designed.

**Singular measures:**

- Implementation and development of the III Plan for Equality between women and men of the Universidade de Vigo approved by the Governing Council on 20 November 2020.
- Incorporation of the improvements recommended by the expert Concepción Torres, in order to optimise the functioning of the action protocol framework for the prevention and punishment of sexual and gender-based harassment at the university and its activation, if requested.
- Activation of the action protocol for the change of name and gender for transexual, transgender and intersex people at the Universidade de Vigo, a tool increasingly used by the student body.
- Support for the development of "Purple Points" at university parties, whenever the pandemic situation and the health authorities allow it (protocol, posters, training, T-shirts, etc.), in coordination with the dean's offices and the student delegations of each requesting centre.
- Updating of the Equality Observatory. Inclusion of new reports, such as the report with the most relevant data from the transparency portal analysed from a gender perspective.
- Dissemination of the recommendation to favour the work-life balance of teaching and research staff in the choice of agendas, in coordination with the Vice-Rector's Office for Teaching Staff.
- Monitoring and maintenance of the lactation rooms on the three campuses of the Universidade de Vigo, in coordination with the Vice-Rector's Office for Planning and Sustainability.

**Planned training activities:**

- New edition of the Virtual Training Itinerary on Gender, in coordination with the Educational Innovation and Training Area.
- Organisation, together with the equality units of the Universidade de Santiago de Compostela and the Universidade de A Coruña, of the VI Galician Conference on Gender.
- Conference on Violence Off. Prevention and awareness-raising workshops on sexual violence among young people with the General Secretariat for Equality, on the three campuses.
- CRUE-Sustainability Meeting, 2022.
- XIX Meeting of Equality Universities 2022.
- Participation in meetings, conferences and seminars.

**Other activities:**

- Participation in the selection process for the 2021-2022 Awards for the best final degree project and master's degree project with a Gender Perspective, organised by the Ombudsman's Office.
- Publication of the 2023 calendar, with a downloadable version on the Equality Unit's website.
- The Equality Unit, in collaboration with the Analysis and Programmes Unit, will carry out reports for different bodies such as the Galician Ombudsman, the Secretariat of the Ministry of Science, in relation to data disaggregated by gender and gender policies of our university, among others.
- Coordination with Galician and national equality units to elaborate joint manifestos with the aim of celebrating special days (8M, 25N, 28 June).
- It is expected to receive funding from the State Pact against Gender Violence, by the Regional Ministry of Employment and Equality, through the General Secretariat for Equality of the Xunta de Galicia, to finance activities aimed at training, raising awareness and research related to the measures included in the State Pact against Gender Violence.
- It is anticipated that funding will be received to continue with the development of the DEPO-UVIGO Feminisms 4.0 Chair to develop activities that promote mobility and research linked to the feminist analysis of digital society. This includes the development of a second workshop as a space for reflection composed of experts in this field, in order to address this issue among other activities.



