

IV EQUALITY PLAN FOR WOMEN AND MEN

Equality belongs to no one, but it is everyone's responsibility.

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1) INITIAL ASSESSMENT OF THE UNIVERSITY OF JAÉN

1.1. Structure, Distribution and Gender Gaps

Prior to the preparation of the University of Jaén's Fourth Equality Plan for Women and Men, an assessment is carried out of several issues that continue to shape the University's activities and remain matters of concern and priority, with regard to teaching and research staff (PDI), technical, management, administrative and service staff (PTGAS), and students. The following areas are examined:

1. The gender composition of the teaching and research staff (PDI).
2. The gender composition of the technical, management, administrative and service staff (PTGAS).
3. Management and leadership positions.
4. Directors and heads of research and postgraduate programmes.
5. Student distribution by gender and field of study.
6. Average earnings of PDI and PTGAS by gender.
7. Career progression and training of PDI and PTGAS by gender.
8. Work-life balance and shared responsibility

To this end, the assessment will be based on the latest available data for 2024.

With regard to the composition of the teaching and research staff (PDI), Figure 1 shows the same scissors-shaped pattern observed in previous assessments. This pattern highlights the imbalance between women and men as they progress through the different professional grades and academic ranks. Interestingly, although a larger number of women than men initially join the PDI workforce, the proportions of women and men converge as they attain employment stability, through permanent contracts or appointment as Profesor Permanente Laboral (permanent lecturer), in accordance with the current terminology established by the Organic Law on the University System (LOSU). However, as they progress to the higher ranks of the civil service academic career structure, Associate Professor (Profesor/a Titular de Universidad) and Full Professor (Catedrático/a de Universidad), the gender gap widens considerably in favour of men. More specifically, Table 1 shows the percentage distribution by gender for each academic rank. The figures clearly illustrate that for every three men who attain the rank of Full Professor, only one woman reaches the same rank.

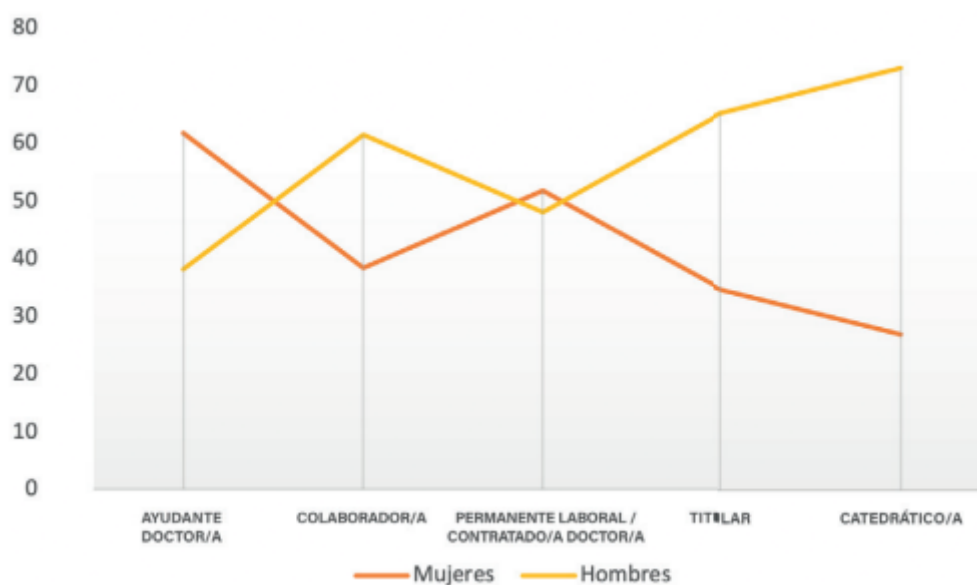


Chart categories (X axis):

- Assistant doctor (ayudante doctor/a)
- Collaborator (colaborador/a)
- Permanent labor / contracted doctor (permanente laboral / contratado/a doctor/a)
- Titular (titular) → associate professor
- Full professor (Catedrático/a)

Legend:

Women (Mujeres)

Men (Hombres)

Figure 1. Percentage distribution of women and men by academic rank (PDI).

Table 1. Percentages of women and men by academic category (PDI).

	Women	Men
Assistant Doctor	62	38
Collaborating Professor	38	62
Contracted Doctor	52	48
Associate Professor	35	65
Full Professor	27	73

With regard to the composition of the technical, management, administrative and service staff (PTGAS), the data are presented in Tables 2 and 3 for civil servant PTGAS and employed PTGAS, respectively. As shown in Table 2, which breaks down the figures by classification group, grade and gender, a high proportion of women are found in the lowest classification subgroup (Group C2). The distribution is more balanced in subgroups C1 and A2 when overall percentages are considered. However, the gender gap becomes more apparent again in the highest subgroup, A1. A more detailed analysis of the data, broken down by grade, is particularly informative. Overall, women are more strongly represented in positions within the lower subgroups (C1 and C2), whereas men occupy the highest-grade positions in subgroups A1 and A2. In some cases, male representation reaches 100%, with no women represented at all (see, for example, grades 23, 26 and 29). These findings are illustrated in Figure 2, which shows the percentage distribution of women and men across the different subgroups. For this analysis, only career civil servants have been included, as they constitute the largest group (N = 261), thereby helping to minimise potential deviations or bias in the results. The resulting picture provides robust evidence of a gender gap with a scissors-shaped pattern. Women account for a substantial proportion of employees in the lowest subgroup (C2), and the proportions of women and men cross at subgroup A2, before the gap widens considerably in the highest subgroup (A1).

Table 3, in turn, presents the percentages for employed PTGAS broken down by gender. In this case, there is no clear gender gap, and the representation of women and men is relatively balanced across the different occupational groups when the groups with the largest numbers of employees are considered (permanent employees, followed by temporary employees). The main exception is Group IV among permanent employees (auxiliary technical staff in the university portering and reception services), where women account for 72% of staff compared with 28% for men. However, both team supervisor positions are held by men. In the remaining cases, the sample sizes are too small to support a meaningful interpretation of the gender gap.

Table 2. Percentages of women and men by subgroups and levels of career and temporary PTGAS.

Career Public Servants (n = 261)

Subgroup	Level	% Women	% Men
A1	23	0	100
A1	25	56	44
A1	26	50	50
A1	27	20	80

A1	29	0	100
Total A1		33	67
A2	22	62	38
A2	23	38	63
A2	25	17	53
A2	26	33	67
Total A2		46	54
C1	21	62	38
C1	22	34	66
Total C1		56	44
C2	15	82	18
C2	18	91	9
Total C2		83	17
TOTAL CAREER PUBLIC SERVANTS		57	43

Career Public Servants (n = 64)

Group	Level	% Women	% Men
A2	22	33	67
A2	25	0	100
Total A2		16.5	83.5
C2	15	82	18
TOTAL CAREER PUBLIC SERVANTS		49.2	50.7

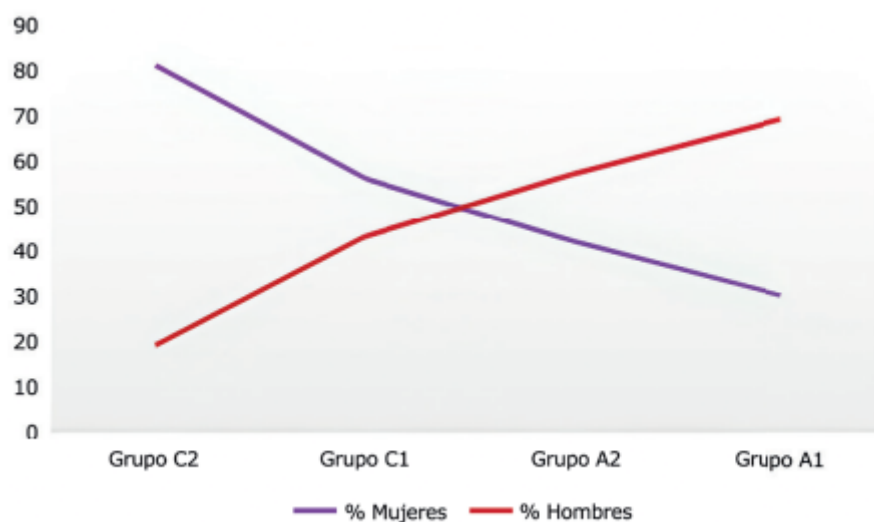


Figure 2. Percentage distribution of women and men by civil servant PTGAS subgroup (N = 261).

Table 3. Percentages of women and men by labor PTGAS groups.

Temporary cover by substitution (n = 5)

Group	% Women	% Men
III	50	50
IV	33	67
Total	40	60

Temporary cover by vacancy (n = 2)

Group	% Women	% Men
II	100	0
III	100	0
Total	100	0

Permanent staff (n = 184)

Group	% Women	% Men
I	48	52
II	45	55

III	44	56
IV	72	28
Total	49	51

Temporary staff (n = 44)

Group	% Women	% Men
II	67	33
III	58	42
IV	50	50
Total	55	45

Thirdly, with regard to management and leadership positions, Table 4 shows the percentage distribution of women and men. One positive finding is that the current Governing Team has a higher proportion of women than in previous academic years. According to the General Secretariat, the team comprises 24 men and 28 women. Furthermore, no significant gender gaps are apparent in the composition of the Governing Council, University Senate, Social Council or the management of university centres. By contrast, noticeable gender gaps can be observed in the management of departments and other bodies, where men are more strongly represented in positions such as the University Inspectorate and the University Ombudsperson's Office, whereas the Psychology Service is headed by a woman. It is also encouraging that no unequal gender distributions have been identified in certain structures, such as the University Senate. This body comprises representatives of all university constituencies (students, teaching and research staff (PDI), and technical, management, administrative and service staff (PTGAS)), who are elected by vote.

An analysis of trends in staff distribution at the University of Jaén reveals a positive movement towards greater gender balance. This can be seen in the composition of the Governing Team, which forms part of the University's current organisational structure, as shown in its organisational chart. Nevertheless, further work is needed to ensure that more women occupy leadership positions and to investigate the imbalances and inequalities that persist in certain university management roles, including those identified above.

Table 4. Percentage distribution in management and leadership positions disaggregated by sex.

Sex	Women	Men
Governing Team, Rector, Vice-Rectorships, Vice-Managerships and Secretariat Directorships	58.5	41.4
Governing Council	47.5	52.5
Center Directorship	49.2	50.7
Department Directorship	34.6	65.3
Senate	46.3	53.6
Social Council	41.6	58.3
Others	33.3	66.6

Others: Director of Service Inspection, Director of Psychology Cabinet, University Ombudsperson.

Fourthly, Table 5 presents the percentage distribution of women and men in leadership positions in research and postgraduate education. Gender gaps are apparent in specific areas, including the directorship of Centres for Advanced Studies (CEA) and research institutes, the role of principal investigator (PI) in national research projects, and the leadership of research groups and doctoral and master's programmes. One positive finding is the relatively balanced representation of women and men as principal investigators in international research projects, although men remain more strongly represented in this particularly competitive area.

With regard to student distribution and the choice of undergraduate degree programmes, Table 6 shows the student population broken down by gender and field of study. The data confirm a well-established trend in the choice of university studies: men are more strongly represented in fields such as engineering and architecture, whereas women are more prevalent in areas associated with arts and humanities and, particularly, health sciences. Other fields show smaller gender gaps, with women more strongly represented in social and legal sciences and experimental sciences.

Table 5. Percentage distribution of directing staff in research and postgraduate areas disaggregated by sex.

Sex	Women	Men
Directorship of CEA and research institutes	20	80
PI national projects	33.1	66.9

PI international projects	47.6	52.3
Directorship of research groups	30.7	69.2
Directorship of doctoral programs	38.1	61.9
Directorship of master's degrees	38	62

Table 6. Percentage distribution of the student body disaggregated by sex and field of study.

Sex	Women	Men
Arts and Humanities	71	29
Engineering and Architecture	21	79
Social Sciences and Law	59	41
Health Sciences	69	31
Experimental Sciences	59	41

Continuing the analysis of economic aspects relating to the average earnings of women and men, Table 7 presents average earnings by sex across the different teaching staff categories and ranks. To facilitate interpretation, the final column shows the corresponding pay difference between women and men. In the first case (Full Professors), the figures show that women earn 3.2% less than men. This may be due to differences in salary supplements, such as seniority increments (trienios), five-year teaching and research merit increments (quinquenios), and six-year research merit increments (sexenios). This is also noted in the 2023 final report entitled Study of the Gender Pay Gap at Andalusian Public Universities, jointly produced by CRUE, ANECA and the Ministry of Universities, and coordinated by female academics from the Public University of Navarre.

