



INSTITUT
BARCELONA
ESTUDIS
INTERNACIONALS

EQUALITY

PLAN

2022 - 2026



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Barcelona, June 2022

Introduction

Equality between men and women is a commitment that organisations must make, as established by current legislation in this area. Beyond the legal imperative, however, gender equality is also a collective responsibility that we have as a society.

In order to reduce situations of inequality between men and women that may occur in the workplace, the tool par excellence is the drawing up of an Equality Plan. This is an ordered set of measures, adopted after a diagnosis of the situation, whose objective is to achieve equality of treatment and opportunities between women and men and to eliminate discrimination on the grounds of gender, as well as on the grounds of sexual, affective and gender diversity. The equality plans set out the specific objectives to be achieved in terms of equality, the strategies and practices to be adopted for their attainment over a given period of time, as well as the establishment of effective systems for monitoring and evaluating the objectives set.

In line with the HRS4R action plan and IBEI's successive strategic plans, senior management made a commitment to gender equality as one of the strategic principles of its corporate and human resources policy in a letter sent to all staff in March 2021, which also emphasises the commitment to work towards non-discrimination and to promote and encourage the necessary measures to achieve equal opportunities between women and men in the organisation.

To carry out this work, IBEI set up an internal equality commission, representative of all staff, both management and research, with the responsibility of negotiating, agreeing and implementing the Equality Plan. In addition, as established in Royal Decree 901/2020, which regulates equality plans and their registration, IBEI had to set up a negotiating commission with representation from the most widely-represented trade unions in Catalonia and in the sector of university education and research centres, since the Institute's staff have no legal representation. This commission was constituted on 3 November 2021, approved the diagnosis of the situation of gender equality in IBEI on 21 February 2022 and the equality plan on 20 June 2022. Both commissions were advised and assisted by an external consultancy firm, Quotidiana, to draw up the diagnosis of the situation, thanks to a grant from the Department of Equality and Feminism of the Catalan Government, the Generalitat de Catalunya.

This equality plan comes into force from the date of its registration in the Register and Deposit of Collective Agreements, Collective Labour Agreements and Equality Plans and is valid for the four years provided for in article 9.1. of Royal Decree 901/2020 until the approval of the next plan.

Executive summary of IBEI's gender equality assessment

The assessment of the situation of gender equality at IBEI is structured into 6 axes of analysis, constructed from the calculation and analysis of the information gathered in the course of fieldwork carried out in 2021, which respond to areas and topics that the current legislation requires to be incorporated into equality plans, as well as other aspects that provide an overall idea of how the organisation is doing in relation to gender equality. The fieldwork collected quantitative data on the staff provided by IBEI and qualitative data collected from documentation on the internal workings of the Institute, communication documentation and public information, as well as from six interviews with key people in the institution on the subject of the study, two *focus groups* and a survey of all staff and students carried out between March and July of that year.

The first axis analyses the existence of an **organisational culture in favour of gender equality at IBEI**. In other words, it looks at the institution's commitment to gender equality, what internal and external actions are carried out in favour of equality and diversity, how the governing bodies are made up, what is the opinion of the entire community in relation to equality (administrative staff, faculty and students) and, finally, what dynamics and interactions favourable to equality occur in the organisation as a whole.

In terms of the organisation's commitment to equality, IBEI incorporates the principle of non-discrimination on the grounds of gender in its internal regulations, more specifically in the statutes, the code of ethics and the code of good governance. The first equality plan is being implemented and an internal equality commission has been created within which a member of the management team is in charge of promoting this strategic objective for the Institute. IBEI's commitment to equality was already reflected in the HRS4R Human Resources Strategy action plan approved by IBEI at the beginning of 2019 and updated in 2021, which includes the development and implementation of the equality plan and the development and implementation of a protocol for the prevention, detection and handling of cases of sexual and gender-based harassment. Prior to this, no action had been taken to implement the principle of equality and non-discrimination in the daily life of the organisation.

Beyond these commitments, through the fieldwork it has been possible to compile a series of initiatives in favour of equality promoted by the Institute and/or its members, both in the field of IBEI's teaching and staff training and in the field of research. It should be noted that, according to the survey carried out among the IBEI community, some of them recognise that internal and external actions have been carried out in this sense, but a high percentage of the staff and students state that they are not aware of them or have not identified them as having been carried out.

Another element to analyse in this first axis is the composition of IBEI's governing bodies. According to the documentation collected, all of IBEI's decision-making bodies are male-dominated (board of patrons, presidency, senior management, permanent commission, scientific

council and international academic council). The internal regulations do not include any article or mechanism to guarantee the paritarian composition¹ of the decision-making bodies, the function of which would be to facilitate the inclusion of women in the governing bodies. Although IBEI's board of patrons is made up of representatives (mostly men) appointed directly by public or private institutions or organisations related to IBEI, in recent years it has been extended to include relevant professionals in the cultural, social and/or scientific spheres based on a proposal by IBEI's management on a parity basis.