## REPORT ON STAKEHOLDERS ENGAGEMENT

### REGARDING THE MEASURES ENVISAGED IN THE III EQUALITY PLAN

#### Line 1. Equality culture: raising awareness, visibility and communication

Operational objectives	Actions	Stakeholders' Coordinators (C) Stakeholders Engagement (E)
1.1. Giving visibility and raising awareness regarding existing inequalities based on gender, and the causes that lead to them, in order to involve the entire university community in achieving a fairer environment.	1.1.1. Celebrating special days (11F, 8M, 25N) with awareness-raising campaigns.	1.1.1_C: Equality Unit and Pro-Vice-Chancellor for Communication E: The entire university community: events, web and centre communication strategy, etc. 19,761 students (52% female; 48% male); 1,497 teaching and research staff (42% female, 58% male); 816 administrative and service staff (61% female; 39% male).
	1.1.2. Making gender inequalities at the university visible, disaggregating official UVigo statistical data by sex and developing an analysis of official data from a gender perspective from the Equality Observatory.	1.1.2_C: Analysis and Programme Unit; Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men) and general population as all the documents are in open access.
1.2. Promoting the commitment of university faculties and schools to gender equality.	1.2.1. Creating an <b>equality label</b> to promote gender equality in all facilities, faculties and schools.	1.2.1_C: Governance team and Equality Unit; E: The entire university community: 19,761 students (52% women; 48% men); 1,497 teaching and research staff (42% women, 58% men); 816 administrative and service staff (61% women; 39% men). Two editions with 20 centres of the 34 centres of the university (58.5% of the total), of which 7 won (20%), which means that 4,512 people, between students and teachers, obtained this Distinction.
	1.2.2. Promoting teaching and awareness-raising activities with a gender perspective at faculties and centres.	1.2.2_C: Equality Unit. E: 1,497 teaching and research staff (42% female, 58% male) and the entire university community: 19,761 students (52% women; 48% men)
1.3. Encouraging women's participation in public spaces and in decision-making.	1.3.1. Promoting equal presence of men and women in congresses, committees and other university spaces and activities.	1.3.1 C: Equality Unit, Pro-Vice-Chancellor or Research, Transfer and Innovation and teaching and research staff E. General population
	1.3.2. Guaranteeing equality in single-seat bodies, collective bodies, areas of power and consultative bodies, and in electoral candidacies.	1.3.2 C: Governing and Representative bodies of UVigo and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men)
1.4. Ensuring there is a representative balance between sexes at all levels of the staff, including the levels of supervision and management in the field of research.	1.4.1. Maintaining the current existence of a representative balance between sexes in the service chiefs.	1.4.1. C: Governance team and Equality Unit E: The entire university community (22,074 people: 51% women and 49 % men)
	1.4.2. Favouring the existence of an equal gender balance at supervisory and management levels in the research area.	1.4.2 C: Governance team; Pro-Vice-Chancellor or Research, Transfer and Innovation; research centres, Departments and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men)

#### Line 2. Equality related in the university functional and organisational structures

Operational objectives	Actions	Stakeholders and Impact
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2.1. Strengthening the institution's commitment to gender equality.	2.1.1. Giving visibility and reinforcing the figure of the staff responsible for equality at the schools and faculties to ensure compliance with equality commitments and provide new activities and gender policies at each school/faculty.	2.1.1 Leading teams of centres, faculties and schools, equality liaisons and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men)
	2.1.2 Providing the Equality Unit with human and economic resources.	2.1.2 C:Governing Council and University Management E: The entire university community(22,074 people: 51% women and 49 % men)
2.2. Integrating and mainstreaming the gender perspective in university governance, structures and operation.	2.2.1. Favouring the design of budgets with a gender perspective.	2.2.1 C:Governing Council and University Management E: The entire university community (22,074 people: 51% women and 49 % men)
	2.2.2. Integrating the gender perspective in social responsibility, prevention and occupational hazards, quality, cooperation and legal advice, among others.	2.2.2 C: Vice-rectorates and management services of UVigo and Equality Unit E: The entire university community (22,074 people: 51% women and 49 % men)
2.3. Communicating with a gender perspective and transmitting an equitable, plural and non-stereotyped image.	2.3.1. Guaranteeing an inclusive institutional communication (web, social networks, paper, etc.) at the university.	2.3.1 C: Pro-Vice-Chancellor, for Communication, Area of linguistic normalisation and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men)
	2.3.2. Using inclusive and non-sexist language in institutional communications and adapting all signs at faculties, schools, facilities, services, units and structures of the Universidade de Vigo to this non-sexist and inclusive language.	2.3.2 Pro-Vice-Chancellor for Communication, Area of linguistic normalisation; Infrastructure Area and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men) and general population
2.4. Promoting the social protection of the UVigo with a gender perspective.	2.4.1. Favouring the inclusion of the gender perspective in the selection criteria for social action grants.	2.4.1 C: University Management and Labour Unions. E: 1,497 teaching and research staff (42% women, 58% men); 816 administrative and service staff (61% women; 39% men).