The teaching positions most worthy of closer examination, as they indicate trends favouring men, are therefore the higher-ranking categories: Full Professors and University Lecturers. A considerable pay difference is also evident in the category of permanent employment-track lecturers/contracted doctors. Conversely, the trend is more favourable to women in lower-ranking categories, such as Assistant Professors and contracted doctors, categories in which women are more strongly represented. Among research staff, a substantial pay gap is also noteworthy, particularly in the categories of predoctoral researchers in training and research staff.

Table 7. Average income of the different teaching categories and bodies by sex.

Categories/bodies	Women	Average income	Men	Average income	Gender pay gap*
FULL PROFESSOR	48	80,269.95	130	82,922.59	-3.20
ASSOCIATE PROFESSOR	180	63,010.18	241	63,907.78	-1.40
UNIVERSITY SCHOOL FULL PROFESSOR	2	67,243.70	3	55,048.99	22.15
UNIVERSITY SCHOOL ASSOCIATE PROFESSOR	6	56,473.48	22	51,981.07	8.64
CONTRACTED DOCTOR PROFESSOR (PERMANENT)	6	33,732.50	4	36,723.07	-8.14
CONTRACTED DOCTOR PROFESSOR	38	54,438.36	23	53,396.63	1.95
TEMPORARY CONTRACTED DOCTOR PROFESSOR	1	42,186.85	2	45,036.11	-6.33
COLLABORATING PROFESSOR	10	55,560.47	16	51,519.42	7.84
ASSISTANT DOCTOR	34	33,053.49	21	32,353.04	2.17
SUBSTITUTE PROFESSOR	22	22,385.89	25	22,644.61	-1.14
INTERIM SUBSTITUTE PROFESSOR	19	23,521.49	4	24,274.30	-3.10
VISITING PROFESSOR	1	22,214.08	1	24,167.64	-8.08
COLLABORATING RESEARCHER	8	5,869.78	15	5,623.96	-4.37

PREDOCTORAL RESEARCH PERSONNEL IN TRAINING	49	13,466.36	33	16,156.69	-16.65
RESEARCH PERSONNEL	51	24,252.56	70	27,491.26	-11.78

*Gender Pay Gap: The difference between women's average earnings and men's average earnings, divided by men's average earnings and multiplied by 100 to express the result as a percentage.

Note. With regard to research staff, data on average earnings are only available for the three categories shown. The remaining categories, such as Project Assistant Researcher, Doctoral Researcher and Research Staff in Training funded by the Spanish Ministry of Education under the FPI programme, may comprise only one person or individuals of the same gender. Consequently, it is not possible to calculate the pay gap between women and men in these categories.

Continuing the analysis of average earnings among women and men in the technical, management, administrative and service staff (PTGAS), Table 8 presents average earnings by gender across the different professional scales and categories. As in the analysis of teaching and research staff (PDI), no detailed interpretation is provided for professional categories within the employed PTGAS group in which the number of women and/or men is 10 or fewer, as these groups are not considered sufficiently representative.

The analysis of the gender pay gap highlights the higher qualification subgroups, A1 and A2, as those in which the differences tend to favour men.

Taken together, the analysis of the data for both PDI and PTGAS suggests, as in previous years, that the identified differences may indicate a need to promote women's leadership and facilitate work–life balance and the sharing of family and caring responsibilities. This is primarily reflected in two findings: (1) Women are more strongly represented in lower-ranking positions, whereas men occupy higher-ranking positions. In certain professional categories and groups, the differences in pay tend to favour men.

Table 8. Average income of the different scales and categories of PTGAS at UJA by sex.

Scales and professional categories	Women	Average income	Men	Average income	Gender pay gap*
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TECHNICAL SCALE (A1)	15	53,036.83	29	57,210.91	-7.30
MANAGEMENT SCALE (A2)	31	46,747.16	39	47,375.20	-1.33
ADMINISTRATIVE SCALE (C1)	79	38,287.94	61	38,596.03	-0.80
AUXILIARY SCALE (C2)	45	25,577.57	10	24,383.78	4.97
SENIOR GRADUATE (GROUP I)	8	49,192.97	11	54,255.43	-9.33
MEDIUM DEGREE GRADUATE (GROUP II)	17	40,787.79	18	42,811.72	-4.73
SPECIALIST TECHNICIAN (GROUP III)	64	34,775.03	68	37,015.92	-6.05
AUXILIARY TECHNICIAN (GROUP IV)	29	27,437.95	21	26,139.48	4.97

*Gender Pay Gap: The difference between women's average salary and men's average salary, divided by men's average salary and multiplied by 100 to express the result as a percentage.

In greater detail, the Remuneration Audit section presents the differences between women and men in the remuneration they receive.

In addition to the inequalities identified above, it is necessary to examine the selection procedures for internal promotion and merit-based competitions across all professional categories of employed PTGAS and all staff grades of civil servant PTGAS. In this regard, Table 9 presents data relating only to PTGAS. As for PDI, sex-disaggregated data are not available. Therefore, an administrative recommendation is to enable the use of platforms or software applications that allow sex-disaggregated data to be obtained easily and efficiently for subsequent analysis.

Table 9. Selection processes, committee composition, and successful candidates for advertised positions in the PTGAS group.

SELECTIVE PROCESS	STAFF GROUP	BODY/C ATEGOR Y/SCALE	NO. OF POSITIO NS ADVERT ISED	COMMITTEE		CANDIDATES		SUCCESSFUL CANDIDATES	
				M	W	M	W	M	W
Position Provision Competition	PTGAS-F	A1/A2 Administra tion	3	4	1	0	1	0	1
				5	0	0	1	0	1
				4	1	1	0	1	0
		C1/C2 Administra tion	29	2	3	3	16	3	7
Position Provision Competition	PTGAS-F	A1 Libraries and Archive	1	4	1	1	1	0	1
Position Provision Competition	PTGAS-F	A1 Administra tion	1	5	0	1	0	Pending	Pending
Transfer Competition	PTGAS-L	Caretaker Team Leader	3	3	1	2	0	2	0
		Specialist Technician Libraries, Archives and Museums	6			0	0	0	0
Transfer Competition	PTGAS-L	Auxiliary Caretaker Technician	4	3	1	0	3	2	0
Transfer Competition	PTGAS-L	Laboratory Specialist Technician (CICT)	1	3	1	0	1	0	1
Internal Promotion	PTGAS-L	STOEM Auxiliary Technician (Electrical: Heating)	1	5	1	0	0	0	0

Internal Promotion	PTGAS-L	Caretaker Team Leader	3	4	2	3	6	Pending	Pending
Internal Promotion	PTGAS-L	STOEM Specialist Technician (Design and Drawing)	1	5	1	0	0	0	0
Internal Promotion	PTGAS-L	Laboratory Specialist Technician (Dept. Physical and Analytical Chemistry)	1	2	4	0	0	0	0
Internal Promotion	PTGAS-L	Specialist Technician Libraries, Archives and Museums	7	3	3	0	11	0	7
Internal Promotion	PTGAS-L	Prev. ORP, Environment and Sustainability Specialist Technician	1	3	3	0	4	0	0
Internal Promotion	PTGAS-L	Cultural Activities Specialist Technician	1	3	3	0	0	0	0

Likewise, in relation to career progression, it is important to consider the training received for the job. The following section presents the training received by PDI and PTGAS over the past year. While the information provided for PDI is disaggregated by sex, the data for PTGAS are not. It would therefore be necessary to highlight the need to collect this information separately for women and men, in order to better understand and interpret any potential differences.

Accordingly, Table 10 presents the courses offered by the Vice-Rectorate for Continuing Education, Educational Technologies and Teaching Innovation that were actually delivered and in which participants obtained a pass grade, in accordance with the requirements set out in the relevant calls for applications. Overall, women receive more training in percentage terms. This training is related to occupational risk prevention and cross-cutting training. Table 11 presents the training received by PTGAS, showing that general and specific in-house training is the most frequently selected, compared with specific external training.

Table 10. Training received by the PDI disaggregated by sex.

Type of training	Women N	Men N	Total	Women %	Men %
ICT-Innovation and Educational Tech.	76	57	133	57.14	42.86
Training for Research	76	58	134	56.72	43.28
Occupational Risk Prevention	11	5	16	68.75	31.25
Training for Teaching	82	73	155	52.90	47.10
Cross-curricular Training	37	20	57	64.91	35.09

Table 11. Training received by PTGAS.

Type of training	No. of courses	No. of hours	No. of editions	Total no. of hours	No. of attendees
General	6	55	12	110	537
Specific (internal)	16	123	31	406	252
Specific (external)	84	1756	84	1792	147
Occupational risk prevention	7	52	11	74	73
Internal promotion (*)	3				26

(*) No number of hours is specified because the training consists of tutoring.

Another key aspect to analyse, in connection with the imbalances in leadership positions and the gender gaps identified above, is work–life balance and the sharing of caring responsibilities. In this regard, it is important to highlight the existing shortcomings in work–life balance arrangements and the right to disconnect digitally. Specifically, with regard to measures and mechanisms designed to organise working time and facilitate the reconciliation of personal, family and professional life, the University of Jaén applies the following measures to PDI: scheduling meetings and/or training during working hours; permission to attend school meetings or activities, provided that the hours missed are made up; permission to accompany minors or dependent family members to medical appointments; paid time off to attend medical appointments; granting personal leave days; extending maternity/paternity leave; unpaid leave to care for minors and dependants; paid leave for people undergoing assisted reproduction treatment; and allowing both parents to make use of work–life balance measures simultaneously, even when they work for the same institution. It should also be noted that the following regulations apply to PDI: (a) Royal Legislative Decree 5/2015 of 30 October, approving the consolidated text of the Basic Statute of Public Employees, in the case of teaching and research staff at public universities; (b) the Agreement on Measures to Reconcile Personal, Family and Professional Life at Public Universities in Andalusia, which applies to both teaching and research staff and employed teaching staff; and (c) the Collective Agreement for Employed Teaching and Research Staff at Public Universities in Andalusia, which applies to employed teaching staff.

More recently, through collaboration between the Vice-Rectorate for Teaching and Research Staff, the Vice-Rectorate for Equality, Diversity and Social Responsibility, and the Monitoring Committee on Work–Life Balance, PDI have been able to request measures to reconcile family and professional life within their teaching schedules. Following the selection of subjects to be taught, teaching timetables can therefore be adjusted to accommodate any work–life balance needs. Three circumstances are covered: (1) Where PDI have children under the age of 12, (2) Where they provide direct care for a spouse, registered domestic partner or dependent relative who is a first-degree relative by blood or marriage, (3) Where they provide direct care for children over the age of 12, a spouse, registered domestic partner, dependent relatives who are second-degree relatives by blood or marriage, or other people living in the same household who, owing to age, accident or illness, are unable to care for themselves.

To this end, the main measures involve adjusting timetables, with the cooperation of university centres and departments, to avoid scheduling working hours before 9.30 a.m. or after 8.30 p.m. Each case will also be assessed individually, taking into account other potential periods of unavailability, such as between 1.30 p.m. and 4.30 p.m., among others.

This measure is considered a significant step forward in work–life balance, addressing a gap that had existed in previous years.

For PTGAS, a range of work–life balance and shared-responsibility measures are available, focusing on three main areas: flexible working hours, a 40-hour allowance allocated under the work–life balance provision, and reduced working hours.

As shown in Table 12, which lists leave entitlements and working-hour reductions on work–life balance grounds for PDI, PTGAS, research staff and technical staff employed on projects, a more pronounced imbalance between women and men can be observed in relation to care and work–life balance, particularly in the following areas: (1) leave due to the illness or hospitalisation of a family member (first- or second-degree relative); and (2) reductions in working hours by one-half or one-third for family-related reasons, once again demonstrating that women are more closely associated with caring responsibilities than men.

Table 12. Leaves and reductions for reconciliation reasons of total UJA employees.