Regarding the staff's opinion on equality, the community considers IBEI to be an egalitarian space, although the perception of whether IBEI works to actively promote equality within the institution is not as optimistic. Also, both staff and students believe that there is no discrimination on LGBTIQ+ grounds. Even so, there is a not insignificant percentage of people who believe that there is some discrimination at IBEI and a part of the community believes that IBEI can promote more action against LGBTIQ+ discrimination. The results of the survey show a high level of awareness of existing inequalities between men and women on the part of the teaching and research staff and students, while among the administrative and service staff the recognition of these inequalities between men and women appears to be more diffuse.

When analysing the teaching activity and methodologies, it is observed that most of the teaching of the teaching staff believe it is important to incorporate the gender perspective in their teaching, but they perceive that they lack the tools and resources to do so. Furthermore, it was found that the self-perception regarding the incorporation of the gender perspective in their teaching is more positive than that of the incorporation of this perspective in IBEI's teaching as a whole. On the other hand, students are divided on gender mainstreaming in teaching, although their evaluations of the teaching staff's practices are slightly more positive.

Finally, with regard to the dynamics and interactions favourable to equality that may take place in the classroom. Finally, with regard to the pro-equality dynamics and interactions that may take place in the classroom, a significant part of the teaching staff consider that, in fact, what is often reproduced and consolidated in the classroom are non-egalitarian dynamics. The students' view is similar but more positive.

The second axis addresses the **presence of women and men in the organisation**, as well as their access to and exit from the organisation. The analysis shows that IBEI's workforce is evenly distributed, although slightly feminised. As of December 2020, it is composed of 56 people, 31 women and 25 men (55.4% and 44.6% respectively). The composition of the teaching and research staff is equal (47.4% women and 52.6% men). However, the administrative staff is feminised (72.2% women and 27.8% men), which leads to the emergence of horizontal segregation, i.e. a non-uniform distribution of men and women in a given sector of activity. Tasks

¹ Parity is the balanced presence of women and men in the different spheres of society, without any privilege or discrimination. This balance means that neither men nor women are represented by more than 60% or less than 40%.

associated with management and administrative aspects tend to be linked to the female role and tend to be socially under-recognised.

Most of the staff have at least 5 years' seniority, largely due to the increase in the number of Predoctoral Fellows and Research Assistants in recent years, who are also linked to ongoing research projects or external calls for funding for doctoral or postdoctoral studies. In the administrative staff there are hardly any differences in the average length of service between men and women. However, in the teaching and research staff, men's seniority is almost double that of women.

In relation to the type of contract, 57.1% (32) of the IBEI team have a temporary contract, with a substantial difference between the administrative staff, where the majority have a permanent contract, and the faculty, where there are more temporary than permanent contracts, largely due to the fact that they are linked to ongoing research projects or external calls for funding for doctoral or postdoctoral studies. However, there are no major differences between men and women. If we take into account the type of working day, we find that more than 80% of the staff work full time. Among the teaching and research staff, more women than men work part-time.

On analysing the composition of the staff according to job position, it is clear that in the faculty all the positions are male-dominated, with the exception of Assistant Professor. Bearing in mind that in the coming years some people who are currently Assistant Professor may be promoted to Associate Professor, this could lead to a certain feminisation of this permanent position in IBEI's teaching and research staff. It is important to note that IBEI's non-tenure-track faculty is also male-dominated. Although the composition of the Senior Research Associates and Senior Research Fellows is equal, in the case of the Distinguished Fellows there are two men and in the case of the affiliated teaching staff, i.e. those professors who teach on the Institute's master's degrees without being part of the staff, there are almost twice as many men as women. As far as the administrative staff is concerned, there is no vertical segregation, as it is highly feminised. In addition, there is a higher percentage of women in positions of responsibility in each unit of the management team.

In relation to staff selection, no gender bias has been identified. Despite the fact that the HRS4R Human Resources Strategy mentions that the selection committees for each position (Academic Staff Committee for permanent faculty positions and ad hoc selection committee for positions linked to specific research projects or programmes) must be gender-balanced, from the documentation provided by IBEI on the selection processes carried out in 2019 and 2020 it is detected that neither the Academic Staff Committee (made up of IBEI's permanent staff, which is masculinised) nor the committees created ad hoc tend to be parity. However, it should be noted that the condition of parity in the composition of the committees may mean that a few women (precisely because of the masculinisation of the more senior IBEI staff positions) have to shoulder

more of the equality burden. With regard to the exit process of individuals from the institution, there has also been no gender bias.