### Line 3. Teaching, research and knowledge transfer with a gender perspective

Operational objectives	Actions	Stakeholders and Impact
3.1. Promoting the inclusion of the gender perspective in teaching.	3.1.1. Elaborating training courses on gender issues to educate the entire university community.	3.1.1 C: Equality Unit. Team: 26 teachers specialized in gender studies E: Direct: 5.388 registrations (85,2% ♀, 14% ♂ y 0,8% non-binary people). Indirect: general society.
	3.1.2. Designing a UVIGO master's degree in gender training and teaching resources with a gender perspective for the teaching community.	3.1.2 C: Vice-Rectorate for Academic Staff, Teaching and Study Programmes and Equality Unit. E: Total student body: 19,761 students (52% female; 48% male) and general population
	3.1.3. Promoting the elaboration of teaching material with a gender perspective.	3.1.3 C: Equality Unit E: Direct: 1,497 teaching staff (42% women, 58% men) and total student body: 19,761 students (52% female; 48% male) and, indirect, general population
3.2. Promoting the inclusion of the gender perspective in research.	3.2.1. Considering as an additional merit the inclusion of the gender perspective in the research actions financed by the Universidade de Vigo.	3.2.1 C: Pro-Vice-Chancellor or Research, Transfer and Innovation and Equality Unit E: 668 research staff (54% women, 46% men) and indirect: general population

	3.2.2. Promoting and expanding the training offer in order to boost the inclusion of the gender perspective in research.	3.2.2 C: Pro-Vice-Chancellor or Research, Transfer and Innovation and Equality Unit E: 1,497 research staff (42% women, 58% men) and indirect: general population
	3.2.3. Promoting the performance of blind evaluations of the UVIGO calls for grants, internships and research projects.	3.2.3 C: Pro-Vice-Chancellor or Research, Transfer and Innovation and Equality Unit E: 1,497 teaching and research staff (42% women, 58% men)
	3.2.4. Promoting an UVIGO publication line on studies and research with a gender perspective.	3.2.4 C: Pro-Vice-Chancellor or Research, Transfer and Innovation; Publication Service and Equality Unit E: Experts from the university's teaching and research staff on gender and. Indirect: general population.
3.3. Promoting research with a gender perspective and its transfer to society.	3.3.1. Promoting research within the framework of gender studies.	3.3.1 C: Pro-Vice-Chancellor or Research, Transfer and Innovation and Equality Unit E: 668 research staff (54% women, 46% men) and general population
	3.3.2. Seeking the expansion of the Exeria awards to include doctoral theses with a gender perspective.	3.3.2 C: Grant Services and Equality Unit. E: PhD students
3.4. Promoting the presence of women in research and visibilizing and recognizing women's contributions to the generation of generation.	3.4.1. Promoting the leadership and presence of women as principal investigators in research, together with the formation of gender balanced research groups.	3.4.1 C: Pro-Vice-Chancellor or Research, Transfer and Innovation and Equality Unit. E: 868 female teaching and research staff
	3.4.2. Promoting the balanced presence of men and women in the research commission, together with the presence of gender experts.	3.4.2 C: Pro-Vice-Chancellor or Research, Transfer and Innovation and Equality Unit E: 668 research staff (54% women, 46% men) and general population
	3.4.3. Elaborating a regulation to guarantee gender balance in the selection of future honorary candidates.	3.4.3 C: Senate, Faculty, Departments and Equality Union. E: general population
	3.4.4. Favouring the coordination of a common regulation for the whole Universidade de Vigo regarding Chicago type bibliographic citations, in order to give visibility to women's authorship.	3.4.4 C: Pro-Vice-Chancellor or Research, Transfer and Innovation and Equality Unit E: The entire university community (22,074 people: 51% women and 49 % men) and general population

**Line 4. Working and studying at university in equality and promoting social and collaborative conditions with a gender perspective**

Operational objectives	Actions	Stakeholders and Impact
4.1. Favouing the work-life balance and co-responsibility of professional, family and personal life.	4.1.1. Favouing the organisation of professional and academic activities to facilitate the conciliation and co-responsibility of personal, family and professional life.	4.1.1 C: Governing Council. Vice-Rectorate for Academic Staff, Teaching and Study Programmes; University Management and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men) and general population
	4.1.2. Promoting the implementation of an occasional playroom programme for specific events for the children and grandchildren of teaching and research staff, administrative and service staff and university students.	4.1.2 C: Governing Council and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men)

	4.1.3. Assessing the viability of formulas aimed at favouring the care of family members up to the second degree of consanguinity or affinity, beyond hospitalisation leave.	4.1.3 C: Governing Council; University Management and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men)
	4.1.4. Carrying out a specific campaign among academic and administrative staff and students that informs about the importance of life sustainability and the care economy as a responsibility of everyone.	4.1.4 C: Pro-Vice-Chancellor for Communication and Equality Union E: The entire university community (22,074 people: 51% women and 49 % men) and general population.
4.2. Detecting, resolving and preventing sexual and gender-based harassment and gender-based violence in the university environment.	4.2.1 Creating a network of faculty, administrative and service staff and students to support victims of sexual harassment, gender-based harassment and gender violence, and disseminating the protocols for action in these cases.	4.2.1 C Pro-Vice-Chancellorship for Wellness, Equity and Diversity and Equality Unit E: The entire university community (22,074 people: 51% women and 49 % men)
	4.2.2. Designing multilingual campaigns against sexual harassment, gender-based harassment and gender-based violence to be disseminated at student parties and among incoming exchange students.	4.2.2 C: Pro-Vice-Chancellor for Communication and Equality Union E: direct: exchange students; indirect: the entire university community (22,074 people: 51% women and 49 % men)
4.3. Promoting the involvement of men in the creation of a more equitable society.	4.3.1 Carrying out awareness campaigns aimed at men, visibilizing the benefits that women and men obtain with equality.	4.3.1 C: Pro-Vice-Chancellor for Communication and Equality Union E: direct: men of the university community (10,731: 49,5 %); indirect: the entire university community (22,074 people: 51% women and 49 % men)
	4.3.2 Developing awareness campaigns with male social references that respond to equitable models of masculinity.	4.3.2 C: Pro-Vice-Chancellor for Communication and Equality Unit E: direct: men of the university community (10,731: 49,5 %); indirect: the entire university community (22,074 people: 51% women and 49 % men)
4.4. Promoting the incorporation of the HRS4R standards of the European Commission.	4.4.1 Promoting, as far as possible, the inclusion of affirmative action measures in the university's professional promotion criteria, always respecting the criteria of quality and competence.	4.4.1 C: Governing Council, University Management; Labour Unions and Equality Unit E: The entire university community (22,074 people: 51% women and 49 % men) and general population
	4.4.2. Favouring the use of telematics media for training actions or meetings that facilitate the conciliation and co-responsibility of family, personal and professional life, ensuring that this does not entail a cost for workers derived from the current care schedule.	4.4.2 C: Pro-Vice-Chancellor for Planning and Sustainability and Equality Unit. E: The entire university community (22,074 people: 51% women and 49 % men) and general population

*Protocol on changing the given name and gender into the preferred one for transsexual, transgender, and intersexual people at the University of Vigo.*

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***Protocol on changing the given name and gender into the preferred one for transsexual, transgender, and intersexual people at the University of Vigo.***

The main aim of this protocol is to properly address the demands of transsexual, transgender, and intersex people who are members of the University of Vigo community, and to ensure their right to freely express their identities and gender without suffering any kind of discrimination.

Spanish Constitution guarantees the right of no discrimination on grounds of sex and the right to personal intimacy and personal image. In addition to these rights, Law 2/2014 of 14 April, on equal treatment and non-discrimination against lesbian, gay, transsexual, bisexual, and intersexual individuals in Galicia, establishes principles and measures intended to prevent, correct, and eliminate any kind of discrimination on grounds of sexual orientation and gender identity in their scope, which includes university.

There are also several regulations at international level that recognize the right to express identity and gender and forbid any act of discrimination on grounds of gender identity.

Regarding State level, Law 3/2007 of 15 March on registry rectification of the entry related to sex, regulates the necessary requirements to rectify the register entries relating to a person's sex in Civil Register, when the said entry does not correspond to his/her gender identity, and it also includes the change of the given name, so that name is not discordant with the claimed sex.

Moreover, the II Gender Equality Plan of the University of Vigo 2016/2019 is defined as inclusive, as "it intends to achieve equality among the different expressions of sexual diversity". This equality plan also dedicates a specific action to "promote the inclusion of other sexual and gender identities by collecting information in order to avoid exclusions, so all the university community can feel represented" (action 1.1.3.).

This protocol gives people whose given identity is not the preferred one, the possibility to use the name that suits them properly in university procedure, although in official documents shall appear their legal name until it could be changed by the procedure established in this protocol.