Absence/reduction description	Women	Men	Total
Leave for family illness/hospitalization (1st or 2nd degree)	165	99	264
Maternity/paternity leave	11	17	28
Four additional weeks maternity/paternity UJA	9	7	16
Leave for accumulated breastfeeding	10	8	18
Working day reduction by 1/2 for family reasons	4	0	4
Working day reduction by 1/3 for family reasons	45	3	48
Total	244	134	378

With regard to the right to disconnect digitally, it should be noted that the University of Jaén has not signed any remote-working agreement or adopted any protocol regulating teleworking. This is an area that needs to be strengthened in accordance with Organic Law 3/2018 on the Protection of Personal Data and the Guarantee of Digital Rights (LOPD), which introduced measures to strengthen staff privacy in relation to audiovisual and geolocation systems and to guarantee the right to disconnect digitally outside working hours.

Consequently, the University has no internal policy for staff defining the arrangements for exercising the right to disconnect. It will therefore be necessary to develop specific measures and measurable indicators under the main strategic area of working time, work–life balance and shared responsibility for care.

Among other measures, this area will include the development of specific initiatives for PDI and PTGAS, to be implemented and incorporated into a Work–Life Balance Plan. These initiatives should promote women's leadership and career progression, including progression in professional bodies, categories and grades, as well as access to salary supplements. This would help reduce the gender pay gap while also harmonising working-time arrangements.

1.2. Situation Regarding Violence at the University of Jaén

One of the most important and highest-priority functions and activities of the Equality Unit is responding to requests for intervention, complaints and reports submitted by members of the university community. It is therefore essential, in order to establish effective measures for preventing and addressing violence and harassment, to assess the number of cases, protocol activation procedures, complaints and the context of the enquiries received. In this regard, data are provided for the period from July 2022 to July 2023, as well as for the period from October 2023 to November 2024.

As shown in Table 13, a total of eight requests for intervention, complaints and reports were handled during the 2022–2023 period. These requests generally came from women, while the individuals reported were men. The complainants were members of PDI and the student body; no complaints were received from PTGAS.

Table 13. Number of inquiries received, group to which the reported person and the reporting person belong during the period 2022-2023 (July).

	2022	2023 (until July)
Total inquiries (with or without protocol activation)	4	3
Group to which the reported person belongs	PTGAS 0 PDI: 1 Man Students: 2 Men, 1 Woman Others: 2 Men	PTGAS 0 PDI: 2 Men, 1 Woman Students: 0 Others: 0
Group to which the reporting person belongs	PTGAS 0 PDI: 1 Woman Students: 1 Man, 2 Women	PTGAS 0 PDI 0 Students: 1 Non-binary (2 requests for intervention), 1 Woman

As shown in Table 14, a total of 22 requests for intervention, complaints and reports were handled during the 2023–2024 period. As in the previous period, these requests generally came from women, while the individuals reported were men. The requests typically came from members of PDI and the student body. The groups to which the individuals reported belonged varied considerably. They could include members of PDI or the student body, but in some cases the enquiries concerned former partners in situations of gender-based violence, or other individuals from outside the university community. Finally, in terms of the types of incidents reported, the main issues involved sexist behaviour, abuse of power and other situations relating to gender-based violence, physical violence, and even harassment or bullying.

Table 14. Number of inquiries received, group to which the reported person and the reporting person belong, and typology of the reported circumstance during the period 2023 (October)-2024 (November).

	2023 (October) - 2024 (November)
Total inquiries (with or without protocol activation)	22
Group to which the reported person belongs	PTGAS 0 PDI: 5 Men Students: 3 Men, 2 (Women and Men jointly) Unknown: 2 Non-UJA member: 2 Ex-partner: 2 Men Family: 2
Group to which the reporting person belongs	PTGAS 0 PDI: 7 Students: 15
Typology of the reported circumstance	Abuse of power: 3 Bullying: 3 Sexist behaviors: 6 Inquiry and advice: 2 Gender violence: 2 Physical violence: 2 Others: 2

1.3. Training Opportunities in Gender Equality

To raise awareness and provide training on gender equality, it is essential to offer appropriate training opportunities. Before developing such provision, studies and surveys should be

carried out to identify aspects such as behaviours, roles and attitudes associated with social relationships at the University of Jaén, so that training provision can be tailored to the needs identified.

To this end, Table 15 provides a descriptive overview of the number of courses offered annually during the 2021–2023 period.

Table 15. Gender equality training offer during 2021-2023 (July).

	2021-2023
Number of annual training courses in female empowerment and leadership.	2
Number of annual courses in equality, sexual diversity, and gender perspective aimed at PDI.	4
Number of annual courses in equality, sexual diversity, and gender perspective aimed at PTGAS.	4
Number of annual courses in equality, sexual diversity, and gender perspective aimed at students.	4
Number of complementary training courses in equality and gender diversity for undergraduate and postgraduate degrees whose professional practice is linked to the coeducational field.	2
Number of occupational health courses incorporating gender perspective and diversity into annual occupational health training.	1
Offer annual training courses on sexual, bodily, and gender diversity for staff responsible for internal and external communications using inclusive image and language.	1
Offer training courses on the new harassment protocol to the entire university community.	1

Table 16 lists the courses offered and/or delivered between October 2023 and November 2024. Most of the courses delivered were held online in an effort to facilitate participation.

The information presented indicates that more courses specifically aimed at PTGAS are needed, and that greater participation among PDI should be encouraged, particularly among

men. Courses aimed at students appear to have been more successful in attracting participants.

Going forward, it would be advisable to assess not only the number of courses offered and/or delivered, but also their impact, using other quantitative and qualitative indicators. These could include participation and attendance rates; the groups involved; professional categories and positions of responsibility; representation across staff groups and hierarchical levels; and satisfaction with the training received, among other factors.

Table 16. Gender equality training offer during 2023 (October)-2024 (November).

	2023-2024
Number of annual training courses in female empowerment and leadership.	2 students (approximately 50-60 mostly women, around 75%). 1 PDI (approximately 12, mostly women, around 80-85%).
Number of annual courses in equality, sexual diversity, and gender perspective aimed at PTGAS.	0
Offer training courses on labor discrimination based on gender to PDI.	1 offered but not taught due to not reaching minimum enrollment.
Number of courses taught to integrate gender perspective into research for Doctoral students.	2 (approximately 30-50) 60% women and 40% men.
Deliver training on the Equality Unit and existing resources at the Conference with Delegates organized by the Vice-Rectorship of Students and Employability.	1

2) INITIAL ASSESSMENT OF THE UNIVERSITY OF JAÉN

Following the evaluation of the University of Jaén's Third Equality and Integration Plan for Sexual and Gender Diversity (2021–2023), its strengths and weaknesses are outlined in order to inform the roadmap of objectives and actions for the present Fourth Equality Plan for Women and Men.

The main strategic pillars of the previous Third Equality and Integration Plan for Sexual and Gender Diversity at the University of Jaén were:

1. Achieving a balanced distribution of responsibilities and duties across university activities.

2. Increasing and encouraging research, training and awareness-raising on equality, sexual diversity and the gender perspective within the university community.
3. Establishing policies that ensure shared responsibility.
4. Promoting occupational health and preventing harassment and gender-based violence.
5. Promoting and raising the visibility of respect for and inclusion of sexual, bodily and gender diversity in university activities.

2.1. Strengths of the University of Jaén in Promoting Gender Equality

1. BALANCED DISTRIBUTION OF RESPONSIBILITIES AND DUTIES

- Code of Good Research Practice, whose ethical principles promote a balanced distribution of leadership across the various research structures and include measures such as the following: In line with the provisions of the equality plans currently in force, when renewing the coordinators of doctoral programmes and the committees that form part of them, gender parity is recommended, with a view to increasing women's participation in leadership positions within doctoral programmes. Furthermore, within the framework of the regulations governing doctoral studies, the co-supervision of doctoral theses will be encouraged in order to increase the number of women serving as thesis supervisors.
- FOCO supplementary training programme: a training strand on the Sustainable Development Goals (SDGs) focused on women's empowerment and leadership.

2. RESEARCH, TRAINING AND AWARENESS-RAISING IN GENDER EQUALITY AND DIVERSITY

- Expanding the range of training opportunities, particularly for PTGAS.
- Evaluating training through the Docentia Programme.
- Creating a database of experts in equality and diversity.

3. POLICIES TO ENSURE SHARED RESPONSIBILITY

- Measures such as improved planning and organisation of meetings by providing advance information about their expected duration, offering virtual meeting formats, and developing a good practice guide to support the right to disconnect digitally for PDI and PTGAS.

4. OCCUPATIONAL HEALTH, PREVENTION OF HARASSMENT AND GENDER-BASED VIOLENCE

- The existence of protocols for the prevention of and response to sexual harassment.

5. PROMOTING RESPECT FOR AND THE INCLUSION OF SEXUAL, BODILY AND GENDER DIVERSITY

- Institutionalising the observance of commemorative dates in May to mark the International Day Against Homophobia, Transphobia and Biphobia.

2.2. Weaknesses of the University of Jaén in Promoting Gender Equality

1. BALANCED DISTRIBUTION OF RESPONSIBILITIES AND DUTIES

Like most Spanish universities, the University of Jaén continues to exhibit a clear gender imbalance across most leadership positions and roles, as demonstrated in the first section of this plan, entitled “Structure, Distribution and Gender Gaps”. It is therefore still necessary to establish specific measures that go beyond existing initiatives and enable meaningful action to be taken, promoting women's access to career progression on an equitable basis, with gender equality ensured.

2. RESEARCH, TRAINING AND AWARENESS-RAISING IN GENDER EQUALITY AND DIVERSITY

In this area, it is essential to achieve genuine gender mainstreaming, ensuring that the gender perspective is fully integrated into research, teaching and other areas. Accordingly, the CRUE 2030 Agenda must be implemented. Under Sustainable Development Goal 5 on gender equality, this document calls for the need to “strengthen the inclusion of the principle of gender equality as a guiding principle in university governance and as a strategy to accelerate progress across all the SDGs, transversally and on a larger scale [...]”. It also calls for the “promotion and genuine implementation of gender-perspective plans in degree programmes”.

Furthermore, Article 16 of Andalusian Law 13/2007 of 26 November establishes the following:

“1. The Administration of the Regional Government of Andalusia and Andalusian universities shall, within their respective areas of competence, promote interdisciplinary studies and knowledge aimed at fostering emotional development, co-education, the prevention of gender-based violence, and equal relationships between women and men.”

For this reason, OBJECTIVE 2 is proposed: “Mainstream and integrate gender equality into the UJA’s teaching and research model”.

3. POLICIES TO ENSURE SHARED RESPONSIBILITY

Although some measures are in place to address specific aspects of work–life balance and shared caring responsibilities, this area must go beyond simply establishing guidelines and/or recommendations. While some work–life balance initiatives have been proposed for PTGAS, there remains a considerable gap in the measures available to PDI.

Addressing this objective will also require the support and collaboration of various university governing bodies to implement measures that genuinely establish the University as a model of good practice. More recently, on 23 May 2024, the Vice-Rectorate for Teaching and Research Staff and the Vice-Rectorate for Equality, Diversity and Social Responsibility issued an instruction establishing measures to help PDI reconcile family and professional life, by facilitating the preparation of timetables, the organisation of teaching and the reconciliation of family and professional responsibilities.

In view of the above, a dedicated document on work–life balance and shared responsibility for care needs to be developed, with the support of the relevant vice-rectorates and services and through negotiations with the various representative bodies of the university community.

For this reason, OBJECTIVE 3 is proposed: “Promote work–life balance across professional, personal and family life, and equal opportunities, particularly effective equality between women and men”.

4. OCCUPATIONAL HEALTH, PREVENTION OF HARASSMENT AND GENDER-BASED VIOLENCE

Training must continue to be promoted, with particular emphasis on evaluating its impact. This should involve more than simply counting the number of courses offered: it should also include assessing participation, attendance and engagement across the different groups, recognising the importance of involving those in leadership positions and middle-management roles, among others.

This will help foster a culture based on gender equality by engaging members at different levels of the PDI and PTGAS hierarchies, as well as students, particularly those in male-dominated fields such as engineering.

For this reason, OBJECTIVE 4 is proposed: “Raise awareness, prevent violence and inequality, and promote gender equity”.

5. PROMOTING RESPECT FOR AND THE INCLUSION OF SEXUAL, BODILY AND GENDER DIVERSITY

Several issues remain to be addressed in this area. In accordance with the Organic Law on the University System (LOSU), and given that the University of Jaén established a dedicated

Diversity Unit in 2023, a more comprehensive and in-depth approach to the inclusion of sexual, bodily and gender diversity can now be developed.

Progress is needed in several areas to ensure compliance with the 2023 “Trans Law”. These include incorporating diversity into the way data are processed and analysed at UJA, developing specific guides on the rights of LGBTIQ+ people, and drawing up specific protocols relating to changes of name.