Finally, it should be noted that the composition of the student body is almost even, despite being slightly feminised (61.6% (98) women and 38.4% (61) men for the 2020-2021 academic year). It is not identified that some master's degrees are more linked to men and others to women, since most of them are highly feminised and in some of them the percentage of women is really high.

The third axis analyses **the working conditions** of IBEI staff. Specifically, flexibility, the use of teleworking, the pay gap, access to training (including training with a gender perspective), access to career advancement, occupational risk prevention and, finally, the perception of physical space and access to work resources.

From the results of the survey it can be concluded that IBEI's staff value working flexibility positively, despite the fact that the teaching and research staff have more flexible working hours than the administrative and service staff. No gender differences were found in relation to this aspect. On the other hand, teleworking has not been a regulated modality included as an option in IBEI's daily work and, with the information available, it is not possible to determine whether there is any gender bias. This will need to be analysed as it becomes established as a strategy.

The analysis of the existence of the pay gap is key in assessing equality. It allows us to observe the valuation, in economic terms, that the institution makes of the professional performance of women and men. In the case of IBEI, a pay gap of 6% has been identified, a difference lower than the average pay gap in Catalonia (22.2% for 2021²). However, this data shows that there is a difference between the average salary of men and women in IBEI's workforce. In turn, there are very marked differences between administrative staff and faculty: while in the case of administrative staff the salary difference is in favour of women, in faculty the salary gap reaches 13.89%, soaring to 28.1% when salary supplements such as evaluations and seniority are taken into account. Although the breakdown by job position may be somewhat inadequate for comparison because of the few cases and different circumstances involved, very high salary gaps are evident for the positions of Research Assistant (46.3%), Assistant Professor (28.34%) or Research Manager (48.19%, although in the latter only two cases with different working hours are compared). In other positions, the salary difference is in favour of women, as in the case of the positions of Postdoctoral Research Fellow (24.05%) and Predoctoral Fellow (6.91%).

Training is an essential element for career development. At IBEI there are no inequalities in this respect. Despite the fact that the Institute does not provide additional training for its staff, it provides funds for staff who want additional training, as well as making it easier for staff to engage in such activities in terms of work-life balance. It was also noted that no training has been provided

² Data extracted from the website of the Generalitat de Catalunya. Available at <https://web.gencat.cat/ca/actualitat/detall/La-bretxa-salarial-a-Catalunya-baixa-08-punts>

on gender and LGBTIQ+ issues, despite the fact that some people attended courses organised by various institutions to prepare for the drawing up of this equality plan.

With regard to professional promotion within IBEI, the quantitative data do not allow us to know if there is a gender bias, although it has been detected that there is little room for promotion for the administrative staff. It is positive that in the case of the faculty, the work-life balance and family situation are taken into account in order to lengthen the established 5-year deadline for applying for promotion from Assistant Professor to Associate Professor. From the minutes of the Academic Staff Committee, which is responsible for assessing the merits for this promotion, it is clear that this is not equal since it is made up of the Institute's Associate Professors and Senior Research Associates who, as we have mentioned, are currently more men than women.

IBEI has an occupational risk prevention plan and, to this end, training has been given to the staff. The document identifies pregnancy and breastfeeding as specific cases requiring special treatment, although it does not include an analysis from a gender perspective. No gender bias was detected in relation to sick leave due to accidents and/or illness.

The analysis of the facilities shows that the majority of staff give a positive assessment of the facilities. In general terms, it is perceived as an accessible space that adapts to people's needs. The administrative staff gives a more positive assessment than the faculty. There are no differences by gender, but there are differences by job position.

The fourth axis analyses the **institution's co-responsibility and support for work-life balance**. It is important that organisations make an effort in terms of co-responsibility and that they make it easier for their staff to care for dependants in order not to reproduce gender inequalities. Furthermore, it is important to contribute to the reduction of the collective imaginary still present where women are the ones who have to take care of these care responsibilities and, therefore, to contribute to men increasing their presence in domestic and care tasks. These changes are essential for women to be fully present in the workplace, and are essential to reduce women's inequalities in access to income and wealth.