## CHAPTER 1. General provisions

### Article 1. Objective

The purpose of this protocol is to establish the procedure to ensure the right of transsexual, transgender, and intersexual people to be identified with their preferred name and gender at the University of Vigo in cases where their preferred name and gender does not coincide with those legally assigned to them (legal name and registry entry related with sex).

### Article 2. Subjective scope

The following individuals may apply for the change of their given name and gender into their preferred one by the procedure established herein:

- a) Students and any person studying at the University of Vigo.
- b) Teaching and Researching Staff.
- c) Administration and Services Staff.
- d) Other staff linked to the university regardless of the nature of their relationship.

### Article 3. Cooperation agreement

Every person involved in the administrative procedure established on this protocol must collaborate under terms of strict confidentiality with the Gender Equality Unit (*Unidade de Igualdade*) to formalize the change of name and gender as soon as possible.

## **CHAPTER II.** Change of given name and gender

### Article 4. Initiation of the procedure

The interested person may start the procedure by submitting the Name and Gender Change Request Form. This Request Form is addressed to the Gender Equality Unit (*Unidade de Igualdade*), and it should be submitted at the Registry Offices of the university pursuant to Annex I and Annex II of this protocol to guarantee the strict confidentiality of this procedure.

### Article 5. Appeal procedure

The Gender Equality Unit shall issue a favorable report and shall initiate the procedure with the General Secretary or the required management services to change the name or the gender if the Request Form complies with the provisions of this protocol.

### Article 6. Preparation of the procedure

The Gender Equality Unit shall be in charge of promoting the change of name and gender and will develop the necessary mediation functions between the applicant and the General Secretary or the required management services involved in the process.

Once each change of registration has been completed, both services and units involved shall inform the Gender Equality Unit all name and gender changes made.

### Article 7. Completion of the procedure

The completion of this procedure will end with a report written by the person in charge of the Gender Equality Unit. This report should indicate all the records where the given name and gender were modified into the preferred one.

The applicant can apply to the Gender Equality Unit within 10 days from the reception of the said report if he/she considers that some complementary formalities should be carried out.

Once all the formalities have been completed, the General Secretary shall issue a certificate containing all the modified records according to the report issued by the Gender Equality Unit.

### Article 8. Deadline to submit name and gender changes



The modification of the name and gender shall be carried out within a period of not more than 4 weeks from the moment that the Request Form reaches the University of Vigo.

This deadline may be extended in the event of the change of name and gender involves a technical process that could not be possible to make within the period mentioned in the previous paragraph.

In any case, this extension must be informed to the applicant and may not exceed four additional weeks.

#### Article 9. Applicant's obligations

The applicant must collaborate with the Gender Equality Unit in any way requested within the strictest confidentiality. Besides, it will not be possible to request the submission or the accreditation of any type of medical records under no circumstances.

#### Article 10. Records

The requested name and gender change will be made in all the records of internal use of the University where the applicant's identification may appear.

The modification of records shall be made without any exception, including the records established herein:

- a) Student ID card
- b) Student email address
- c) Class lists and transcript of records
- d) Electoral rolls
- e) Academic degrees and forms of address in student and staff management databases of the University of Vigo.
- f) Academic degrees and forms of address in any other internal document generated due to the modification of other records.

In electoral rolls, as well as in the university databases and other records, the field "gender" can be left blank or, in the case of non-binary individuals, it can be completed with the term "other" if desired.

#### Article 12. Legal effects

Name and gender change shall not alter the applicant's legal rights and duties. Official documents issued by the University of Vigo (such as certificates or academic qualifications) will include the name that appears on the National Identity Card or the equivalent document pursuant the current legislation.

### **CHAPTER III.** Legal name change and registry rectification of the entry relating to sex

#### Article 13. Subjective scope

Any person possessing a new National Identity Card or an equivalent document in which the preferred name appears, may request the University of Vigo to change their legal name and sex registration after the change of name and sex register entry at the Registration Office, pursuant to Law 3/2007 of March 15, on rectification of gender attribution.

#### Article 14. Initiation of the procedure

The interested person may start the procedure by submitting a request to change the legal name and gender registration, which shall be accompanied by all the necessary supporting documentation. This Request Form is addressed to the Gender Equality Unit, and it should be submitted at the Registry Offices of the university pursuant to Annex I and Annex II of this protocol to guarantee the strict confidentiality of this procedure.