Following the establishment of the Diversity Unit, these matters will be addressed in its corresponding plan.

Finally, recognising the importance of the University’s social impact across the province of Jaén, the final objective of this plan is OBJECTIVE 5: “Transfer advances in equality to the wider region”, with the aim of fostering synergies and partnerships between the university community and the province, potentially leading to specific agreements through the establishment of a dedicated chair to promote joint equality initiatives.

A WELL-ESTABLISHED TRACK RECORD, COMMITMENT TO IMPROVEMENT AND A VISION FOR THE FUTURE

The University of Jaén’s Fourth Equality Plan builds on the experience gained and progress achieved over more than a decade, since the establishment of the Equality Unit in 2009. Since then, the University has made considerable strides and maintained a sustained commitment to gender equality. Through its perseverance, hard work and dedication, the University of Jaén has helped build a more equal, fair and inclusive university.

We extend our gratitude to all those who have helped drive transformative policies and keep the feminist agenda alive within our institution, as well as to the committed teaching staff who have integrated the gender perspective into teaching, research and the development of students’ critical thinking. Our recognition also extends to gender equality experts, researchers and professionals whose knowledge has enriched debate, generated essential knowledge and guided our actions towards a more equitable future. This progress would not have been possible without collective effort and the contribution of many different voices and perspectives.

Accordingly, the University of Jaén’s Fourth Equality Plan for Women and Men not only continues the strategic priorities established in previous plans, but also incorporates the lessons learned through their implementation and evaluation. It adapts to the new challenges arising from social, academic and regulatory developments in the field of equality. In this respect, the Fourth Plan is conceived as a dynamic, up-to-date instrument that responds both to the needs of the university community and to global commitments under the Sustainable Development Goals.

The University of Jaén’s track record in this area has received international recognition through its inclusion in the Times Higher Education Impact Rankings. This recognition attests to the UJA’s sustained efforts to embed gender equality as a cross-cutting principle in its institutional policies and reinforces the need to continue developing initiatives that drive genuine and lasting change.

The Fourth Equality Plan is therefore rooted in an established track record, while maintaining a clear commitment to continuous improvement and a forward-looking vision.

3) RESULTS OF THE REMUNERATION AUDIT

In accordance with Royal Decree 902/2020 of 13 October on Equal Pay for Women and Men, the following remuneration audit or pay audit is presented. It supplements the data previously provided in Tables 7 and 8 for PDI and PTGAS, respectively, specifically in Section 1.1, “Structure, Distribution and Gender Gaps”.

The pay system comprises various remuneration components, divided into basic and supplementary pay, which are itemised on staff payslips in accordance with the regulatory agreements and collective agreements applicable to the different staff groups. The information on pay conditions set out in these documents contains no gender inequalities in its technical specifications. A substantial part of an employee’s total remuneration therefore depends on their basic salary, which is determined by their employment arrangement at UJA, professional category, job position and any associated salary supplements.

For both PDI and PTGAS, the differences identified previously may be attributable to salary supplements, as explained below. As can be seen, men receive a greater number of the various salary supplements in force in most cases. Further details are provided in Tables 17 and 18 for PDI, and in Table 19 and the subsequent tables for PTGAS.

Table 17. Total number of remuneration supplements in women and men of the PDI.

	Total Remuneration Supplements (Women)				Total Remuneration Supplements (Men)			
	Trienniums	Quinquenniums	Sexenniums	Regional tranches	Trienniums	Quinquenniums	Sexenniums	Regional tranches
Full Professor	466	264	190	261	1256	678	523	629
Associate Professor	1311	728	358	669	1988	1058	537	953
University School	46	24	0	12	159	87	2	44

Associate Professor								
Contracted Professor	285	124	27	84	175	70	20	53
Assistant Doctor	73	0	0	0	30	0	0	0
Interim Substitute Professor	84	0	0	0	63	0	0	0
Labor Associate	18	0	0	0	82	0	0	0
Collaborating Professor	68	34	3	22	112	60	0	38
Associate Professor	-	-	-	-	-	-	-	-

Table 18. Average remuneration supplements in women and men of the PDI.

	Average Remuneration Supplements (Women)				Average Remuneration Supplements (Men)			
	Trienniums	Quinquenniums	Sexenniums	Regional tranches	Trienniums	Quinquenniums	Sexenniums	Regional tranches
Full Professor	8.32	4.71	3.39	4.66	9.37	5.06	3.90	2.41
Associate Professor	6.90	3.83	1.88	3.52	7.92	4.22	2.14	3.80
University School Associate Professor	9.20	4.80	0.00	2.40	8.37	4.58	0.11	2.32
Contracted Professor	5.28	2.30	0.50	1.56	15.91	6.36	1.82	4.81
Assistant Doctor	2.81	0.00	0.00	0.00	2.31	0.00	0.00	0
Interim Substitute Professor	3.11	0.00	0.00	0.00	2.42	0.00	0.00	0

Labor Associate	1.64	0.00	0.00	0.00	1.67	0.00	0.00	0
Collaborating Professor	9.71	4.86	0.43	3.14	8.62	4.62	0.00	2.92
Associate Professor	-	-	-	-	-	-	-	-

Table 19. Total number of remuneration supplements in women and men of the PTGAS.

	Trienniums (Women)	Trienniums (Men)	Average Trienniums (Women)	Average Trienniums (Men)
A1	104	262	7.43	8.73
A2	196	286	5.94	7.15
C1	582	495	7.37	7.98
C2	90	18	1.32	1.29
Group I	68	80	1.62	1.45
Group II	58	93	3.41	5.17
Group III	429	519	7.03	7.11
Group IV	84	20	2.47	0.95

A more detailed breakdown is provided in Tables 20 and 21, which show the average salary supplements received by women and men among civil servant PTGAS and employed PTGAS, respectively. Table 20 presents the average salary supplements received by women and men among civil servant PTGAS. When examining each subgroup and grade, it is important to take the sample size (number of cases) into account, as a single case can sometimes lead to considerable variations. This is due to potential differences in the salary associated with each staff grade and level, as well as whether or not salary supplements are received. The results therefore cannot necessarily be generalised. For example, in subgroup A1, grade 23, women receive a higher average amount in salary supplements than men. This is because both women at this grade receive supplements, whereas only one of the three men at the same grade does so, resulting in lower average amounts for men. Similar situations can be observed at grade 29, in subgroup A2 at grades 22, 25 and 26, and in subgroup C2 at grade 15.

As shown in Table 21, there are also substantial differences in salary supplements between women and men among employed PTGAS in professional groups II and IV, with men receiving higher average amounts.

Table 20: Average Remuneration Supplements in Women and Men of PTGAS Civil Servants

Level	W	M	Women - Position Supp.	Women - Specific Supp.	Women - Producti vity Supp.	Women - Homolog ation Supp.	Men - Position Supp.	Men - Specific Supp.	Men - Producti vity Supp.	Men - Homolog ation Supp.
A1										
23	0	6	0	0	0	0	9.221	11.067	4.052	1.155
25	10	8	10.375	14.629	4.250	1.145	10.338	14.577	4.250	1.145
26	1	1	0	0	0	0	11.261	17.059	4.290	1.156
27	3	12	11.235	15.398	5.148	1.280	12.018	16.496	5.216	1.230
29	0	2	0	0	0	0	14.607	24.554	4.786	893
A2										
22	8	5	6.051	7.691	3.230	955	6.428	8.137	2.906	859
23	6	10	8.448	10.380	3.641	1.083	8.486	10.392	3.606	1.073
25	17	19	10.001	14.048	4.402	1.164	10.035	14.103	4.393	1.164
26	3	6	10.807	16.941	5.317	1.011	11.743	18.408	5.317	1.155
C1										
21	69	43	7.563	9.767	3.868	1.126	7.580	9.789	3.868	1.127
22	10	19	7.812	12.419	4.158	1.135	7.629	11.933	3.991	1.099
C2										
15	59	13	4.623	4.927	2.042	828	4.751	5.069	2.044	836
18	10	1	6.379	9.229	3.242	1.156	5.252	6.628	3.328	1.113

Table 21: Average Remuneration Supplements in Women and Men of PTGAS Labor Staff

Level	Women	Men	Women - Productivity Supp.	Women - Homologation Supp.	Men - Productivity Supp.	Men - Homologation Supp.
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Intern Scholar	147	109	0	0	0	0
Group I	63	83	851	220	718	181
Group II	17	17	2.915	806	2.735	883
Group III	70	85	2.889	994	2.792	903
Group IV	34	23	2.287	834	1.796	731

Taking PTGAS data as a whole, it is useful to consider the following pay bands to examine the distribution of women and men, as shown in Table 24. The table reveals a gender imbalance in the highest pay band (over €60,000), in which more men than women are represented. Conversely, in the lowest pay band (between €20,000 and €29,000), there are more women than men.

Table 22: Remunerations in Women and Men of PTGAS

Remuneration above €60,000	
Women	5
Men	22
Remuneration between €40,000 and €59,000	
Women	77
Men	114
Remuneration between €30,000 and €39,000	
Women	101
Men	71
Remuneration between €20,000 and €29,000	
Women	82
Men	50

This assessment is essential for establishing the basic principles needed to incorporate a gender perspective into the budgeting process, promote gender equality and ensure that budgetary policies are appropriately aligned with this objective.

In this regard, the University of Jaén, like most Spanish universities, continues to show a clear gender imbalance across most leadership positions and roles, as evidenced by the gender pay gap affecting both PDI and PTGAS. Specific measures are therefore still needed to go beyond existing initiatives and enable meaningful action, promoting women's access to career opportunities and their professional advancement on an equitable basis.

The IV Equality Plan aims to address the imbalances identified by introducing a pay register that will produce an annual report and support ongoing monitoring, alongside analyses designed to examine in greater depth the factors contributing to the emergence and/or persistence of these differences.

4) STARTING POINT

The University of Jaén is an institution committed to the province of Jaén and to society, contributing every day to improving the social well-being of the local community. Its activities are guided by core social values, including equality, inclusion, respect for diversity and solidarity. These values are increasingly embedded within the university community and extend beyond it, reflecting a firm commitment to building a more democratic, ethical, fair and balanced society.

A clear example of this commitment is the establishment, by the current University Executive Team, of a dedicated Vice-Rectorate for Equality for the first time, with the Organic Law 2/2023 of 22 March on the University System serving as a key reference. This Vice-Rectorate is built around three fundamental pillars of social commitment: Equality, Diversity and Social Responsibility. This commitment to gender equality must be examined from a broad perspective, encompassing both the international context and the more immediate local context. The following sections therefore outline the main milestones and strategies set out in the roadmap towards equality at each level.

FROM AN INTERNATIONAL PERSPECTIVE

The European Commission's work on gender equality aims primarily to promote gender equality by empowering women, with a focus on protecting their physical integrity, fostering their social development, advancing their economic rights and empowerment, and amplifying their voices and participation. The European Gender Equality Strategy reflects the commitment to building a Union of Equality and moving towards a Europe with greater gender equality. Its goal is a Union in which women, men, girls and boys, in all their diversity, are free to pursue their chosen paths in life, enjoy equal opportunities to thrive, and are equally empowered to shape and lead the European society in which we live. More recently, the Council of Europe adopted its Gender Equality Strategy 2024–2029. To address current and future challenges, the new strategy is structured around six objectives.

- Prevent and combat gender stereotypes and sexism.
- Prevent and combat violence against women and girls and domestic violence.
- Ensure equal access to justice for women and girls.
- Achieve balanced participation by women and men in political, public, social and economic life.
- Promote women's empowerment and gender equality in addressing global and geopolitical challenges.
- Mainstream gender equality and incorporate an intersectional approach into all policies and measures.

Furthermore, according to the latest *Gender Equality Report*, published by the European Commission in March 2025, women remain underrepresented in decision-making positions and continue to bear the largest share of domestic and care responsibilities. The report indicates that, in 2023, Spain and six other EU Member States had gender gaps in employment that were wider than the EU average. As the report concludes, it is therefore essential to reaffirm the fundamental right to equality between women and men in every area of life.

Gender equality is also one of the Sustainable Development Goals (SDGs) set out in the United Nations 2030 Agenda (2015). Specifically, SDG 5 aims to “achieve gender equality and empower all women and girls”, addressing issues such as discrimination, violence against women, access to sexual health services and reproductive rights.