Focusing on the situation at IBEI, in the years analysed (2019 and 2020) there is only one paternity leave and one leave of absence for male workers, and one reduction in the working day for a female worker. Even so, and according to the fieldwork, it is detected that in 2021 there are more people on leave or reduced working hours, and most of them are women. It should be noted that teaching and research staff do not tend to request leave, probably due to the flexibility facilities in their work. Moreover, formally, no difficulties have been detected in accessing leave and reductions in working hours, although in the *focus groups* some informal problems of access to leave and reductions in working hours were mentioned. In this sense, the teaching and research staff report having problems with work-life balance, and are in favour of extending measures to guarantee equal access, promotion, pay and job improvements, as well as more flexibility in work-life balance and co-responsibility measures. Finally, the majority perceive that

requesting leave to reconcile work and family life has a negative impact on professional careers. As for the administrative staff, both in the *focus groups* and in the survey, they indicated that they often or always have work-life balance problems, especially women, and that more flexibility is needed in work-life balance measures.

With regard to axis 5, on **communication, image and language**, the need to incorporate gender perspective in IBEI's public image and communications must be stressed, since this means making women in their diversity visible, whether through visual or written language. The analysis of IBEI's public communications shows that gender mainstreaming is not always done systematically. At the same time, there are no internal guidelines, directives or recommendations; rather, communication with a gender perspective is conditioned by the work, skills and awareness of the people in charge of each of the communications. However, it should be noted that an effort is made to make an inclusive communication in the images used.

On the other hand, in the analysis of internal communications, gender perspective is applied across the board. Also, the majority of respondents believe that IBEI does not use language in a sexist or androcentric way.

The last area of analysis included in this diagnosis is that which analyses the situation of **sexual harassment and harassment based on gender and/or sexual orientation**. Although IBEI does not currently have specific mechanisms for the prevention, detection and tackling of sexual harassment based on gender or sexual orientation, this measure is included as a planned action for the coming years in the HRS4R Human Resources Strategy and in the 2021-2025 Strategic Plan. Although the majority of the community does not know if there is any tool in this regard, they do see the need for IBEI to develop more actions aimed at preventing, detecting and acting against sexual harassment and harassment based on sex, sexual orientation, gender identity and gender expression. In fact, the survey found that some people have identified certain behaviours, some more subtle and others more explicit, of sexual and gender-based harassment in IBEI. The protocol will include the definition of actions that could constitute a situation of sexual or gender-based harassment or violence, the mechanisms for detecting and reporting such situations, and the corresponding procedures for investigation, analysis and sanction if appropriate. The plan foresees action not only in cases between IBEI staff members, but also between students and between faculty and students. It also foresees actions to prevent all types of harassment and violence based on gender and sexual orientation, as well as raising awareness among all staff and disseminating available resources. The LGBTIQ+ group will be the target of specific actions within the general protocol.

In short, IBEI has undertaken a formal commitment to gender equality. To this end, a commitment must be made to address the above-mentioned elements of improvement and to institutionalise those dynamics that already work and contribute to gender equality. Starting on the path of

institutionalising and improving these aspects will allow steps to be taken to ensure equality within the organisation.

Action plan

GENERAL OBJECTIVE 1. FORMALISING AND INSTITUTIONALISING COMMITMENT TO GENDER EQUALITY AND AFFECTIVE AND SEXUAL DIVERSITY

Specific Objective 1.1. Increasing IBEI's commitment to gender equality and diversity

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 1.1.a Consolidate the internal equality committee responsible for the deployment and monitoring of the implementation of the equality plan.	Equality officer Equality Commission	Annual	Human resources	No. of meetings held compared to planned meetings
Action 1.1.b Allocate an annual budget for the implementation of the equality plan.	Management Director	Annual	Financial resources	Item earmarked for the deployment of the equality plan Increase of the budget item compared to the previous year
Action 1.1.c Create a Human Resources position(s).	Management Director	First year	Human and financial resources	Existence of such Human Resources position
Action 1.1.d Periodically display, through the IBEI website and other media, the equality plan and the protocol for action in cases of sexual and gender-based harassment, as well as the activities, programmes and services provided in the area of equality.	Communication Equality officer	Annual	Human and financial resources	Existence and updating of a specific section on equality on the website. No. of digital and paper publications of equality activities, programmes and services provided

Specific Objective 1.2. Increasing the training offer for the IBEI community on gender equality and diversity.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 1.2.a Schedule annual training for the administrative staff (presentation of the plan, legal framework and basic concepts; presentation of the protocol on harassment and review of personal and group dynamics) and schedule annual training for the faculty (how to incorporate the gender perspective in research and teaching; presentation	Equality officer Director Management	First, second and third year	Human and financial resources	No. of training actions carried out and planned No. of hours of training planned and conducted Staff participation

of the protocol on harassment and review of personal and group dynamics).				
Action 1.2.b Inform and encourage IBEI staff to participate in equality training sessions organised by CERCA and/or the Universitat Pompeu Fabra.	Equality officer Communication	Annual	Human resources	No. of sessions organised by third parties Staff attendance at meetings
Action 1.2.c Increase the extracurricular offer of training for students on gender equality issues through specific seminars, workshops, conferences, etc.	Director Academic Management Equality officer	From the second year onwards	Human and financial resources	No. of activities programmed annually