#### Article 15. Preparation of the procedure

The Gender Equality Unit will be in charge of promoting the change of the legal name and sex registration and will develop the necessary mediation functions between the applicant and the General Secretary or the required management services involved in the process. Moreover, it will monitor de entire process.

Once each change of registration has been completed, both services and units involved shall inform the Gender Equality Unit all name and gender changes made.

#### Article 16. Completion of the procedure

The completion of this procedure shall end with a report written by the person in charge of the Gender Equality Unit. This report should indicate all the records where the given name and sex were modified into the preferred one.


The applicant can apply to the Gender Equality Unit within 10 days from the reception of the said report if he/she considers that some complementary formalities should be carried out.

#### Article 17. Free of charge issuance documentation

The University of Vigo shall reissue, free of charge, the official documentation prior to the rectification of the sex registry due to the request of the name and sex change.

#### **Final provision**

The hereby protocol shall come into force on the day following its approval by the Governing Council at the session held on 21 March 2018.



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# Educación sexo-afectiva



## EDUCACIÓN AFECTIVO-SEXUAL

*Impartido por:  
Carmen Ruiz Repullo*



## PENSAR O AMOR NO SÉCULO XXI

*Impartido por: Amada Traba Díaz,  
Chis Oliveira Malvar e María Luisa Abad Abad*



# Ciencia, tecnoloxía e xénero



## **DIMENSIÓN DE XÉNERO NOS PROXECTOS DE I+D+I DAS TIC**

*Impartido por: Soledad Torres Guijarro*



## **MULLERES E CIENCIA**

*Impartido por: Encina Calvo Iglesias,  
Nieves Lorenzo González e Amelia Verdejo Rodríguez*



## **A INCLUSIÓN DA PERSPECTIVA E A ANÁLISE DE XÉNERO/SEXO NA INVESTIGACIÓN E NA INNOVACIÓN**

*Impartido por: Capitolina Díaz Martínez*



## **INTELIXENCIA ARTIFICIAL E XÉNERO**

*Impartido por:  
Amparo Alonso Betanzos*

# Políticas de igualdade



## **NORMATIVA BÁSICA DE XÉNERO**

*Impartido por:*

*María Inmaculada Valeije Álvarez*



## **O ACOSO SEXUAL E O ACOSO EN FUNCIÓN DO SEXO: UNHA INXUSTIZA INVISIBLE**

*Impartido por: Yolanda Rodríguez Castro*



## **A SOSTIBILIDADE DA VIDA NO CENTRO. CONCILIACIÓN E CORRESPONSABILIDADE**

*Impartido por: Xulia González Cerdeira*



## **POLÍTICAS PÚBLICAS DE IGUALDADE**

*Impartido por: Laura Seara Sobrado*



# Novas reflexións sobre o sexo/xénero



## O XÉNERO E O SEXO NO SÉCULO XXI

*Impartida por:*  
*Beatriz Suárez Briones*



## NOVAS MASCULINIDADES

*Impartida por:*  
*Jorge García Martín*



## PORNOGRAFÍA

*Impartida por:*  
*Mónica María Gavilán*



## A PROSTITUCIÓN NO MARCO DO CAPITALISMO NEOLIBERAL

*Impartida por: Rosa Cabo Bedía*



## DECONSTRUÍR O DISCURSO PREHISTÓRICO DENDE O FEMINISMO

*Impartida por: Anabela Mourinho Schack,  
Beatriz Comendador Rey e Carmesi Pérez Maestro*

# Introducción á formación en xénero



## INTRODUCCIÓN Á PERSPECTIVA DE XÉNERO

*Impartido por:*

*Águeda Gómez Suárez e María de los Ángeles Villar Lemos*



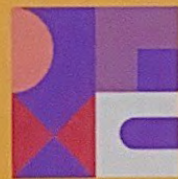
## ECONOMÍA DE XÉNERO

*Impartido por: Xulia González Cerdeira*



## A COMUNICACIÓN E O XÉNERO

*Impartido por: Isabel Menéndez Menéndez*



## PERSPECTIVA DE XÉNERO NA EDUCACIÓN

*Impartido por:*

*María Álvarez Lires e Iria Vázquez Silva*



**Más información en:**

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