FROM A NATIONAL PERSPECTIVE

According to the European Institute for Gender Equality, Spain ranks fourth in the European Union on the Gender Equality Index, with a score of 76.4 out of 100, placing it ahead of countries such as Finland. Globally, according to UN Women, some progress has been made in advancing women's rights. Spain also has a range of legal frameworks designed to promote, enforce and monitor gender equality under the SDG indicators, with a particular focus on violence against women. Nevertheless, further progress is needed to achieve effective and substantive gender equality, particularly in view of the available data on violence against women. According to the Spanish Ministry of Equality (2020), the 2019 Macro-survey on Violence against Women found that 12.5% of women aged 16 and over had experienced gender-based violence at some point in their lives. Of these women, 8.1% had experienced sexual violence. However, only 21.7% of women who experience some form of violence by their partners report it to the authorities.

The State Pact against Gender-Based Violence, approved under Royal Decree-Law 9/2018 of 3 August and establishing a wide range of measures to combat gender-based violence, recognises the important role universities can play in several of its areas of action. This is reflected in the latest available Evaluation of the State Pact against Gender-Based Violence 2018–2022, which includes measures such as the following:

- Involve university equality units in conducting studies on the impact of harassment, assaults and sexual abuse in the university environment and, where appropriate, assess whether preventive campaigns should be carried out on university campuses, particularly campaigns addressing sexual assault.
- Include content on equality and the prevention of gender-based violence in the syllabuses for recruitment examinations for teaching staff.
- Ensure that all stages of education address the prevention of gender-based violence, sexism and violent behaviour, as well as emotional and sexual education and equality. School curricula should also incorporate the values of diversity and tolerance, and educational inspections should ensure that these topics are included.

FROM A UNIVERSITY PERSPECTIVE

The current legal framework governing university education is established by Organic Law 2/2023 of 22 March on the University System (LOSU). The law sets out a vision for building an equitable university, a principle that underpins its provisions as a whole. It establishes gender equality requirements that must be met before a university can be established, including the adoption of equality plans, the elimination of the gender pay gap and the prevention and elimination of all forms of harassment. The law also provides that university collegial bodies and assessment and selection committees must ensure balanced representation of women and men. It further establishes positive action measures in recruitment and selection competitions to support work–life balance and promote the sharing of caring responsibilities, among many other initiatives.

Furthermore, the participation of the different sectors of the university community is a defining feature of public universities. Accordingly, universities are committed to developing participatory processes, consultations and other mechanisms that enable the university community as a whole to take part, while ensuring equal opportunities and non-discrimination.

Several articles explicitly refer to the achievement of equality, including those outlined below.

Article 15 h), concerning the General Conference on University Policy, states that it is necessary to: “Prepare reports on the implementation of the principle of gender equality and of anti-discrimination policies or policies recognising diversity in all aspects of university

life.” To this end, Article 43, *Basic Units*, states: “2. Equality units shall be responsible for advising on, coordinating and evaluating the mainstreaming of equality between women and men in the development of university policies, as well as incorporating a gender perspective into all university activities and functions.”

Article 65, *Promoting Equity among Teaching and Research Staff*, establishes in its first paragraph that: “Positive action measures may be introduced in recruitment competitions for civil servant and employed teaching and research staff positions in order to promote women’s access to these positions. To this end, quotas and preferences may be established in recruitment conditions so that, where candidates are equally qualified and suitable, preference is given to candidates of the gender that is underrepresented in the relevant teaching staff body or category.” Furthermore, in accordance with Article 75 on working arrangements, it is necessary to: “a) Address inequalities between women and men arising from responsibilities for caring for dependent persons.” In line with efforts to reduce the gender pay gap, Article 90, Career Development, which concerns the professional scales for technical, management, administrative and service staff, specifies in its third paragraph that career development must adhere to the principles of pay transparency and substantive equality in professional promotion processes.

Finally, the preparation of this Equality Plan responds to the requirement set out in Article 46, *Governing Council*, paragraph (j), to: “Define and promote, in coordination with the Equality Unit, a gender equality plan for the university community as a whole.”

More recently, Organic Law 2/2024 of 1 August on Equal Representation and Balanced Presence of Women and Men places particular emphasis on substantive equality, stating that: “Public administrations, as employers and as those responsible for public policies, by guaranteeing the principle of substantive equality between women and men, become a model and example for other organisations, both public and private, as well as for society as a whole.” As stated in Chapter VIII: “This Organic Law adheres to the principles of necessity, effectiveness, proportionality, legal certainty, transparency and efficiency.

With regard to the principles of necessity and effectiveness, it is the most appropriate instrument for guaranteeing equal representation and balanced participation in governing and decision-making bodies, in both the public and private sectors, and for ensuring the effective application of the principle of equality by adapting the legal system through amendments to various laws of the same rank.”

FROM A REGIONAL PERSPECTIVE

In Andalusia, current equality policy is guided by the *Strategic Plan for Equality between Women and Men in Andalusia (2022–2028)*, published in the Official Gazette of the Government of Andalusia (BOJA) on 11 March 2022. The Plan sets out five strategic areas of action, encompassing two complementary perspectives. The first is a cross-cutting approach based on the principles of good governance applicable to the public bodies targeted by the Plan. The second focuses specifically on the common areas of concern in gender equality

addressed by most of the contextual strategies examined above. The five strategic areas are: Area I: Governance; Area II: Care and the Sustainability of Life; Area III: Representation and Power; Area IV: An Equitable Productive Sphere; and Area V: A Society Free from Sexist Violence.

The *Strategic Plan for Equality between Women and Men in Andalusia* assigns a particularly prominent role to Andalusia's public universities, which "play a key role in guiding good governance practices" (p. 50). More specifically, the Plan establishes that universities should use their equality plans to assess the extent to which staff are satisfied with their ability to balance their professional and academic lives with other responsibilities, as well as to evaluate the existence of gender gaps.

In addition, awareness-raising measures should be developed to highlight the employment opportunities and personal and professional development offered by practical training programmes that encourage greater female participation in technical degree programmes and STEM disciplines. STEM stands for Science, Technology, Engineering and Mathematics. Universities should therefore promote academic and careers guidance that encourages students to choose their fields of study free from gender stereotypes.

FROM THE UNIVERSITY OF JAÉN PERSPECTIVE

The University of Jaén's Third Strategic Plan (PEUJA3-25) is intended to serve as a guide for addressing the various challenges and goals to be pursued over the coming period. Among its priorities and objectives relating to equality is "O6.1. Progress towards a university founded on substantive equality between women and men and on policies that promote work-life balance, incorporating policies that foster inclusion and respect for diversity." This objective is further reflected in Action Line 1.1.12, *Integrating equality, sexual diversity and gender into the UJA teaching model*, and Action Line 6.1.3, *Reviewing and mainstreaming the equality plan*, among other measures. Similarly, Strategic Objective 6 of the PEUJA 21-25, *Embedding the Sustainable Development Goals (SDGs) at all levels of university activity*, promotes a responsible university committed to the 2030 Agenda and to incorporating substantive equality between women and men. Various measures are envisaged to support the transition towards this model of university.

More recently, the review of the 2025-2029 Strategic Plan has established a key roadmap to guide the University of Jaén in addressing the challenges it will face over the next five years. Among its stated values relating to equality is a "commitment to promoting the social impact of gender equality (...) through the involvement of all members of the university community at every level." This commitment is reflected in specific objectives, such as "OE5.2.6. Strengthening social assistance and benefits for the university community to ensure, among other things, work-life balance and the sharing of personal, family and professional responsibilities, while adopting an intersectional approach to gender equality and diversity."

FROM OTHER FUNDAMENTAL PERSPECTIVES

Achieving gender equality undoubtedly requires an intersectional approach. Intersectionality is understood as an analytical tool that makes it possible to examine, understand and address the ways in which gender intersects with other identities and historical, political and territorial contexts, and how these intersections contribute to unique experiences of oppression and/or privilege (European Institute for Gender Equality). To understand and address the many forms of diversity and the different realities people experience, both analytical and creative approaches are needed to incorporate intersectionality into university policies and practices.

The concept of intersectionality is well reflected in the words of Rinku Sen, an American writer and racial justice activist, who states: “Some of these identities give us an advantage, while others push us to the bottom rung of the ladder. The combination of identities can multiply (or diminish) that advantage, or intensify (or alleviate) the harm, and there may be countless variations. The point of intersectional practice is to examine all these possible combinations of privilege and vulnerability, rather than considering only those that apply to us, whoever we may be.”

5) ROADMAP: OBJECTIVES AND ACTIONS

OBJECTIVES AND ACTIONS OF THE FOURTH EQUALITY PLAN FOR WOMEN AND MEN

00 | ORGANISATIONAL MEASURES AND GENDER MAINSTREAMING

This strategic area aims to provide the University of Jaén with an appropriate organisational structure to ensure the effective implementation of the Fourth Equality Plan and to integrate equality between women and men into its administrative activities.

1. The Monitoring Committee responsible for overseeing the implementation of the Fourth Equality Plan, with equal representation of women and men and comprising the representatives specified in Section 8 of this document, shall meet.
2. Equality-related responsibilities shall be assigned to specific units and committees. Their administrative level, composition and remit shall be reflected in regulations and policies, which shall be reviewed and endorsed by the Monitoring Committee.
3. All public documents relating to the Equality Plan shall be published on the Equality Unit's website.

01 | PROMOTING EQUITY AMONG PDI, PTGAS AND/OR STUDENTS

1. Introduce positive action measures to promote career progression on an equitable basis, including taking into account, when assessing work undertaken and the corresponding merits, periods during which candidates have been on leave of absence, worked reduced hours, taken leave or benefited from other entitlements related to maternity and/or the care of vulnerable or dependent persons by their designated carers.
2. Promote training initiatives to support career development and internal promotion procedures that enable women to advance into leadership positions.
3. Increase the number of women serving as principal investigators (PIs) in research projects and leading research groups, projects and research contracts, among other roles, by developing dedicated funding schemes and calls for proposals led by women, and by facilitating access to information on career progression and leadership opportunities.
4. Recognise and reward faculties, schools, departments or individuals that have made an outstanding contribution to specific indicators in the Equality Plan.
5. Strengthen the principle of balanced representation in all bodies involved in the selection and appointment of staff, in accordance with the applicable regulations.
6. Adopt occupational risk prevention and health and safety measures that incorporate a gender perspective.
7. Promote a safe and respectful environment by providing support and advice to potential victims of gender-based violence or sex-based discrimination, and by promoting the accreditation of university centres as free from gender-based violence.
8. Provide equality training for teaching staff and students, with a focus on increasing the visibility of women in fields where men are particularly overrepresented, such as engineering schools. Introduce specific training for human resources staff, senior management and middle managers overseeing PDI and PTGAS.
9. Provide training on equality and the use of inclusive, gender-equal language in the University of Jaén's internal and external institutional documents.

O2 | MAINSTREAMING AND INTEGRATING GENDER EQUALITY INTO THE UJA TEACHING AND RESEARCH MODEL

1. Increase the number of course syllabuses that incorporate the Sustainable Development Goals (SDGs) relating to equality by providing targeted training and developing guidance to facilitate their integration.

2. Encourage the inclusion of more bibliographical references that incorporate a gender perspective in course syllabuses, tailored to each discipline and particularly in scientific fields and those traditionally dominated by men, by providing specific guidance and resources.
3. Develop a guide with recommendations for integrating a gender perspective into research and teaching, and provide advice and support whenever required.
4. Update the guide on non-sexist language and promote its dissemination among teaching staff and students, ensuring that it is available as a resource before they prepare assignments, undergraduate dissertations (TFGs), master's dissertations (TFMs), doctoral theses and other academic work.
5. Publicise and disseminate international, national, regional and/or local calls for proposals and funding opportunities that incorporate a gender perspective.
6. Support research incorporating a gender perspective by facilitating opportunities and establishing dedicated calls for proposals that promote gender equality.
7. Develop a research map of gender equality and gender-perspective research at the University of Jaén.
8. Create a database of resources on integrating a gender perspective into teaching and research.
9. Update the database of the University of Jaén's Teaching and Research Staff (PDI) with experts in gender studies, and of Technical, Management, Administrative and Service Staff (PTGAS) with specialised training in this field.
10. Strengthen women's interest in pursuing scientific careers by increasing the number of initiatives designed to encourage and support them.
11. Provide cross-cutting and/or specialised training on integrating a gender perspective as part of doctoral studies.
12. Promote funding opportunities for undergraduate dissertations (TFGs), master's dissertations (TFMs) and doctoral theses that incorporate a gender perspective.
13. Promote funding and awards recognising research and/or publications that incorporate a gender perspective.
14. Promote and support the establishment of, and participation in, research networks that incorporate a gender perspective.

O3 | PROMOTING WORK–LIFE BALANCE, EQUAL OPPORTUNITIES AND, IN PARTICULAR, GENUINE EQUALITY BETWEEN WOMEN AND MEN

1. Develop a Work–Life Balance Plan based on a gender perspective, genuine equality between women and men, and equal opportunities.
2. Improve the quality of life of UJA staff and students by implementing measures that promote a balance between personal, family and professional life.
3. Develop information campaigns and disseminate information on work–life balance leave and entitlements for women and men among Teaching and Research Staff (PDI), Technical, Management, Administrative and Service Staff (PTGAS), and students.
4. Evaluate and monitor the gender pay gap and, where necessary, introduce measures to address or reduce it.
5. Increase awareness-raising initiatives and training on the shared responsibility for domestic tasks and caring duties.

O4 | RAISING AWARENESS, PREVENTING VIOLENCE AND INEQUALITY, AND PROMOTING GENDER EQUALITY

1. Organise awareness-raising and training activities to familiarise the university community with the University's Code of Conduct and Coexistence, the protocol on sexual harassment and gender-based harassment, and other legal measures within the university framework aimed at preventing violence and promoting equality.
2. Increase the number of awareness-raising activities, courses and training sessions aimed at promoting gender equality and preventing violence.
3. Offer training and/or courses on topics related to leadership development and employability, particularly for women.
4. Develop and disseminate awareness-raising campaigns addressing different forms of inequality and violence.
5. Promote the organisation of and participation in events marking international days and commemorative dates, such as 25 November (International Day for the Elimination of Violence against Women), 11 February (International Day of Women and Girls in Science) and 8 March (International Women's Day), among other significant dates.
6. Promote equality training for PDI, PTGAS and students.

O5 | TRANSFER OF PROGRESS ON GENDER EQUALITY TO THE REGIONAL LEVEL

1. Increase the number of activities promoting equality carried out in collaboration with associations and other groups in the province.
2. Promote activities to advance equality and provide cross-cutting training, particularly in educational institutions, including compulsory secondary education (ESO), upper secondary education (Bachillerato) and vocational education and training (FP).
3. Maintain an active presence and participation in equality networks in Andalusia and at national level, including the University Network for Gender Equality Policies (RUIGEU).
4. Participate in commissions, committees and other bodies working to promote equality and prevent gender-based violence at provincial level.
5. Actively collaborate with other public institutions to promote equality and prevent violence, including the Government Sub-delegation, the City Council and the Provincial Council, among others.
6. Establish a chair in gender equality as a means of promoting and coordinating multidisciplinary research in this field.
7. Within the framework of the Second Collective Agreement for Teaching and Research Staff Employed under Labour Contracts at Andalusian Public Universities (UUPPAA), advocate, through collective bargaining, for the inclusion of improved work–life balance measures, leave and other entitlements, in line with those secured for PDI and PTGAS at UJA.

6) WHEN AND HOW?

The following sections set out each of the specific indicators, the body responsible and the implementation timeline, in order to facilitate evaluation and monitoring.

00 | ORGANISATIONAL MEASURES AND GENDER MAINSTREAMING

Action 1	Meeting of the Monitoring Committee for the implementation of the IV Equality Plan, featuring balanced representation of women and men and composed of representatives as defined in Section 8 of this document.
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Responsible Body	Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Establishment of the Monitoring Committee for the IV Equality Plan: Yes/No • Questionnaire for management personnel; Results Report. • Questionnaire for staff; Results Report. • Meetings held; Minutes and monitoring reports.
Means and Resources	Human resources within the organizational structure to carry out relevant actions and prepare the annual report. The Negotiating Committee may engage specialized external advisory support in gender equality in the workplace when required.
Year	Throughout the duration of the Plan, two ordinary bi-annual meetings will be held, along with any extraordinary meetings requested by the parties.
Priority Level	1

Action 2	Assign equality competencies to specific units and committees, whose administrative level, composition, and functions will be reflected in regulations/rules supervised and endorsed by the Monitoring Committee.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Teaching and Research Personnel. • Head of Human Resources and Deputy Head of Human Resources.
Indicators	• Constitution and meetings of specific committees: Yes/No. • Regulations and normative frameworks: Written documentation.
Means and Resources	Human resources within the organizational structure.
Year / Timeline	Throughout the duration of the Plan.

Priority Level	1
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Action 3	All public documents related to the subject matters of the Equality Plan will be disseminated on the website of the Equality Unit.
Responsible Body	Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Reports prepared by the Monitoring Committee; Documentary proof. • Contents and campaigns regarding Equality; Documentary proof. • Contents and campaigns regarding Work-Life Balance (Concilia Plan, Summer School, among others); Documentary proof. • Contents and campaigns regarding Harassment (details of prevention/action protocol, monthly data on interpersonal conflicts and activities); Documentary proof. • Information on administrative units responsible for equality, their competencies, annual monitoring reports, documents, and services approved under this Plan, as well as the final Plan evaluation. A suggestions box will be made available; Documentary proof.
Means and Resources	Financial allocation and human resources within the structure for website development, content creation, and campaign execution.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

01 | PROMOTING EQUITY AMONG PDI, PTGAS AND/OR STUDENTS

Action 1	Establish positive action measures, such as factoring in periods during which candidates were on leave, working time reductions, permits, or other
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	benefits related to maternity and/or caregiving responsibilities for vulnerable/dependent persons, when evaluating work performance and merits, to promote career advancement under conditions of gender equity.
Responsible Body	• Vice-Rectorate for Teaching and Research Personnel. • General Secretariat and Deputy General Secretariat for Human Resources.
Indicators	Preparation of an annual report and communication to the university community regarding: (a) Number of applications and cases where positive action measures were applied. (b) Specific positive action measures applied. (c) Whether reservations and preferences were established in hiring conditions so that, under equal qualifications, candidates of the underrepresented sex in the academic staff or relevant category are given preference.
Means and Resources	Human resources within the organizational structure to implement pertinent actions and prepare the annual report.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 2	Promote training actions for professional career development and internal promotion examinations that enable the advancement of women into leadership positions.
Responsible Body	• Vice-Rectorate for Permanent Education, Educational Technologies, and Teaching Innovation. • Vice-Rectorate for Sustainable and Healthy University. • Vice-Rectorate for Equality, Diversity, and Social Responsibility. • General Secretariat and Deputy General Secretariat for Human Resources.
Indicators	• Number of courses offered for PDI and/or PTGAS to foster internal promotion and leadership skills.

	• Impact measured by the number of participants/attendees by group, academic category, or staff grade, gathered via an online end-of-course survey. • Number of individuals (women and men) promoted to higher-level positions during the validity period of the Plan.
Means and Resources	Financial allocation and human resources within the structure to deliver training.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 3	Increase the participation of women as Principal Investigators (PIs) in research, research groups, projects, and research contracts, among others, through the development of specific grants and calls led by women, as well as facilitating the dissemination of information on promotion and leadership.
Responsible Body	Vice-Rectorate for Research and Knowledge Transfer.
Indicators	• Publication of call for applications (annual or biannual). • Number of awarded projects. • Impact measured through the number of applications submitted by and projects awarded to women. • Preparation of an annual report and communication to the university community.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 4	Award recognition to faculties, schools, departments, or individuals who have excelled in
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	supporting the implementation of indicators in the Equality Plan.
Responsible Body	• University Centers and Departments. • Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Drafting of a 'Good Practices in Gender Equality' document by the Equality Unit, detailing aspects such as: (a) handling inquiries from student victims of violence, (b) mainstreaming gender in teaching, (c) collaboration in equality training and awareness, and (d) other aspects related to achieving Equality Plan indicators. • Annual publication of the award call. • Impact measured through the number of applications and granted recognitions across specific actions.
Means and Resources	Financial allocation and human resources within the structure (Equality Commission of the University of Jaén).
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 5	Consolidate the principle of balanced gender composition in all bodies involved in staff selection and job provision, in accordance with applicable regulations, and review regulations to align with these principles. Involvement of PDI and PTGAS to report any non-compliance.
Responsible Body	• Vice-Rectorate for Teaching and Research Personnel. • Vice-Rectorate for Equality, Diversity, and Social Responsibility. • General Secretariat and Deputy General Secretariat for Human Resources.
Indicators	• Parity composition in selection bodies with equitable representation of women and men. Revision of selection and recruitment regulations where applicable.
Means and Resources	Human resources within the organizational structure.

Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 6	Adopt occupational risk prevention and health measures from a gender perspective.
Responsible Body	• Occupational Risk Prevention Service. • Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Inclusion of occupational health and prevention measures from a gender perspective in the Occupational Risk Prevention Plan. • Preparation of an evaluation report on psychosocial risks incorporating the gender perspective.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	First half of the Plan.
Priority Level	1

Action 7	Promote a safe and respectful environment through care and counseling for potential victims of gender violence or sex-based discrimination, promoting the accreditation of university centers free of gender-based violence.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Faculties and University Centers.
Indicators	• Accreditation of university centers free of gender violence.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.

Priority Level	2
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Action 8	Provide equality training for teaching staff and students aimed at enhancing the visibility of women in predominantly male fields (e.g., Engineering Schools), and implement specific training for human resources personnel, executive staff, and middle management among PDI and PTGAS.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Permanent Education, Educational Technologies, and Teaching Innovation. • General Secretariat and Deputy General Secretariat for Human Resources. • Faculties and University Centers.
Indicators	• Offering and delivery of specialized training courses. • Impact measured through the number of attendees/participants among PDI and students (% men and % women).
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 9	Provide training on gender equality and the use of inclusive, non-sexist language in institutional, internal, and external communications of the UJA.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Communication and Territorial Development. • Faculties and University Centers.
Indicators	• Delivery of courses on inclusive language and communication.

	• Impact measured through the number of attendees/participants among staff and students (% men and % women).
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

02 | MAINSTREAMING AND INTEGRATING GENDER EQUALITY INTO THE UJA TEACHING AND RESEARCH MODEL

Action 1	Increase the number of course syllabi (guías docentes) incorporating SDGs related to equality through specific training and the creation of guidelines to facilitate their integration.
Responsible Body	• Vice-Rectorate for Official Studies. • Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Faculties and University Centers.
Indicators	• Incorporation of SDG 5 (Gender Equality) in more than 50% of course syllabi.
Means and Resources	Human resources within the organizational structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 2	Facilitate an increase in bibliographic references that incorporate a gender perspective in course syllabi according to discipline, particularly in scientific and traditionally male-dominated areas, by providing specific guides and resources.
Responsible Body	• Vice-Rectorate for Official Studies.

	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Faculties and University Centers.
Indicators	• Incorporation of at least 1 document on equality in the specific bibliography across more than 50% of course syllabi.
Means and Resources	Human resources within the organizational structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 3	Develop a practical guide with recommendations for integrating the gender perspective into research and teaching, and provide advisory support when required.
Responsible Body	• Vice-Rectorate for Research and Knowledge Transfer. • Vice-Rectorate for Official Studies. • Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Open-access publication and dissemination of the guide. • Reception and resolution of inquiries for calls requiring gender perspective integration, alongside the creation of an FAQ document.
Means and Resources	Human resources within the organizational structure.
Year / Timeline	First half of the Plan.
Priority Level	1

Action 4	Update and disseminate the Non-Sexist Language Guide among faculty and students, promoting its use as a primary reference tool prior to drafting academic works, Bachelor's Theses (TFG), Master's Theses (TFM), and Doctoral Dissertations.
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Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Faculties and University Centers. • Master's Degree Coordination Units. • Doctoral School.
Indicators	• Availability on the website of the Equality Unit. Inclusion of the non-sexist language guide or link in TFG (Faculties), TFM (Master's), and Doctoral School webpages.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	First half of the Plan.
Priority Level	1

Action 5	Publicize and disseminate international, national, regional, and local call for proposals incorporating a gender perspective.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Research and Knowledge Transfer.
Indicators	• Published calls featured on the calls webpage and communicated through the UJA Bulletin channel.
Means and Resources	Human resources within the organizational structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 6	Support research lines incorporating a gender perspective, equal opportunities, and specific funding to foster gender-focused studies. Generate internal UJA research to analyze social relationships, roles, behaviors, and attitudes linked to gender equality.
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Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Research and Knowledge Transfer.
Indicators	• Number of existing annual calls. • Impact measured by the number of applications and grants awarded. • Impact measured by results achieved and positive changes within specific action areas.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 7	Construct a comprehensive research map on equality and gender perspective at the University of Jaén.
Responsible Body	University Library Service.
Indicators	• Creation of the research map and making it publicly accessible on the Equality Unit website.
Means and Resources	Human resources within the organizational structure.
Year / Timeline	First half of the Plan.
Priority Level	1

Action 8	Generate a database containing resources and guidelines on integrating the gender perspective into university teaching and research.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Research and Knowledge Transfer.

	• Vice-Rectorate for Official Studies.
Indicators	• Establishment of a resource database on gender mainstreaming accessible via the Equality Unit website.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	First half of the Plan.
Priority Level	1

Action 9	Update the institutional database of gender experts among PDI and trained PTGAS staff at the University of Jaén.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • PDI and PTGAS Staff.
Indicators	• Updated online database including newly identified gender experts (PDI) and PTGAS staff with gender training. • Inclusion of publications aligned with SDG 5 (in collaboration with PDI and the University Library).
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	First half of the Plan.
Priority Level	1

Action 10	Consolidate scientific vocations among female students and researchers through increased promotional actions and incentive programs.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Students and Employability. • Faculties and Science Centers.

Indicators	• Concrete actions and programs encouraging scientific careers among girls and women. • Publication of calls offering incentive grants for female scientific vocations. • Inviting UJA role models to deliver talks and workshops at primary/secondary educational centers.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 11	Offer cross-cutting and specialized training modules on integrating the gender perspective during Doctoral studies.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Doctoral School.
Indicators	• Number of training courses offered. • Impact measured by participant counts and completion survey results.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 12	Promote financial grants for Bachelor's Theses (TFG), Master's Theses (TFM), and Doctoral Dissertations that incorporate a gender perspective.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Sustainable and Healthy University.

	• Vice-Rectorate for Research and Knowledge Transfer.
Indicators	• Publication of grant calls supporting research projects with a gender perspective (TFG, TFM, PhD).
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 13	Promote awards and incentives to recognize outstanding research and publications that incorporate a gender perspective.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Sustainable and Healthy University. • Vice-Rectorate for Research and Knowledge Transfer.
Indicators	• Annual publication of calls for financial awards and formal recognition of research/publications with a gender perspective.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 14	Promote and support the creation of and participation in specialized gender research networks.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility.

	• Vice-Rectorate for Research and Knowledge Transfer.
Indicators	• Creation of a public directory of gender equality research networks accessible on the Equality Unit website. • Providing advisory support for establishing new research networks.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Second half of the Plan.
Priority Level	2

03 | PROMOTING WORK–LIFE BALANCE, EQUAL OPPORTUNITIES AND, IN PARTICULAR, GENUINE EQUALITY BETWEEN WOMEN AND MEN

Action 1	Design a Work-Life Balance Plan (Plan de Conciliación) centered on gender equity, effective equality between women and men, and equal opportunity principles.
Responsible Body	• Vice-Rectorate for Teaching and Research Personnel. • General Secretariat and Deputy General Secretariat for Human Resources. • Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Ad-hoc Specific Committee.
Indicators	• Drafting of a comprehensive Work-Life Balance Plan representing all university groups.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	First half of the Plan.
Priority Level	1

Action 2	Enhance the quality of life for staff and students by implementing initiatives oriented toward balancing personal, family, and professional commitments.
Responsible Body	• Vice-Rectorate for Teaching and Research Personnel. • Vice-Rectorate for Equality, Diversity, and Social Responsibility. • General Secretariat and Deputy General Secretariat for Human Resources. • Occupational Risk Prevention Service.
Indicators	• Inclusion of specific questions in general surveys or dedicated evaluations assessing staff/student satisfaction, well-being, and work-life balance.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 3	Design awareness campaigns and facilitate accessible information regarding leave and work-life balance rights for PDI, PTGAS, and students.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Teaching and Research Personnel. • Vice-Rectorate for Communication and Territorial Development. • Vice-Rectorate for Students. • General Secretariat and Deputy General Secretariat for Human Resources and Employability.
Indicators	• Dedicated 'Work-Life Balance and Co-responsibility' section on the website detailing applicable leaves and permits for PDI and PTGAS in a user-friendly format.
Means and Resources	Financial allocation and human resources within the structure.

Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 4	Evaluate and monitor the wage gap, implementing corrective measures where necessary to eliminate or reduce compensation disparities.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Research and Knowledge Transfer. • Planning and Evaluation Service. • General Secretariat and Deputy General Secretariat for Human Resources. • Faculties, Centers, and Academic Departments.
Indicators	• Annual report on the gender pay gap at UJA analyzing underlying causes (average earnings and salary supplements disaggregated by sex). • Comparative analysis showing progressive gap reduction. • Corrective measures: (a) gender parity in research groups / female PIs, (b) balanced selection panels, (c) co-responsibility training, (d) positive action in recruitment and promotion.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 5	Expand training and awareness initiatives regarding co-responsibility in domestic and caregiving duties.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Sustainable and Healthy University.

	• General Secretariat and Deputy General Secretariat for Human Resources.
Indicators	• Number of training workshops/courses offered. • Impact measured by attendance disaggregated by staff category and survey feedback.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

04 | RAISING AWARENESS, PREVENTING VIOLENCE AND INEQUALITY, AND PROMOTING GENDER EQUALITY

Action 1	Organize awareness and training actions to publicize Code of Conduct rules and the Protocol Against Sexual Harassment and Gender-Based Harassment, along with legal framework measures for violence prevention.
Responsible Body	Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Delivery of informative sessions and distribution of protocol awareness materials across university centers.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	First half of the Plan.
Priority Level	1

Action 2	Increase activities, training courses, and workshops aimed at gender equality awareness and violence prevention.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Sustainable and Healthy University. • Vice-Rectorate for Permanent Education, Educational Technologies, and Teaching Innovation.
Indicators	• Execution of at least 1 dedicated action per year.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 3	Provide training and workshops on leadership development and employability, specifically for women.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Sustainable and Healthy University. • Vice-Rectorate for Students and Employability. • Vice-Rectorate for Permanent Education.
Indicators	• Execution of at least 1 dedicated training program per year.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 4	Create and disseminate communication campaigns addressing diverse forms of gender inequality and violence.
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Communication and Territorial Development.
Indicators	• Carrying out at least 1 major campaign annually.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 5	Promote participation in institutional events commemorating key International Days (e.g., 25N, 11F , 8M...)
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Communication and Territorial Development. • Faculties and University Centers.
Indicators	• Organization of events, lectures, and workshops during November, February, and March. • Impact measured by proposals submitted by centers and student attendance.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 6	Promote training on equality
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	among academic staff (PDI) , administrative and support staff (PTGAS), and students
Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility. • Vice-Rectorate for Sustainable and Healthy University. • Vice-Rectorate for Permanent Education. • Service Heads, Executive Officers, and Management Personnel. • Student Council (CEUJA).
Indicators	• Conducting at least 1 course per year for each target group. • Attendance records (disaggregated by sex) for heads of service and management roles, ensuring participation in at least 1 activity during the Plan.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

05 | TRANSFER OF PROGRESS ON GENDER EQUALITY TO THE REGIONAL LEVEL

Action 1	Increase joint activities encouraging equality in collaboration with community associations and regional organizations.
Responsible Body	Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Educational and training actions on equality conducted in collaboration with civic associations and local educational institutions.

Means and Resources	Financial allocation, structural human resources, competitive grant calls, and Equality Unit initiatives.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 2	Promote equality actions and cross-cutting training in regional educational centers, focusing on Secondary Education (ESO), High School, and Vocational Training (FP).
Responsible Body	Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Delivering educational workshops on equality across secondary schools and vocational institutes.
Means and Resources	Financial allocation, structural human resources, competitive grant calls, and Equality Unit initiatives.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 3	Maintain active presence and involvement in regional and national Equality Networks (RUIGEU)
Responsible Body	Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Active participation in annual meetings, forums, and working groups.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	1

Action 4	Ensure institutional representation on provincial commissions, committees, and bodies dedicated to gender equality and violence prevention.
Responsible Body	Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Participation in provincial committees organizing key commemorative actions (25N, 8M) and transferring relevant outcomes back to the university community.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 5	Actively collaborate with public institutions (Government Sub-delegation, City Council, Provincial Deputation, etc.) in promoting gender equality and violence prevention.
Responsible Body	Vice-Rectorate for Equality, Diversity, and Social Responsibility.
Indicators	• Executing joint training programs, conferences, and public talks between public institutions and UJA.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Throughout the duration of the Plan.
Priority Level	2

Action 6	Establish a University Chair in Gender Equality to channel multidisciplinary studies, research, and outreach in this field.
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Responsible Body	• Vice-Rectorate for Equality, Diversity, and Social Responsibility (Lead Body). • Open to participation from interested members of the university community.
Indicators	• Formal creation of an Equality Chair in partnership with a public or private entity to promote joint gender equality initiatives.
Means and Resources	Financial allocation and human resources within the structure.
Year / Timeline	Second half of the Plan.
Priority Level	2

Action 7	Within the framework of the II Collective Bargaining Agreement for Contractual Teaching & Research Staff (PDI Laboral) of Andalusian Public Universities, advocate for the inclusion of improved work-life balance measures, leaves, and permits achieved at UJA.
Responsible Body	• Vice-Rectorate for Teaching and Research Personnel. • General Management (Gerencia).
Indicators	• Agreements reached during PDI and PTGAS collective negotiations at UJA. • Formal proposals submitted by UJA to the Negotiating Committee of the II Collective Agreement.
Means and Resources	No additional resources required.
Year / Timeline	First half of the Plan.
Priority Level	2

7) SUMMARY TABLE AND CHART

Strategic Area	No. of Actions	Priority Actions	Timeline / Implementation
00 ORGANISATIONAL MEASURES AND MAINSTREAMING	3	2 (Level 1) & 1 (Level 2)	3 During Plan validity
01 PROMOTING EQUITY AMONG PDI, PTGAS AND/OR STUDENTS	9	4 (Level 1) & 5 (Level 2)	1 First half of Plan 8 During Plan validity
02 MAINSTREAMING AND INTEGRATING GENDER EQUALITY INTO UJA'S TEACHING & RESEARCH MODEL	14	7 (Level 1) & 7 (Level 2)	5 First half of Plan 8 During Plan validity 1 Second half of Plan
03 PROMOTING WORK-LIFE BALANCE AND EQUAL OPPORTUNITIES	5	4 (Level 1) & 1 (Level 2)	1 First half of Plan 4 During Plan validity
04 RAISING AWARENESS, PREVENTING VIOLENCE AND INEQUALITY, AND PROMOTING GENDER EQUALITY	6	1 (Level 1) & 5 (Level 2)	1 First half of Plan 5 During Plan validity
05 TRANSFER OF PROGRESS ON GENDER EQUALITY TO THE REGIONAL LEVEL	7	2 (Level 1) & 5 (Level 2)	1 First half of Plan 2 Second half of Plan 5 During Plan validity

IV EQUALITY PLAN

5 objectives - 44 actions

Objective 0 – Organization – 3 actions

Objective 1 – Equity – 9 actions

Objective 2 – Mainstreaming – 14 actions

Objective 3 – Work-Life Balance – 5 actions

Objective 4 – Awareness-Raising – 6 actions

Objective 5 – Transfer – 7 actions

8) OPERATION OF THE MONITORING COMMITTEE

8.1. Monitoring and evaluation

Article 46 of Organic Law 3/2007 on Effective Equality between Women and Men stipulates that Equality Plans must specify the specific equality objectives to be achieved, the strategies and practices to be adopted to achieve them, and the establishment of effective systems for monitoring and evaluating the objectives set.

Once the Equality Plan has been approved, the Joint Committee for Monitoring and Evaluation of the Plan, hereinafter referred to as the Monitoring Committee, shall be established. The Committee will be responsible for ensuring that the Plan's objectives are met and that the agreed measures are implemented within the established timeframes and with the necessary resources, as well as ensuring that those responsible, the indicators and the implementation timeline are specified for evaluation purposes. The Committee shall be responsible for monitoring, evaluating and overseeing the implementation of the measures set out in this Plan.

8.2. Joint committee for monitoring and valuation of the equality plan

The Joint Committee for Monitoring and Evaluation of the Equality Plan shall comprise the members listed in the following table, with equal representation. The Committee may also seek advice during its meetings from individuals outside the University of Jaén who have particular expertise in the matters covered by this section. Such individuals shall have the right to speak but not to vote.

Role / Position	Name
Vice-Rector for Equality, Diversity and Social Responsibility	Pilar Fernández Pantoja
Coordinator of the Equality Unit	M. Nieves Moyano Muñoz
Manager	Alfonso Cruz Lendínez
Vice-Rector for Teaching Staff and Academic Organization	Ana García León
Alternate	Antonio Quesada Armenteros
LABOR REPRESENTATION - PDI	
Civil Servant	Alfonso Parras Martín
Alternate	María Luisa Fernández de Córdova
Labor	Rosario García Viedma
Alternate	Celeste García Gallarín

Civil Servant	Trinidad Alonso Moya
Alternate	Antonio Moral Santiago
Labor	Agustina Moya Segura
Alternate	José Carlos Díez Sánchez
UNION REPRESENTATIVES	
CCOO	Patricio Bohórquez Rodríguez de Medina
CCOO Alternate	Eduardo Domínguez Maeso
UGT	M. Pilar Cordovilla Palomares
VISITING PROFESSOR	Francisco Luis Rodríguez Fernández
CSIF	José Manuel árbol Valverde
Alternate	María Luisa Fernández de Córdova
STUDENT REPRESENTATION	M. de los Ángeles Guzmán Moreno Ana Navas López
SOCIAL COUNCIL REPRESENTATION	M. Isabel Azañón Rubio
COMMITTEE SECRETARY	Rosa M. Anguita Ríos

Note: The membership of the Committee may change in response to changes in the structure of the respective representative bodies. However, it must be ensured that all groups within UJA are represented and that Committee members are suitably qualified to monitor and/or evaluate the Plan effectively.

8.3. Functions of the monitoring and evaluation committee

Monitoring should not be regarded as a secondary process; rather, it forms part of the initial design and must be carried out alongside implementation. It serves to monitor and verify that the measures are being implemented in accordance with the provisions of the Plan, while also helping to identify discrepancies and adopt corrective measures where necessary. To facilitate this process, the functions of the Monitoring and Evaluation Committee shall be organised into three main areas: monitoring the implementation of actions, drafting the monitoring report, and reviewing the Equality Plan.

In addition, the Committee shall be responsible for interpreting the Equality Plan and resolving any disputes arising from the interpretation of its provisions.

MONITORING THE IMPLEMENTATION OF ACTIONS

I. Design a measure-tracking form to record all relevant information on the implementation of each measure, using the monitoring indicators for this purpose. The form shall be completed by the person or persons responsible for implementing each measure and subsequently submitted to the Monitoring Committee.

II. Oversee the implementation of each measure individually, through the person or department responsible for its execution.

III. Monitor the implementation of the Plan, including both the implementation of measures established to promote equality and compliance with and progress in delivering the Equality Plan.

IV. Review the indicators defined during the design of the measures.

V. Assess the suitability and adequacy of the resources allocated, the difficulties encountered and the solutions adopted.

VI. Promote corrective measures to ensure that the objectives are met more effectively, taking into account the effectiveness of the specific measures implemented.

PREPARATION OF THE MONITORING REPORT

This report shall summarise all information on the implementation of the measures and clearly identify, on the basis of directly observable evidence, which measures are being implemented and which are delayed, the areas requiring action, the obstacles encountered, the level of participation, and the changes and/or progress being made, as well as any other matters relating to the Equality Plan that the Monitoring Committee considers relevant. The information shall be drawn from the data collected using the monitoring tools for the relevant period. It shall update the information from the previous period and provide an overall analysis of the results and the Plan's implementation process. The report shall also serve to communicate progress in implementing the measures to all staff. The following outputs shall be produced:

I. A questionnaire for senior management.

II. A questionnaire for staff.

III. A monitoring report.

The monitoring report shall be prepared annually throughout the duration of the Plan and shall also serve as a basis for its evaluation. It shall reflect the extent to which the established objectives have been achieved and each of the measures implemented.

REVIEW OF THE EQUALITY PLAN

Alongside the implementation and monitoring of the measures, the Plan shall also be reviewed in order to introduce new measures, redirect or improve existing ones, make corrections, strengthen or scale back their implementation, or even discontinue them if it becomes apparent that they are not producing the expected results in relation to the stated objectives. This review shall be carried out within a maximum period of 12 months and, in any event, whenever any of the following circumstances arise:

- I. When it becomes apparent that the Plan does not adequately meet legal and regulatory requirements or that its provisions are insufficient.
- II. In the event of any occurrence that substantially changes the workforce, working methods, organisational structure or remuneration systems, including the application of collective agreements and substantial changes to working conditions, or changes in the circumstances examined in the equality assessment that served as the basis for drawing up the Plan.
- III. When a court ruling finds the University liable for direct or indirect sex-based discrimination, or determines that the Equality Plan does not comply with legal or regulatory requirements.

The review shall entail updating the initial assessment where this is deemed necessary on duly substantiated grounds, as well as updating the measures included in the Equality Plan to the extent required.

8.4. Operation of the monitoring committee

Once the Equality Plan has been drawn up, the Monitoring Committee shall meet in ordinary session twice a year, at six-monthly intervals. Meetings shall be convened by the Vice-Rectorate for Equality, Diversity and Social Responsibility, which is responsible for implementing the Equality Plan. The Vice-Rectorate shall prepare the agenda for each meeting and keep minutes recording the comments made by either party, the agreements reached and any disagreements.

Notice of ordinary meetings shall be sent by email at least 15 days in advance. Extraordinary meetings may also be convened at the request of either party, following the same notice period and procedure described above, to address matters relating to the measures and actions, the review of the Equality Plan or, in any event, exceptional circumstances arising during the implementation and term of the Plan.

8.4.1. Minutes

Minutes shall be taken at each meeting and signed by all members of the Committee. They shall include a summary of the topics discussed, the agreements reached and any disagreements.

8.4.2. Confidentiality

All members of the Committee shall at all times observe their duty of confidentiality with regard to any information, data, documents and/or other material used within the Committee or provided to them that has been expressly designated as confidential and is not recorded in the minutes.

8.4.3. Resources

To enable the Monitoring Committee to fulfil its assigned duties, the University of Jaén undertakes to provide the necessary resources, in particular:

- Suitable premises for holding meetings.
- The materials required for those meetings.
- Statistical information disaggregated by sex, as specified in the monitoring criteria agreed for each measure, at the corresponding intervals.

The University of Jaén shall provide the employee representatives on the Monitoring and Evaluation Committee with access to any data and documentation requested in relation to the areas covered by the Plan and the University's workforce, so that they can provide information and receive updates on the implementation of the Plan's measures.

Wherever possible, documentation shall be provided sufficiently in advance to allow time for review and analysis.

9) CHRONOGRAM

00 | ORGANISATIONAL MEASURES AND GENDER MAINSTREAMING

FIRST HALF OF THE PLAN 2025-2027 | SECOND HALF OF THE PLAN 2027-2029

2025 (Sep-Dec)	2026 (Jan-Jul)	2026 (Sep-Dec)	2027 (Jan-Jul)	2027 (Sep-Dec)	2028 (Jan-Jul)	2028 (Sep-Dec)	2029 (Jan-Jul)
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Action 1

Action 2

Action 3

01 | PROMOTING EQUITY AMONG PDI, PTGAS AND/OR STUDENTS

FIRST HALF OF THE PLAN 2025-2027 | SECOND HALF OF THE PLAN 2027-2029

2025 (Sep-Dec)	2026 (Jan-Jul)	2026 (Sep-Dec)	2027 (Jan-Jul)	2027 (Sep-Dec)	2028 (Jan-Jul)	2028 (Sep-Dec)	2029 (Jan-Jul)
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Action 1

Action 2

Action 3

Action 4

Action 5

Action 6

Action 7

Action 8

Action 9

02 | MAINSTREAMING AND INTEGRATING GENDER EQUALITY INTO THE UJA TEACHING AND RESEARCH MODEL

FIRST HALF OF THE PLAN 2025-2027 | SECOND HALF OF THE PLAN 2027-2029

	2025 (Sep-Dec)	2026 (Jan-Jul)	2026 (Sep-Dec)	2027 (Jan-Jul)	2027 (Sep-Dec)	2028 (Jan-Jul)	2028 (Sep-Dec)	2029 (Jan-Jul)
Action 1								
Action 2								
Action 3								
Action 4								
Action 5								
Action 6								
Action 7								
Action 8								
Action 9								
Action 10								
Action 11								
Action 12								
Action 13								
Action 14								

03 | PROMOTING WORK–LIFE BALANCE, EQUAL OPPORTUNITIES AND, IN PARTICULAR, GENUINE EQUALITY BETWEEN WOMEN AND MEN

FIRST HALF OF THE PLAN 2025-2027 | SECOND HALF OF THE PLAN 2027-2029

	2025 (Sep-Dec)	2026 (Jan-Jul)	2026 (Sep-Dec)	2027 (Jan-Jul)	2027 (Sep-Dec)	2028 (Jan-Jul)	2028 (Sep-Dec)	2029 (Jan-Jul)
Action 1								
Action 2								
Action 3								
Action 4								
Action 5								

04 | RAISING AWARENESS, PREVENTING VIOLENCE AND INEQUALITY, AND PROMOTING GENDER EQUALITY

FIRST HALF OF THE PLAN 2025-2027 | SECOND HALF OF THE PLAN 2027-2029

	2025 (Sep-Dec)	2026 (Jan-Jul)	2026 (Sep-Dec)	2027 (Jan-Jul)	2027 (Sep-Dec)	2028 (Jan-Jul)	2028 (Sep-Dec)	2029 (Jan-Jul)
Action 1								
Action 2								
Action 3								
Action 4								
Action 5								
Action 6								

05 | TRANSFER OF PROGRESS ON GENDER EQUALITY TO THE REGIONAL LEVEL

FIRST HALF OF THE PLAN 2025-2027 | SECOND HALF OF THE PLAN 2027-2029

	2025 (Sep-Dec)	2026 (Jan-Jul)	2026 (Sep-Dec)	2027 (Jan-Jul)	2027 (Sep-Dec)	2028 (Jan-Jul)	2028 (Sep-Dec)	2029 (Jan-Jul)
Action 1								
Action 2								
Action 3								
Action 4								
Action 5								
Action 6								
Action 7								

The implementation timeline sets out all the objectives to be achieved and the specific actions to be undertaken, indicating the priority level assigned to each action and when it is to be carried out. Specifically:

(1) Priority level

- (a) Priority 1: red.
- (b) Priority 2: orange.

(2) Implementation

- (a) During the first half of the Plan (September 2025 to July 2027).
- (b) During the second half of the Plan (September 2027 to July 2029).
- (c) Throughout the duration of the Plan (September 2025 to July 2029).

From July 2029 onwards, the present Plan shall be evaluated and the next Equality Plan shall be drawn up.

(3) The following monitoring periods shall be established to ensure that the actions are carried out as planned:

- (a) Monitoring 1: January–February 2026
- (b) Monitoring 2: June–July 2026
- (c) Monitoring 3: January–February 2027
- (d) Monitoring 4: June–July 2027
- (e) Monitoring 5: January–February 2028
- (f) Monitoring 6: June–July 2028
- (g) Monitoring 7: January–February 2029
- (h) Monitoring 8: June–July 2029

Note: Additional extraordinary meetings may be convened during the monitoring process if circumstances calls for it.

(4) During the monitoring process, surveys or other mechanisms may be designed and implemented to strengthen the monitoring and evaluation process and assess, where appropriate, the extent to which the actions under review have been or may be implemented. Data collection may serve as a useful tool for this purpose. In addition, a report shall be prepared at each monitoring and evaluation stage to reflect the situation at that particular point in time and support the monitoring of the actions.

(5) Finally, wherever appropriate and plausible, an external audit is recommended as part of the monitoring and evaluation process to ensure that the Plan is assessed by a specialist who is independent of the organisation responsible for its development.

ACKNOWLEDGEMENTS

This Fourth Equality Plan for Women and Men of the University of Jaén (2025–2029) is the result of collaborative work carried out by the Vice-Rectorate for Equality, Diversity and Social Responsibility, specifically through the Equality Unit, the Drafting Committee and the Negotiating Committee. Thanks are also extended to the entire university community, whose contributions and suggestions during the public consultation period have helped improve and enrich the Plan.

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Negotiating Committee for the Fourth Equality Plan for Women and Men

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