

Degree	Type	Year
Sociocultural Gender Studies	OB	3

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Gender knowledge.

Objectives and Contextualisation

The general objective of this course is to understand and analyze equality plans in both the public and private sectors, as well as measures aimed at ensuring equality and non-discrimination of LGTBI individuals in the workplace.

The specific objectives are:

- To understand the conceptual framework of an equality plan and of the measures aimed at promoting equality and preventing discrimination against LGTBI individuals, including their legal regulation, objectives, the stakeholders involved, and the areas of implementation.
- To learn how to develop an equality plan and measures for the equality and non-discrimination of LGTBI individuals in the workplace, addressing all phases and procedures involved.
- To analyze the mechanisms for monitoring and evaluating an equality plan and the measures aimed at ensuring equality and non-discrimination of LGTBI individuals in the workplace.
- To critically assess the content, phases, and procedures of an equality plan and the measures for equality and non-discrimination of LGTBI individuals in the workplace.

- To identify best practices in the implementation of equality plans and measures for the equality and non-discrimination of LGBTBI individuals in the workplace.
- To understand the conceptual and legal framework of sexual harassment and harassment on the grounds of sex, as well as the mechanisms for addressing harassment and violence against LGBTBI individuals.
- To learn how to design a protocol for addressing sexual harassment and harassment on the grounds of sex, as well as for responding to harassment and violence against LGBTBI individuals.

Learning Outcomes

1. CM15 (Competence) Propose basic lines for equality plans for work-place relationships with a gender perspective, taking the target group and context into account.
2. KM19 (Knowledge) Recognise the gender and feminist perspective in public policies, programmes, projects and socio-educational actions.
3. KM20 (Knowledge) Distinguish between fact and opinion and between theoretical and methodological assumptions in order to correctly analyse the principles underpinning gender policies and equality plans.
4. KM21 (Knowledge) Analyse the theoretical framework in question and the presence or absence of the gender perspective in existing research, projects or experiences of psychosocial, educational and community intervention.
5. KM22 (Knowledge) Review the commonalities between feminism and teaching methods in order to detect trends, models and frameworks for socio-educational intervention.
6. KM23 (Knowledge) Examine the diversity of socio-educational environments (both formal and non-formal, with a focus on leisure time) to analyse processes of knowledge construction and methodologies in feminist pedagogies.
7. SM12 (Skill) Use non-sexist resources and alternatives in places of work, education and co-habitation.
8. SM15 (Skill) Design proposals, spaces and resources for feminist socio-educational action that involve citizen participation.
9. SM18 (Skill) Apply the basic notions of law and legal tools to develop plans and projects.
10. SM61 (Skill) Design proposals to implement measures aimed at achieving a good work-life balance in professional environments.

Content

TOPIC 1. CONCEPTUAL FRAMEWORK

- 1.1. Concept of an equality plan: public sector (internal and external) and private sector
- 1.2. Legal regulation
- 1.3. Objectives of equality plans
- 1.4. Stakeholders
- 1.5. Areas of action of equality plans

TOPIC 2. DEVELOPMENT OF AN EQUALITY PLAN

- 2.1. Phases of an equality plan: diagnosis, design, implementation, monitoring, and evaluation
- 2.2. Procedure for developing an equality plan
- 2.3. Involved agents
- 2.4. Content of the plans, negotiation, critical analysis, and examples of best practices
 - 2.4.1. Equality plans in the public administration
 - 2.4.2. Equality plans in companies
- 2.5. Provisions and instruments to facilitate the reconciliation of personal, family, and work life

TOPIC 3. REGISTRATION, MONITORING, EVALUATION, AND ASSESSMENT OF EQUALITY PLANS

- 3.1. Registration and monitoring of equality plans
- 3.2. Mechanisms to assess the impact and effectiveness of equality plans
- 3.3. Criticisms and limitations of equality plans

TOPIC 4. SEXUAL AND GENDER-BASED HARASSMENT IN EQUALITY PLANS

- 4.1. Conceptual and legal framework of sexual and gender-based harassment
- 4.2. Protocols for sexual and gender-based harassment
- 4.3. Critical analysis and best practices