Specific Objective 1.3. Promoting the recognition of women and gender perspective in the fields of research and teaching.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 1.3.a Promote gender parity among speakers in all activities organised and co-organised by IBEI.	Director Equality Commission Faculty	Annual	Human resources	No. and gender of speakers for each activity Roles of women and men in these activities
Action 1.3.b Review the syllabuses of master's degree courses with a gender perspective, both in terms of authorship and content.	Head of Studies Equality officer Faculty	First and second year	Human resources	Diagnostic report on the number of men and women cited in IBEI Master's syllabuses. No. of syllabuses that include a gender perspective in their content

Specific Objective 1.4. Increasing awareness of gender equality and diversity in the IBEI community.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 1.4.a Make special mention, in the usual channels of dissemination, of scientific and teaching production that adopts a gender perspective.	Communication	Annual	Human resources	No. of publications Interaction with these publications
Action 1.4.b Organise activities around commemorative dates (11 February, 8 March, 25 November and 17 May), as well as round tables, symposia and presentations on gender equality.	Equality Commission	Annual	Human and financial resources	No. and type of activities planned on commemorative dates No. and type of activities carried out Participation in activities
Action 1.4.c Develop or make available resources to facilitate the inclusion of the gender perspective in teaching and research projects (e.g. a specific resource for teaching with examples and tools for gender mainstreaming in the classroom).	Management team Equality officer	Second year	Human resources	No. of resources available
Action 1.4.d Review the student evaluation system for teaching staff with a gender perspective.	Academic Management Equality officer	Second year	Human resources	Report on the evaluation system.

Specific Objective 1.5. Ensuring the non-sexist use of visual and written language in all internal and external communication.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 1.5.a Establish a guide of recommendations, guidelines and criteria for respectful, inclusive and egalitarian use of written, graphic and visual language in internal and external communications.	Communication	First and second year	Human resources	Guide of recommendations, guidelines and criteria for the non-sexist use of communication.
Action 1.5.b Disseminate the recommendations guide to staff.	Communication	Annual (from the first and second year onwards)	Human resources	No. of publications in digital and paper format.
Action 1.5.c Propose training on non-sexist communication.	Management Communication Equality officer	Second and third year	Human and financial resources	No. of trainings No. of participants

Specific Objective 1.6. Ensuring that internal and external data and documentation are gender- and sexual-diversity sensitive.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 1.6.a Adapt forms and documentation according to sexual and gender diversity.	Management	Second year	Human resources	No. of internal data where the gender variable is included with respect to the total

GENERAL OBJECTIVE 2. ENSURING GENDER EQUALITY IN THE COMPOSITION OF THE INSTITUTE, IN RECRUITMENT AND EXIT

Specific Objective 2.1 Achieving a balanced representation of women and men at all levels of representation and governance.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 2.1.a Promote gender parity in the renewal of all representative and governing bodies.	Director	First year	Human resources	Parity in representative and governing bodies

Specific Objective 2.2 Ensuring a gender perspective in all recruitment procedures/instruments to guarantee objectivity, transparency and non-discrimination based on gender.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 2.2.a Collect data disaggregated by sex on applicants and those selected in all calls for the selection of personnel, as well as on the members of the selection committees.	Research Coordinator	Annual	Human resources	Data disaggregated by sex and origin of applicants and selection boards
Action 2.2.b Promote parity in selection and promotion committees.	Director	First year	Human resources	Ratio of men and women on selection and promotion committees
Action 2.2.c Incorporate a clause establishing the priority to recruit the under-represented gender within the corresponding category, in case of equal merit, until parity is achieved.	Director	First year	Human resources	Existence of a clause in selection procedures

GENERAL OBJECTIVE 3. REDUCING GENDER INEQUALITY IN PAY

Specific Objective 3.1. Studying and implementing a gender-sensitive pay system.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 3.1.a Draw up an annual pay register analysing the evolution of the pay gap and establishing proposals for its reduction.	Management	Annual	Human and financial resources	Remuneration register
Action 3.1.b Draw up a remuneration audit document, as required by Decree 902/2020.	Management	Second year	Human and financial resources	Remuneration audit Actions implemented to reduce the gap
Action 3.1.c Disseminate salary incentives, in case additional external funding is obtained by faculty in Tenure Track.	Director Management	First and second year	Human resources	Paper on salary incentives for faculty in Tenure Track
Action 3.1.d Have a list of all the IBEI's allowances and the criteria for accessing them.	Management	Second year	Human resources	Documents on salary incentives and allowances for teaching and research staff and the criteria for obtaining them

GENERAL OBJECTIVE 4. ENSURING GENDER EQUALITY IN COMPETENCE ENHANCEMENT AND CAREER DEVELOPMENT TOOLS

Specific Objective 4.1. Introducing mechanisms to ensure that there is no gender bias in career development.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 4.1.a Promote the participation of women as researchers and as coordinators of research groups through biannual mentoring meetings between Senior and Junior faculty employees.	Director Equality Commission	Annual (from the second and third year onwards)	Human resources	No. of meetings per year compared to planned meetings Evolution according to gender of principal investigators and coordinators of research groups.
Action 4.1.b Review internal staff appraisal processes from a gender perspective.	Director Management	Second year	Human resources	Report on internal staff appraisal processes

GENERAL OBJECTIVE 5. ENSURING GENDER MAINSTREAMING IN OCCUPATIONAL HEALTH AND SAFETY AND OCCUPATIONAL RISK PREVENTION

Specific Objective 5.1. Reviewing literature and data in the field of occupational health from a gender perspective.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 5.1.a Take into account the specificity of women and men in the definition, prevention and evaluation of occupational risks.	Management	Third year	Human resources	Revised prevention plan Anticipation and implementation of actions for the adaptation of working conditions
Action 5.1.b Make a gender impact assessment of teleworking.	Management	Third year	Human resources	Telework usage database by gender Evaluation report on the impact of teleworking on the workforce

GENERAL OBJECTIVE 6. PREVENTING, DETECTING AND ADDRESSING SEXUAL AND GENDER-BASED HARASSMENT

Specific Objective 6.1. Consolidating IBEI's commitment against any type of gender-based violence in the university community.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 6.1.a Adopt a declaration of zero tolerance of gender discrimination.	Director Equality officer	First year	Human resources	Institutional declaration of commitment

Specific Objective 6.2. Promoting and creating tools to prevent, detect and address sexual and gender-based harassment.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 6.2.a Draw up a protocol for preventing, detecting and dealing with sexual and gender-based harassment, taking into account external expert advice.	Equality officer Director Management	First and second year	Human and financial resources	Protocol Existence and/or creation of responsible bodies
Action 6.2.b Deploy a regular dissemination and information plan of the protocol through various media and channels.	Equality officer Communication	Annual	Human and financial resources	Specific dissemination plan No. of publications in digital and paper

Specific Objective 6.3 Ensuring an effective implementation of information, prevention and response, in compliance with the existing protocol.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 6.3.a Carry out awareness-raising actions on discrimination, sexual and gender-based harassment and, in general, on violence against women.	Equality Commission	Annual	Human and financial resources	No. of activities and actions planned and carried out annually Participation according to gender and job (or student) in activities
Action 6.3.b Disseminate among the staff, especially among the competent bodies, the legislation on rights and assistance for women in situations of gender-based violence, with special attention to rights and assistance in the workplace.	Equality officer Management Director	First and second year	Human resources	No. of communications to staff Internal IBEI documentation incorporating support measures for women in situations of gender-based violence.
Action 6.3.c Monitor the results of the implementation of the protocol for the prevention of sexual and gender-based harassment.	Protocol management body	From the second year onwards	Human resources	No. of follow-up meetings Results report at the end of each year
Action 6.3.d Have a mailbox for anonymous recommendations and/or complaints from students and staff.	Protocol management body	First year	Human resources	Existence and use of the mailbox
Action 6.3.e Schedule two trainings per year for managers and decision-makers responsible for action.	Equality officer Management	Annual	Human and financial resources	No. of trainings carried out No. of hours of training planned and conducted Participation

GENERAL OBJECTIVE 7. ENCOURAGING THE INSTITUTE TO ENSURE ACCESS TO MEASURES TO ASSIST WORK-LIFE BALANCE AND TO ASSUME JOINT RESPONSIBILITY IN THIS RESPECT

Specific Objective 7.1. Guaranteeing equal access to measures to assist work-life balance and analysing and improving measures for more flexible working hours.

	Responsible team	Implementation period	Resources required	Monitoring indicators
Action 7.1.a Disseminate among the entire workforce the measures for work-life balance available to both male and female workers.	Communication Management	Annual	Human resources	No. of publications in digital and/or hard copy
Action 7.1.b Organise a participatory session every two years to review the work-life balance and flexibility needs of staff so that IBEI can assume its joint responsibility in this respect.	Management Equality Commission	Every two years	Human resources	Session conduct and participation according to gender and job title

Timeline

	2022		2023		2024		2025	
	1º		1º		1º		1º	
Action 1.1.a Consolidate the equality commission responsible for the deployment and monitoring of the implementation of the equality plan.								
Action 1.1.b Allocate an annual budget for the implementation of the equality plan.								
Action 1.1.c Create a Human Resources position(s)								
Action 1.1.d Periodically display, through the IBEI website and other media, the equality plan and the protocol for action in cases of sexual and gender-based harassment, as well as the activities, programmes and services provided in the field of equality.								
Action 1.2.a Schedule annual training for the administrative staff (presentation of the plan, legal framework and basic concepts; presentation of the protocol and review of personal and group dynamics) and schedule annual training for the faculty (how to incorporate the gender perspective in research and teaching; presentation of the protocol and review of personal and group dynamics).								
Action 1.2.b Inform and encourage IBEI staff to participate in training sessions organised by CERCA and/or Universitat Pompeu Fabra.								
Action 1.2.c Increase the extracurricular offer of training for students on gender equality issues through specific seminars, workshops, conferences, etc.								
Action 1.3.a Promote gender parity among speakers in all activities organised and co-organised by IBEI.								
Action 1.3.b Review the syllabuses of master's degree subjects with a gender perspective, both in terms of authorship and content.								
Action 1.4.a Make special mention, in the usual channels of dissemination, of scientific and teaching production that adopts a gender perspective.								
Action 1.4.b Organise activities around commemorative dates (11 February, 8 March, 25 November and 17 May), as well as round tables, symposia and presentations on gender equality.								
Action 1.4.c Develop or make available resources to facilitate the inclusion of the gender perspective in teaching and research projects (e.g. a specific resource for teaching with examples and tools for gender mainstreaming in the classroom).								
Action 1.4.d Review the student evaluation system for teaching staff with a gender perspective.								
Action 1.5.a Establish a guide of recommendations, guidelines and criteria for respectful, inclusive and egalitarian use of written, graphic and visual language in internal and external communications.								
Action 1.5.b Disseminate the recommendations guide to staff.								

Action 1.5.c Propose training on non-sexist communication.									
Action 1.6.a Adapt forms and documentation according to sexual and gender diversity.									
Action 2.1.a Promote parity between women and men in the renewal of all representative and governing bodies.									
Action 2.2.a Collect data disaggregated by sex on applicants and those selected in all calls for the selection of personnel, as well as on the members of the selection committees.									
Action 2.2.b Promote parity in selection and promotion committees.									
Action 2.2.c Incorporate a clause establishing the priority to recruit the under-represented gender within the corresponding category, in case of equal merit, until parity is achieved.									
Action 3.1.a Draw up an annual pay register analysing the evolution of the pay gap and establishing proposals for its reduction.									
Action 3.1.b Draw up a remuneration audit document, as required by Decree 902/2020.									
Action 3.1.c Disseminate salary incentives, in case additional external funding is obtained by POIs in <i>Tenure Track</i> .									
Action 3.1.d Have a list of all the IBEI's allowances and the criteria for accessing them.									
Action 4.1.a Promote the participation of women as researchers and as coordinators of research groups through biannual mentoring meetings between Senior and Junior faculty employees.									
Action 4.1.b Review internal staff appraisal processes from a gender perspective.									
Action 5.1.a Take into account the specificity of women and men in the definition, prevention and evaluation of occupational risks.									
Action 5.1.b Make a gender impact assessment of teleworking.									
Action 6.1.a Adopt a declaration of zero tolerance of gender discrimination.									
Action 6.2.a Draw up a protocol for preventing, detecting and dealing with sexual and gender-based harassment, taking into account external expert advice.									
Action 6.2.b Deploy a regular dissemination and information plan of the protocol through various media and channels.									
Action 6.3.a Carry out awareness-raising actions on discrimination, sexual and gender-based harassment and, in general, on violence against women.									
Action 6.3.b Disseminate among the staff, especially among the competent bodies, the legislation on rights and assistance for women in situations of gender-based violence, with special attention to rights and assistance in the workplace.									
Action 6.3.c Monitor the results of the implementation of the protocol for the prevention of sexual and gender-based harassment.									
Action 6.3.d Have a mailbox for anonymous recommendations and/or complaints from students and staff.									
Action 6.3.e Schedule two trainings per year for intervention managers and decision-makers.									

Action 7.1.a Disseminate among the entire workforce the measures for work-life balance available to both male and female workers.	■	■	■	■	■	■	■	■
Action 7.1.b Organise a participatory session every two years to review the work-life balance and flexibility needs of staff so that IBEI can assume its joint responsibility in this respect.	■	■	■	■	■	■	■	■

Evaluation

Evaluating implies providing answers to questions about the suitability, functioning and effect of the Equality Plan in general, and of its actions in particular. To this end, it is important to specify evaluation questions that guide and are oriented towards obtaining relevant answers, which it is essential that they have a gender perspective and that they refer to aspects that are directly observable, based on indicators, or indirectly, based on the interpretation of qualitative information.

The evaluation can be carried out:

- During implementation: with the aim of analysing whether the processes and mechanisms deployed ensure that the problem or need is correctly addressed. In other words, to determine to what extent the actions being carried out are effectively favouring equality, and the processes and dynamics involved in their realisation.
- At the end of implementation: in order to analyse whether the activities and actions have been carried out without reproducing inequalities, and whether the results have led to changes in the organisation's initial situation in terms of gender inequality.

Monitoring and interim evaluations

During the period established for the implementation of the Equality Plan (2022 - 2026) it is recommended that a **six-monthly** monitoring be carried out by the Monitoring Committee, in order to evaluate the objectives achieved and how the process is developing. An annual report will be drawn up to record its implementation. At the end of the year, an operational planning for the following year will also be adapted and approved, in order to foresee more accurately the actions to be initiated, as well as those that need to be planned in advance. To this end, an annual calendar will be approved at the beginning of each year with regular monitoring and evaluation meetings by the equality committee.

During implementation, the basic items to be evaluated annually will be the **planned monitoring indicators**. However, it will also be interesting to evaluate:

- The calendar
- Participation in the actions
- Satisfaction among target groups
- The degree of gender sensitivity in the specific content of the actions
- Gender expertise, training and specialisation of the participating bodies
- Existence of segregation
- The budget
- Existence of internal coordination and communication spaces

For these cases, deviations should be identified and solutions proposed. The first follow-up action should take place after 6 months. Thereafter, it would be advisable to evaluate the deployment

process of the plan every 6 months, depending on the organisation's objectives and resources. And, as mentioned above, an annual report should be drawn up.

Final evaluation

At the end of the Equality Plan, it is important to draw up a final report that compiles the deployment of all the actions and that serves to evaluate whether the objectives have been met or not, which ones and why. For example, following this format for each action:

Main line of action	Axis to which the analysed action belongs
Action	Name of the action analysed
Description	Description of the action
Driving body(ies)	Body(ies) with responsibility for taking action
Participating body(ies)	Body(ies) involved in the implementation of the action
Source of information	Body providing the data analysed and methodology of data collection
To whom it is addressed and the target group	Group of the university community at whom the action was aimed and who was affected by the action
Period	Year(s) of deployment of the action and year(s) covered by the analysed data
Objectives	Desirable situation to achieve
Results	Description of the data analysed, in the form of tables and/or detailed explanation of the situation being analysed
Evaluation	Degree of success in relation to the objective: unsatisfactory situation in terms of gender equality, not entirely satisfactory situation requiring improvement and satisfactory situation in terms of gender equality. An assessment is required.
Other comments or observations	Relevant aspects to consider in the drawing up of the new Plan

In addition to quantitative indicators, it will also be important to consider qualitative evidence. It should be noted that indicators or other statistical data do not always provide insight into gender inequalities: they provide a certain picture and an evolution of a numerical representation of relevant phenomena, but they are not useful to identify unforeseen effects or supervening situations or other more subtle changes or changes related to group dynamics. In that sense, qualitative evidence can be more direct and allow us to capture the complexity that characterises important changes in gender equality or inequality.

Modification procedure

Bearing in mind that the Equality Plan is a flexible document with a purpose, and that it consists of: measures, persons responsible, indicators and temporality; all the provisions of this document may be modified by decision of the Monitoring Committee of the Equality Plan in the event that:

- Errors be detected concerning in the understanding or implementation of the measure, which impede its use or encourage inappropriate use of the measure.
- There is insufficient or incorrect data available for subsequent impact monitoring.
- The Institute eliminates the position designated as responsible for a measure, and another position must assume its competencies.

- The term established is deemed insufficient or, on the contrary, too long for the factors to be analysed correctly.

In order to implement these changes, a meeting will be convened for discussion and a voting procedure will be followed as set out in the rules of procedure of the Monitoring Committee of the Institute's Equality Plan. In the event that substantial modifications are necessary, these changes will have to be disseminated to all staff so that they are aware of them. All discrepancies in the reading of the evaluation or revision will be reflected in the minutes of the meeting and may be taken into account in the preparation of future plans with the aim of improving them.

In the event that legal or conventional regulations indicate changes that affect the content and/or distribution of this document, it will have to be modified to comply with the relevant obligations within the period of time designated by the regulations.

In agreement with the plan, they have signed this document in Barcelona on 20 June 2022.

Jacint Jordana

Celeste Attias

Anna Ricart

Jordi Puig Voltas