TOPIC 5. COMPREHENSIVE PLANNING FRAMEWORK FOR MEASURES PROMOTING EQUALITY AND NON-DISCRIMINATION OF LGTBI INDIVIDUALS IN THE WORKPLACE

- 5.1. Legal Framework
- 5.2. Content
- 5.3. Action Protocols for Addressing Harassment and Violence Against LGTBI Individuals

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	39	1.56	CM15, KM19, KM20, KM21, KM22, KM23, SM12, SM15, SM18, SM61, CM15
Type: Supervised			
Assessment activities	5	0.2	CM15, KM19, KM20, KM21, KM22, KM23, SM12, SM15, SM18, CM15
Type: Autonomous			
Group assignments	53	2.12	CM15, KM19, KM20, KM21, KM22, KM23, SM12, SM15, SM18, SM61, CM15
Individual work	53	2.12	CM15, KM19, KM20, KM21, KM22, KM23, SM12, SM15, SM18, SM61, CM15

The methodology employed in this course will consist of a combination of guided learning activities (theoretical lectures), autonomous activities (individual and group assignments), and supervised activities (assessment tasks).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Collaborative projects and oral presentation on the scope and components of a gender equality plan	25%	0	0	CM15, KM19, KM20, KM21, KM22, KM23, SM12, SM15,

				SM18, SM61
Examination	50%	0	0	CM15, KM19, KM20, KM21, KM22, KM23, SM12, SM15, SM18, SM61
Individual work	25%	0	0	CM15, KM19, KM20, KM21, KM22, KM23, SM12, SM15, SM18, SM61

CONTINUOUS ASSESSMENT

The evaluation of this course will be conducted through a continuous assessment modality, comprising the following components:

- Individual activities (25%)
- Group activities (25%)
- Examination (50%)

The examination must be passed with a minimum grade of 5 in order to be averaged with the other continuous assessment components.

In order to pass the course, attendance of at least 80% of the classes is required.

Single assessment: This course does not allow for a single assessment system.

Not assessable: A student will be considered not assessable if they fail to submit two-thirds of the continuous assessment activities.

Use of Artificial Intelligence (AI)

Permitted Use: In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the development of coursework, provided that the final outcome reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly identify which parts have been generated using such technology, specify the tools employed, and include a critical reflection on how these tools have influenced both the process and the final result of the activity. Lack of transparency in the use of AI will be considered a breach of academic integrity and may result in a penalty in the grading of the activity, or more serious sanctions in severe cases.

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Bodelón González, Encarna, & Igareda González, Noelia (2011). *Los Planes de Igualdad en tiempos de crisis: problemas de aplicación y carencias conceptuales*. Editorial Dykinson. https://bibcercador.uab.cat/permalink/34CSUC_UAB/1c3utr0/cdi_elibro_books_ELB56979

Castro Medina, Raquel (2024). La discriminación de las personas LGTBI: un análisis desde la perspectiva del empleo. *Revista Internacional y Comparada de Relaciones Laborales y Derecho del Empleo*, 12(3), 402-428. https://ejcls.adapt.it/index.php/rIde_adapt/article/view/1477

Consejo General del Poder Judicial (VV.AA.) (2011). *Estudio sobre la aplicación de la Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres*. Centre d'Estudis Jurídics i Formació Especialitzada. [http://www.poderjudicial.es/portal/site/cgpj/...](http://www.poderjudicial.es/portal/site/cgpj/)

Fabregat, Gemma (2024). Dudas sobre la implantación efectiva de los planes de igualdad laboral real y efectiva del colectivo LGTBI. *Observatorio de Recursos Humanos y Relaciones Laborales*, 189.

Gala, Carolina (2007). Los aspectos de Seguridad Social de la Ley Orgánica para la igualdad. *IusLabor*, 2. Institut d'Estudis Laborals - Universitat de Barcelona. <http://www.raco.cat/index.php/IUSLabor/article/view/72321/82557>

Gala, Carolina (2010). Nuevos contenidos de las Leyes de Igualdad: la responsabilidad social empresarial como nuevo instrumento de intervención. En Daniela Heim & Encarna Bodelón (Coords.), *Derecho, género e igualdad: cambios en las estructuras jurídicas androcéntricas* (Vol. I, pp. 127-140). Centre Antígona. <http://158.109.129.18/centreantigona/docs/VOL1.pdf>

Garrido Jiménez, Lorena (2010a). Los Planes de igualdad en las empresas y su desarrollo en momentos de crisis. En María Jesús Espuny & Olga Paz (Eds.), *Crisis y Ocupación* (pp. 373-412). Editorial Juan Bosch.

Garrido Jiménez, Lorena (2010b). Los planes de igualdad en las empresas: hacia un instrumento de aplicación y tutela del derecho fundamental a la igualdad sustantiva. En Daniela Heim & Encarna Bodelón (Coords.), *Derecho, género e igualdad: cambios en las estructuras jurídicas androcéntricas* (Vol. I, pp. 141-154). Centre Antígona. <http://158.109.129.18/centreantigona/docs/VOL1.pdf>

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Lousada Arochena, José Fernando (2008). *El principio de igualdad en la negociación colectiva* (Colección Informes y Estudios N° 85). Ministerio de Trabajo e Inmigración. <http://www.igualdadenaempresa.es/enlaces/webgrafia/docs/el-principio-de-igualdad-en-la-negociacion-colectiva>

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Pastor Gosálbez, Inma; Acosta Sarmiento, Ana; Torres Coronas, Teresa; & Calvo Merino, Marta (2019). Los planes de igualdad en las universidades españolas: situación actual y retos de futuro. *Educación XX1*, 23(1). <https://doi.org/10.5944/educxx1.23873>

Quintanilla Navarro, Beatriz (2015). Evaluación y seguimiento de Planes de Igualdad. En Jesús Crus Villalón et al. (Coords.), *Tutela y Promoción de la plena integración de la mujer en el trabajo*. (pp. 197-224). Consejo Andaluz de Relaciones Laborales. https://www.juntadeandalucia.es/sites/default/files/2023-05/monografia_temas_55.pdf

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Valdés Dal-Ré, Fernando (Coord.) (2010). El análisis de las materias relacionadas con la igualdad de género en los planes de igualdad. En Fernando Valdés Dal-Ré (coord.), *Análisis de medidas y planes de igualdad en al negociación colectiva* (pp. 66-165). UGT. [DE1129.pdf](#)

Guidelines and supporting materials for drafting an Equality Plan

Generalitat de Catalunya. Departament de Governació i Administracions Públiques. Secretaria de Funció Pública i Modernització de l'Administració (2010). *Guia per al disseny i la implantació del Pla d'igualtat d'oportunitats entre dones i homes de l'Administració de la Generalitat de Catalunya*. <https://eapc.bibliotecadigital.gencat.cat/handle/20.500.14227/53#page=3>

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Ministerio de Igualdad (2021). *Guía para la elaboración de un plan de igualdad*. https://www.igualdadenaempresa.es/asesoramiento/pdi/docs/Guia_pdi.pdf

Ministerio de Igualdad (s.f.). *Materiales para la elaboración de planes de igualdad*. <https://www.igualdadenaempresa.es/asesoramiento/pdi/home.htm>

Legislation and regulatory frameworks on Equality Plans

[Llei orgànica 3/2007, de 22 de març, pera la igualtat efectiva de dones i homes](#)

[Reial decret legislatiu 2/2015, de 23 d'octubre, pel qual s'aprova el text refós de la Llei de l'Estatut dels treballadors](#)

[Reial Decret 901/2020, de 13 d'octubre, pel qual es regulen els plans d'igualtat i el seu registre i es modifica el Reial Decret 713/2010, de 28 de maig, sobre registre i dipòsit de convenis i acords col·lectius de treball](#)

[Reial Decret 902/2020, de 13 d'octubre, d'igualtat retributiva entre dones i homes](#)

[Reial decret 713/2010, de 28 de maig, sobre registre i dipòsit de convenis col·lectius, acords col·lectius de treball i plans d'igualtat](#)

[Ley 4/2023, de 28 de febrero, para la igualdad real y efectiva de las personas trans y para la garantía de los derechos de las personas LGTBI](#)

[Real Decreto 1026/2024, de 8 de octubre, por el que se desarrolla el conjunto planificado de las medidas para la igualdad y no discriminación de las personas LGTBI en las empresas](#)

Software

Does not apply

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed