



INSTITUTE
FOR RESEARCH
IN BIOMEDICINE

External Gender Equality Assessment

Institute for Research in Biomedicine



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Executive Summary

In the context of the Horizon 2020 project, [CALIPER](#), the Institute for Research in Biomedicine (IRB) has conducted an analysis in order to investigate the external conditions such as the legal and cultural framework and the existing national innovation ecosystems in Spain and identify where gender imbalances occur, why they are created and by which factors they are influenced.

To perform this external assessment a quadruple helix approach was adopted, by involving stakeholders belonging to the following sectors:

- Academia and Universities
- Industry and Business
- Government and Public Sector
- Civil Society

The assessment focuses on the national legal and policy framework on gender equality. Moreover, it presents data about STEM students, researchers, patent registrations, innovative start-up founders within a gender perspective. Finally, it provides a mapping of the existing collaborations of IRB with external stakeholders.

These findings may lay the grounds for the design of the IRB's Gender Equality Plan and its implementation and exploitation by the Institution as envisioned by the [CALIPER](#) project, as well as for the set-up of a Research and Innovation Hub by IRB to transfer the knowledge and best practices attained during the project beyond academia.



Introduction

Methodology

The external assessment was aimed at investigating IRB's external conditions such as the legal and cultural framework and the existing local/national innovation ecosystems and identifying where gender imbalances occur, why they are created, and by which factors they are influenced.

A quadruple helix approach was adopted, by involving stakeholders belonging to the following sectors:

- Academia and Universities
- Industry and Business
- Government and Public Sector
- Civil Society

The first step of the analysis consisted , in defining the **national legal and policy framework** and in particular:

- the existence of any specific national (and/or regional) policies on gender in Higher Education and/or Scientific Research & Innovation;
- how the frameworks define the relationship between gender equality and quality/excellence in
 - research and/or in education;
- in case there are no specific frameworks, if broader national and/or regional policies on Research, Innovation, and Higher education include any measures on gender equality.

For exploring the national (and regional) policy frameworks two methods were proposed: a desk research/policy analysis and interviews with relevant stakeholders (complementary in case the desk research did not produce enough information).

The second step of the assessment focused on the **National and Regional Innovation Ecosystems**. A **context analysis** through a dedicated desk research eventually complemented with interviews with internal stakeholders was implemented. The aim of the context analysis was to have a clear picture of the challenges faced by IRB in its own innovation ecosystem from a gender perspective. Indeed, the analysis was related to the identification of gaps and challenges related to gender inequalities at different levels (across education, scientific research and knowledge production, transfer to market of research outputs) within innovation ecosystems.

Besides the context analysis a **mapping** was conducted in order to identify existing and potential synergies with external stakeholders, through the following methods:

- a focus group with internal stakeholders¹;
- a survey for external stakeholders;
- a Social Network Analysis (SNA).

Both the focus group and the survey had the purpose of exploring the existing collaborations with external stakeholders from a gender perspective, as well identifying actions already undertaken by stakeholders in order to overcome gender inequalities, potential synergies and risks from further collaborations on gender issues.

Focus group was expected to involve from 4 to 8 internal stakeholders, which would have helped in identifying the external stakeholders to include in the SNA. The focus group was meant to happen face-to-

¹ Suggested internal stakeholders to involve were: the President and/or vice president(s) research and/or innovation, professors leading researchers/coordinators of clusters or centres or subject areas with a high density of regional cooperation, the Head of administration and heads of research support office and technology transfer office, the Head of continuing professional development/continuing education office, the Head of start-up support service.



face, however, due to the Covid-19 outbreak and the limitations imposed to contrast the spread of the virus, an online alternative took place.

The online survey, instead, targeted 8 external stakeholders and consisted of around 10 questions.

Finally, a **SNA** was conducted by each partner with the aim at providing a broad view of national/regional/local networking activities that took place around the Organisation through external projects or joint initiatives. It helped spotlighting gender gaps within every partner's institutions in the leadership of external interactions and identifying how frequently gender issues are taken into account in the external stakeholders' interactions. IRB focused on collaborations on STEM, in order to narrow the analysis down.

The result of the SNA consists in visual maps spotlighting the collaborations in place with stakeholders belonging to the following categories:

- Academia & Universities
- Industry & Business
- Government & Public Sector
- Civil Society
- Schools
- Others

Per each category a map is created showing those collaborations having female leaderships (from the side of the IRB) and those focusing and/or taking into account gender issues. KUMU² was used as tool in order to conduct the SNA.

² <https://kumu.io/>



Institute for Research in Biomedicine (RPO)

The Spanish national legal and policy framework

Overall strategic gender equality policies at national level

Relevant legal acts in the field of gender equality can be identified both at national and regional level.

At the **national level** the followings can be mentioned:

- The Spanish Constitution (Constitución Española) and in particular, articles 9.2 and 14.
 - o Art 9.2: “It is incumbent upon the public authorities to promote conditions which ensure that the freedom and equality of individuals and of the groups to which they belong may be real and effective, to remove the obstacles which prevent or hinder their full enjoyment, and to facilitate the participation of all citizens in political, economic, cultural and social life”.
 - o Art. 14: “Spaniards are equal before the law and may not in any way be discriminated against on account of birth, race, sex, religion, opinion or any other personal or social condition or circumstance”.
- LOIMH 3/2007³ about the equality between women and men, which at art. 64 establishes that the AGE⁴ and its dependent organisms must implement a Gender Equality Plan;
- RDL 6/2019⁵ about the equality between women and men in employment;
- Ley 14/2011⁶, which specifically states the inclusion of the gender dimension in research;
- LO 1/2004⁷ about measures against gender violence, which at art. 6 states that educational administrations have to eliminate sexist stereotypes from educational materials;
- Collective labour agreement in the office sectors⁸;
- RDL 5/2015, which forces public universities to elaborate and implement an action plan.

More recently, in October 2020, two crucial Royal Decrees were published in the frame of gender issues and gender equality plans. In particular:

- Real Decreto ley 901/2020 regulating the content of equality plans and their registration;
- Real Decreto 902/2020 stating the principle of transparent remuneration and obligation of equal remuneration of equal value work.

Concerning the **Regional level** (Catalonia), the following provisions apply:

- Estatut d'autonomia de Catalunya (2006);
- L 17/2015⁹ about equality between man and women;
- L 11/2014¹⁰ which guarantees the rights of LGBTI people.

Special provisions are foreseen as concerns companies. Indeed, LOIMH 3/2007, at art. 45 states that companies with 250 employees or more have to implement a GEP. Also RDL 6/2019: the companies with 50 employees or more have to implement a GEP.

³ LOIMH 3/2007: Ley Orgánica 3/2007, de 22 de Marzo para la igualdad efectiva de mujeres y hombres (transposed from the European Union Directives 2002/73/CE, 2004/113/CE and 97/80/CE of the European Council).

⁴ The AGE (Administración General del Estado, General State Administration) is a public organization and it is the instrument through which the Government develops and implements its public policies or provides services.

⁵ RDL 6/2019: Real Decreto-ley 6/2019 de 1 de marzo, de medidas urgentes para garantía de la igualdad de trato y de oportunidades entre mujeres y hombres en el empleo y la ocupación.

⁶ Ley 14/2011: Ley de la Ciencia, la Tecnología y la Innovación.

⁷ LO 1/2004: Ley Orgánica 1/2004, de 28 de diciembre, de Medidas de Protección Integral contra la Violencia de Género

⁸ Organizational agreement: Convenio colectivo del trabajo del sector de oficinas y despachos de Cat 2019-21 (Cod. 79000375011994).

⁹ Llei 17/2015 del 21 de juliol d'igualtat efectiva de dones i homes, transposed from the Spanish LO 3/2007 and the European Union Directives 2002/73/CE, 2004/113/CE and the European Union Directives 2002/73/CE, 2004/113/CE and 97/80/CE of the European Council.

¹⁰ Llei 11/2014 per a garantir els drets LGBTI i per erradicar l'homofòbia, la bifòbia i la transfòbia.



A Register of Companies Equality Plans is created, as part of the Registries of collective labour agreements and agreements dependent on the General Directorate of Labour of the Ministry of Labour, Migration and Social Security and the Labour Authorities of the Autonomous Communities.

Both national and regional provisions encourages gender mainstreaming and the integration of the gender dimension in research.

Existence of specific mechanisms to promote the under- represented gender in Higher Education and/or Scientific Research & Innovation at national or regional level

At national level, Law 14/2011 applies, which establishes the basic organization of science and technology in Spain and defines a main instrument for strategic planning: “The National Plan for Scientific Research and Technological Development”.

The law aims to:

- Define a stable and merit-based career system capable of retaining and attracting talent and facilitating the mobility of researchers;
- Promote innovation and knowledge transfer to the business sector and society;
- Create a State Research Agency that will guarantee greater efficiency and effectiveness of public spending on R&D.

With special reference to the implementation of the gender perspective the law states that:

- *“The composition of the bodies, councils and committees regulated in this law, as well as the evaluation and selection bodies of the Spanish System of Science, Technology and Innovation, will conform to the principles of composition and balanced presence between women and men established by the LOIMH 3/2007”.*
- *“The Spanish Strategy for Science and Technology and the Spanish National Plan for Scientific and Technological Research and Innovation will promote the incorporation of the gender perspective as a transversal category in research and technology, so that its relevance is considered in all aspects of the process, including the definition of the priorities of the scientific-technical research, the research problems, the theoretical and explanatory frameworks, the methods, the collection and interpretation of data, the conclusions, the applications and the technological developments, and the proposals for future studies. These documents will also promote gender and women's studies, as well as concrete measures to stimulate and recognize the presence and role of women in research teams”.*
- *“The Information System on Science, Technology and Innovation will collect, process and disseminate data disaggregated by gender and will include presence and productivity indicators”.*
- *“The procedures for the selection and evaluation of research staff at the service of the public universities and the public research bodies of the General State Administration, and the procedures for granting fellowships, financed projects and subsidies by the research funding agents will establish mechanisms to eliminate gender biases, which will include, whenever possible, the introduction of confidential evaluation processes. These processes must assume that the reviewer does not know the personal details of the person being evaluated, in order to eliminate any discrimination based on birth, race, sex, religion or any other personal or social condition or circumstance”.*
- *“The Spanish Innovation Strategy and the State Innovation Plan will promote the incorporation of the gender perspective as a transversal category in all aspects of its development”.*
- *“Public Research Bodies will adopt Equality Plans within a maximum period of two years after the publication of this law (2011) and these will be monitored annually. These plans must include incentive measures for those centres that improve gender indicators in the corresponding annual monitoring”.*

Also, the RDL 2/2015, at art. 17.4 specifies that: *“Without prejudice to the provisions of the preceding paragraphs, collective negotiations may establish positive actions and measures to promote women's access to all professions.*



To this extent, it may establish reservations and preferences in the conditions of employment so that, under equal conditions of suitability, persons of the least represented sex in the professional group in question have a preference for being employed.

In the same way, collective bargaining may establish such measures in the conditions of professional classification, promotion and training, so that, under equal conditions of suitability, preference is given to persons of the under-represented sex to favour their access to the professional group or position. of work in question”.

Existence of national policies on implementation of quotas or targets for promoting the underrepresented gender in management positions and committees

Law 14/2011 applies also with reference to the promotion of underrepresented gender in management positions and committees. Indeed, it states that *“The composition of bodies, councils and committees regulated in this law, as well as the evaluation and selection bodies of the Spanish System of Science, Technology and Innovation, will be adjusted to the principles of composition and balanced presence between women and men established by the LOIMH 3/2007”*. According to art. 16 of LOIMH 3/2007, *“The Public Powers shall endeavour to comply with the principle of balanced presence of women and men in the appointments and designations of the positions of responsibility that correspond to them”*. Also LO 4/2007, at art. 13 establishes that *“The electoral norms regulated in the statutes of the universities must favor the balanced presence of women and men in the collegiate organs (social councils, governing council, cloister, boards of schools and faculty, and department councils)”*.

Existence of national legislation promoting equality and non-discrimination in employment

At national level the following regulations applies: RDL 2/2015; LOIMH 3/2007 and RDL 6/2019.

Article 5 of LOIMH 3/2007¹¹ about *“Equal treatment and opportunities in access to employment, training and in professional promotion, and in working conditions”* establishes the principle of equal conditions and opportunities between women and men in the field of private and public employment. Such principle will be guaranteed in the access to employment (including self-employment), professional training and professional promotion, working conditions, remuneration and dismissal. It will also be applied in the affiliation and participation to trade unions and business organizations, or in any organization whose members exercise a specific profession, including the benefits granted by them.

Article 6, instead, explicitly deals with discrimination based on gender: *“Direct discrimination by gender is considered when a person has been or could be treated, based on his sex, less favourably than another in a comparable situation”*. While, *“Indirect discrimination on grounds of sex is considered to be the situation in which an apparently neutral provision, criteria or practice places persons of one sex at a particular disadvantage with respect to persons of the other sex, unless said provision, criterion or practice can be objectively justified in attention to a legitimate purpose and that the means to achieve said purpose are necessary and adequate. In any case, any order to discriminate, directly or indirectly, based on sex is considered discriminatory”*.

At the regional level, L 17/2015, art. 32 on the about the *“Promotion of equal treatment and opportunities for women and men in the workplace”* applies.

Existing policies at national level for reducing unequal gender division of labour related to housework and family care

¹¹ Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres.



Existing policies concern:

- Maternal leave¹² which lasts 16 weeks from the birth, adoption or tutelage. The first 6 weeks are mandatory and then they can be transferred to the other parent (if any) or enjoyed part time, discontinuously within the 12 months after the birth. About economic conditions, maternal leave covers the 100% of the salary.
- Paternal leave¹³ which initially lasted 13 days than it was increased to 4 weeks in 2017, to 8 weeks in 2019¹⁴, 12 weeks in 2020 and it will reach 16 weeks in 2021.
- Paternal and maternal leaves can be extended if the newborn has been hospitalized or the birth has been premature.
- Breastfeeding leave¹⁵, the workers have the right of one hour of absence from work, which can be divided in two, for the care of the infant until he/she is nine months old. A three-month extension may be given if requested by both parents. This agreement implies that one of the parents charges the hour that is reduced by the INSS (social security) and the salary remains at 100%, and the other parent will have the hour reduction. This figure is called “prestaciones por corresponsabilidad en el cuidado del lactante” (benefits for co-responsibility in infant care).

Existing framework conditions regarding childcare facilities

In Spain there is no obligation to attend school before the age of 6. Therefore, there are no legislation regarding childcare facilities. Primary education (6-12 years), instead, is compulsory, all children are obliged to enrol.

Childcare facilities are divided per age range:

- 0-3 years: Public childcare facilities, whose cost is partially subsidized by the city council. These facilities have very high standards of quality (qualified staff, very cozy premises, etc). Nevertheless, the public offer does not cover all the needs.
- 3-6 years: Kindergarten. Public schools, 100% subsidized by the Regional Government.
- 6-12: Primary Schools. Public schools, 100% subsidized by the Regional Government
- 12-16: Secondary Schools. Public schools, 100% subsidized by the Regional Government.

Concerning data, the Barcelona target has not been reached yet for children from 3 to mandatory school-going age. In 2016, children aged 0-3 years old attending formal childcare or education were the 40%, while children 3-6 years old, the 95,2%.

Employment conditions at university and research organization

In Spain there are 82 universities (50 of which are public and 32 are private). Several laws, some at national level, some at a regional level, regulate universities.

The main laws/regulations at National level can be distinguished between Science and universities regulations, public service regulations and labour regulations.

Science and universities regulation:

¹² Regulated by RDL 2/2015; LOIMH 3/2007, RDL 6/2019, RDL 295/2009.

¹³ Introduced by LOIMH 3/2007.

¹⁴ The RDL 6/2019 change term used for the paternal and maternal leave into “Child Birth Permission”, which is considered more inclusive and gender neutral.

¹⁵ LOIMH/2007



- The Universities code¹⁶ which gathers all the legal and regulatory standards on the matter of higher education. This Code is constantly updated, including all the regulations that may affect current legislation on this topic. The University Code comprises 12 sections:
 1. Spanish Constitution
 2. Organic Law on Universities
 3. Higher Education
 - i. Access to Higher Education
 - ii. Academic Ordering: Teaching and Degrees
 - iii. Specialized university education with access to regulated professions
 4. Students
 5. Teaching and Research Staff
 6. Higher Education Institutes
 7. Research
 8. University Councils
 9. Organization in the Higher Education fields
 10. Disciplinary Regime
 11. University Centres of Defence and Civil Guard
 12. Higher Education in the Autonomous Communities
- L 14/2011 which establishes the scientific track and regulates the general employment conditions for PhD Students, Postdocs and senior researchers.
- Real Decreto 103/2019¹⁷, which regulates the employment conditions of pre-doctoral researchers.
- Real Decreto 1313/2007 and Real Decreto 1313/2007 which foresee the requirements and regulations governing competitive access to lecturer positions in university teaching bodies.
- Real Decreto 1086/1989 regulating the salaries of lecturers/professors.
- Real Decreto 1052/2002, that regulates the procedure for obtaining the evaluation and certification for candidates who wish to apply for teaching and research staff positions at universities. The certification is granted by the National Agency for Quality Assessment and Accreditation.
- Real Decreto 989/2008 about hiring of collaborating professors (which is considered as an exceptional case).

Public service regulations:

- Public function code¹⁸.
- Real Decreto Legislativo 5/2015¹⁹ regulating employment conditions of all public employees. It establishes the basis of the statutory regime of civil servants as well as applicable rules.
- General State Budget Laws.
- L 53/1984 about incompatibilities of staff in service for the public administration. It establishes that civil servants cannot hold more than one employment contract except in the case that that the public service calls for it. The exercise of those private activities that do not jeopardise the proper performance of the duties or endanger their impartiality or independence as public servants are allowed as well.

Labour Regulations:

¹⁶ <https://boe.es/legislacion/codigos/codigo.php?id=133&modo=1¬a=0>

¹⁷ "Estatuto del personal investigador predoctoral en formación".

¹⁸ https://boe.es/legislacion/codigos/codigo.php?id=003_Codigo_de_la_Funcion_Publica&modo=1

¹⁹ Real Decreto Legislativo 5/2015, de 30 de octubre, por el que se aprueba el texto refundido de la Ley del Estatuto Básico del Empleado Público.



- Each research organization has an agreement in force. For instance has the “*Convenio colectivo de trabajo del sector de oficinas y despachos de Cataluña para los años 2019-2021 (código de convenio núm. 79000375011994)*”.
- RDL 2/2015²⁰, general frame that applies to all workers.
- Real Decreto 8/2015²¹ about social security law.
- Real Decreto Legislativo 5/2000²², about infractions of the social order.
- Llei Orgànica 11/1985²³, about trade union freedom/rights.

At Catalan level, the main laws that regulate the employment conditions are:

- Llei 1/2003 “Catalan Universities Law”.
- Reial decret 1313/2007 that regulates the access to a university professor position.
- Resolució TRE/309/2006 that regulates the inscription and publication of the collective agreement of the teaching and research personnel of Catalan public universities.
- Reial decret 1086/1989 which regulates the salaries of the universities professors.
- Public function code²⁴.
- Decret 1/1997 “Catalonia Decree of the Civil Service”.
- Llei 21/1987 about incompatibilities of staff in service for the public administration.

Also, the Government of Catalonia implemented CERCA, the current research centre system. All the centres in the CERCA system are organised according to a governance and operational model that ensures they are efficient and flexibly managed, can attract and promote talent, have able managers and function according to strategic planning.

In the latest year Catalan Research institutes are making efforts to develop a sectoral research agreement in order to develop a better and unified framework, including working conditions.

Existence of national programs which promote the integration of gender in the content of scientific research

At National level LOIMH 3/2007 applies and in particular article 25 about “Equality in the field of higher education”, which states that “In the field of higher education, public administrations in the exercise of their respective competences will promote teaching and research on the meaning and scope of equality between women and men”.

At the Regional level, L 17/2015 applies. The Law states:

²⁰ Real Decreto Legislativo 2/2015, de 23 de octubre, por el que se aprueba el texto refundido de la Ley del Estatuto de los Trabajadores.

²¹ Real Decreto 8/2015, de 30 d’octubre, pel que s’aprova el text refós de la seguretat social.

²² Real Decret Legislatiu 5/2000, de 4 d’agost, pel que s’aprova el text refós de la llei d’infraccions i sancions de l’ordre social.

²³ Llei Orgànica 11/1985, de 2 d’agost, de “llibertat sindical”.

²⁴ https://boe.es/legislacion/codigos/codigo.php?id=124_Codigo_de_la_Funcion_Publica_Normativa_Autonomica&modo=1



- The promotion of gender perspective in a transversal way and studies on the contribution of women throughout history in all fields of knowledge and in academic and research activities has to be included in the curriculum of undergraduate and postgraduate programs. The submission of applications for accreditation of undergraduate and postgraduate courses must be accompanied by a report detailing, where applicable, how the gender perspective has been incorporated into the curriculum or, if not, of the planned improvement plan to make it possible.
- The non-sexist and androcentric use of language in all its communications.
- The training in co-education of people who carry out teaching tasks, especially those who study teaching or education sciences and, where applicable, in undergraduate, postgraduate, master's and doctoral studies aimed at training teachers, professors and educators.

Also, in order to achieve the goal of effective equality of women and men in the field of university and research, universities must:

- Promote the work of women researchers and their participation in research groups and to make their contributions visible in the scientific and technical fields.
- Guarantee the training of their staff in matters of gender and women's perspective in each of the academic disciplines.
- Create specific modules or courses on gender and women's perspectives in each of the academic disciplines.

There are no programs to promote the integration of gender in the content of scientific research at national level. The Spanish Ministry of Science has a “Woman in Science Unit” which is the organ to promote gender perspective in scientific, innovation and technology, but in fact it does not have a specific program.

National/ policies and legal frameworks on sexual/gender harassment in the workplace

At National level LOIMH 3/2007 applies and in particular article 48 about “*Specific measures to prevent sexual harassment and harassment based on sex at work*”. According to it “*Companies must promote working conditions that prevent sexual harassment and harassment on the basis of sex and arbitrate specific procedures for their prevention and to channel the complaints or claims that may be made by those who have been subject of this matter.*

For this purpose, measures may be established that must be negotiated with the workers' representatives, such as the preparation and dissemination of codes of good practices, the carrying out of information campaigns or training actions.

The workers' representatives must contribute to preventing sexual harassment and harassment on the grounds of sex at work by sensitizing workers to it and informing the management of the company about the conduct or behaviours of that they had knowledge and that they could promote it”.

At the Regional Level, article 33 of L 17/2015 about “*Prevention of sexual harassment and harassment based on sex in workplaces*” applies and states that “*Companies must adopt specific measures, negotiated with the legal working representative, to prevent sexual harassment and harassment based on sex, as well as promote working conditions that prevent this type of harassment.*

Companies must arbitrate specific procedures to respond to complaints or claims that may be made by those who have been subjected to harassment.

Employee representatives must actively contribute to the prevention of sexual harassment and harassment for reasons of sex, sensitizing workers and informing the company management of the behaviors detected that may lead to it.



Sexual harassment and harassment based on sex at work are considered direct discrimination based on sex, without prejudice to their classification as a crime”.

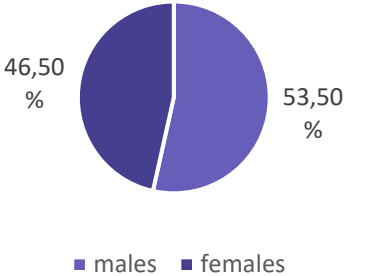
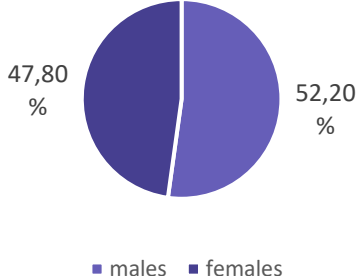
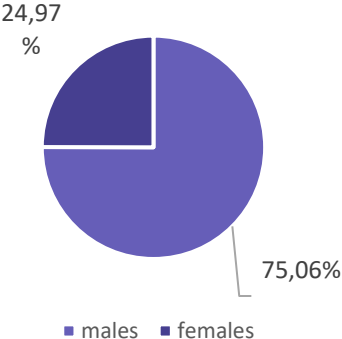
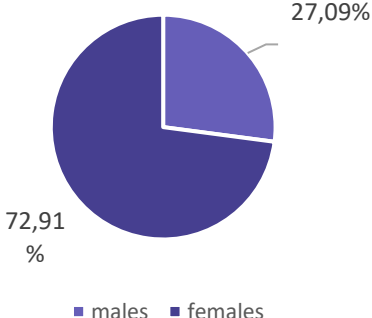
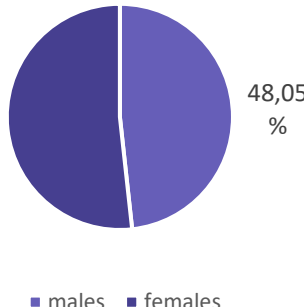
Funding opportunities for collaborative actions on gender equality at national and regional level

No funding opportunities were identified.



The innovation ecosystem context analysis at IRB

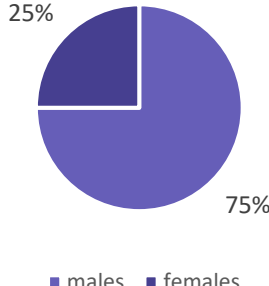
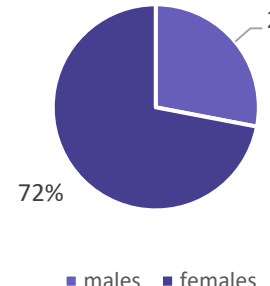
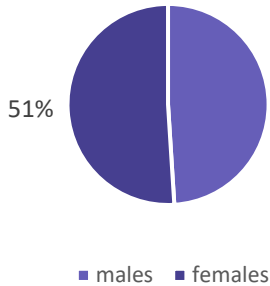
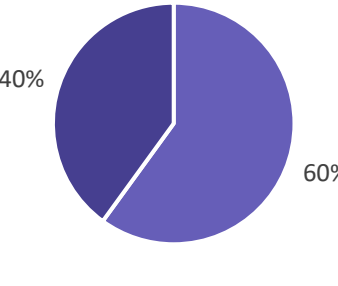
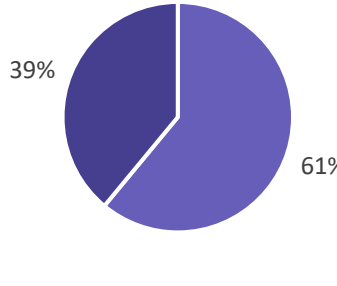
The following table presents the results of the context analysis conducted by IRB in terms of quantitative and qualitative indicators.

Area	Indicator	Results		
Talents and workforce education and acquisition	High School and Higher Education students in STEM by gender, at regional and national levels	STEM High school students at regional level (2019)²⁵ 	STEM High school students at national level (2019) 	
		STEM Higher education students at regional level - engineering (2019)²⁶ 	STEM Higher education students at regional level - health (2019) 	STEM Higher education students at regional level - science (2019) 

²⁵ Catalunya, G. d. (2020). Estadístiques. Tratto da Departament d'Educació: <http://educacio.gencat.cat/ca/departament/estadistiques/> and <http://ensenyament.gencat.cat/ca/departament/estadistiques/>

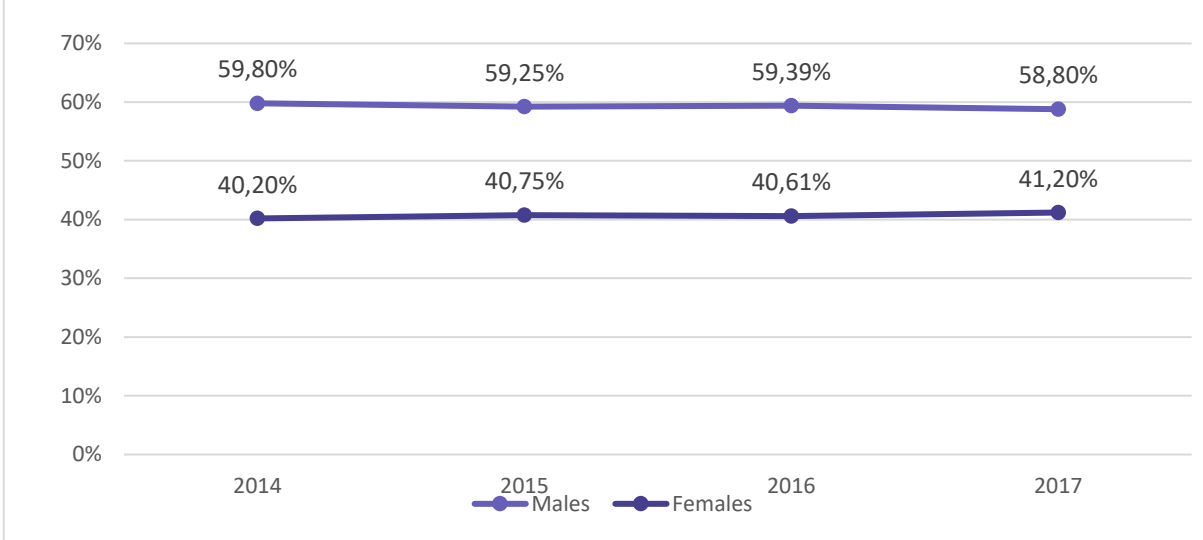
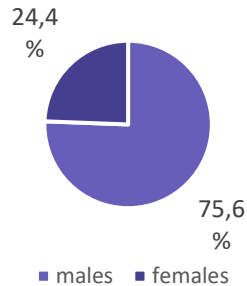
²⁶ *ibid.*



		<p>STEM Higher education students at national level - engineering (2019)²⁷</p>  <p>25% 75%</p> <p>■ males ■ females</p>	<p>STEM Higher education students at national level - health (2019)</p>  <p>28% 72%</p> <p>■ males ■ females</p>	<p>STEM Higher education students at national level - science (2019)</p>  <p>51% 49%</p> <p>■ males ■ females</p>
	<p>Researchers in STEM by gender in R&I, at national and regional levels</p>	<p>STEM researchers at regional level in 2018²⁸:</p>  <p>40% 60%</p> <p>■ males ■ females</p>		<p>STEM researchers at national level in 2018</p>  <p>39% 61%</p> <p>■ males ■ females</p>
	<p>Evolution of employment rate in R&I by gender</p>	<p>Evolution of employment rate in ICT by gender (2014-2017)²⁹</p>		

²⁷ *ibid.*
²⁸ Dones i ciencia, 2018 & Científicas en Cifras, 2018
²⁹ Institute for women and equal opportunities, Women in Figures - Science and Technology – Employment & Oportunidades, I. d. (2018). Mujeres en Cifras - Ciencia y Tecnología - Empleo. Ministerio de Igualdad: inmujer.gob.es/MujerCifras/CienciaTecnologia/Empleo.htm

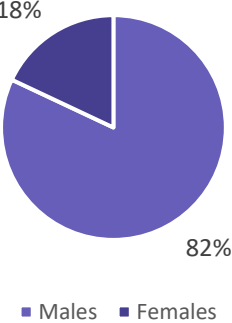


		 <table border="1"> <caption>Gender Distribution Data (2014-2017)</caption> <thead> <tr> <th>Year</th> <th>Males (%)</th> <th>Females (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>59,80%</td> <td>40,20%</td> </tr> <tr> <td>2015</td> <td>59,25%</td> <td>40,75%</td> </tr> <tr> <td>2016</td> <td>59,39%</td> <td>40,61%</td> </tr> <tr> <td>2017</td> <td>58,80%</td> <td>41,20%</td> </tr> </tbody> </table>	Year	Males (%)	Females (%)	2014	59,80%	40,20%	2015	59,25%	40,75%	2016	59,39%	40,61%	2017	58,80%	41,20%
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<p>Founders and leaders of innovative enterprises and start-ups by gender</p>	<p>Start-ups by founders' gender (2020)³¹</p>																

³⁰ I. (2019). *World Intellectual Property Report 2019*. WIPO: https://www.wipo.int/edocs/pubdocs/en/wipo_pub_944_2019.pdf

³¹ Summit, S. S.-S. (2020). *Mapa del Emprendimiento 2020*. Tratto da Pymes y Autonomos: <https://www.pymesyautonomos.com/vocacion-de-empresa/mapa-emprendimiento-2020-spain-startup-startups-espanolas-alcizan-madurez>



		 <p>A pie chart with a dark blue segment representing 18% and a lighter blue segment representing 82%. A legend below the chart shows a dark blue square for 'Males' and a lighter blue square for 'Females'.</p>
<p>Knowledge and tech production issues</p>	<p>Level of integration of gender as a scientific research dimension</p>	<p>Multiple institutes of gender research are spread throughout the Spanish territory. The majority of them are based at the Universities and they develop different tasks on gender research.</p> <p>Some examples:</p> <ol style="list-style-type: none"> 1. Observatory for Equality: the Barcelona Autonomous University (UAB) among other research programmes and masters launches every year an award to the best Final Career Work (TFG) with Gender Perspective. Their objective is to raise awareness on gender equality and no discrimination, through the potentiation of the research. 2. The Alicante Institute of Gender Research develops the following lines of research: <ul style="list-style-type: none"> - Health and Gender - Gender, Literature and Linguistics - Development and Gender - Gender, History, Laws and Power - Education and Gender <p>They also develop PhD programmes and specific Master Programmes on gender.</p> 3. Universidad Complutense of Madrid: PhD programme in gender and feminist studies. 4. In 2016 a Spanish Academic Platform for the Gender and Feminist studies was created (EUFEM). One of its objectives is the creation of a specific area of knowledge in gender issues.
	<p>Level of consideration of the gender dimension in product/service development</p>	<p>“Gender Bias”³² is a service that, since 2003, provides abstracts of articles focused on evidences about differences by sex in the main health problems and specially in those problems specific of women.</p> <p>Information on contents and existing processes related to the Gender Dimensions in innovation is very hard to find. However, according to the periodic report “Científicas en Cifras”³³, significant progress in embedding the gender dimension in the production of scientific knowledge has been done since 2007.</p>

³² <http://www.genderbias.net/resources.php>

³³ Ministerio de Ciencia, I. y. (2017). *Científicas en Cifras*. Unidad de Mujeres y Ciencia.



		<p>In the absence of data, efforts have focused in collecting and analysing information, mostly unpublished, related to entrepreneurship and human resources, innovation financing programs, exchange activities and knowledge transfer and composition decision-making bodies.</p> <p>With the objective of analysing gender dimension in the content of the research calls financed by the State, new indicators have been included on "FEM - Feminist, Women's and Gender Studies". These indicators allow identifying and quantifying gender gaps, advances and setbacks which will after a processes of analysis provide the tools to create policies and new actions in favour of effective equality in the participation of women and men and in publicly funded research applications.</p>
<p>Broader issues featuring the R&I 'cultures</p>	<p>Gender sensitiveness/family friendliness of supporting services to start up and entrepreneurship</p>	<p>Only in recent years it has become clear that women entrepreneurs can be a powerful economic resource. World Bank studies show that women entrepreneurs make significant contributions to economic growth and poverty reduction, not only in developing countries but also in already developed ones. Women entrepreneurs create new jobs for themselves and others. Besides boosting employment, women's entrepreneurship also supports the diversification of business, stimulating innovation and diversification in management, in production and in marketing practices as well as in products and services. Women provide different solutions to management, organisational and business problems³⁴.</p> <p>In Spain, female entrepreneurship rate is increasing (from 5.6% to 6%) and the gap between men and women when it comes to entrepreneurship has decreased for the sixth consecutive year. Currently, every 10 Spanish men, 9 women start businesses (more than the European average, which is 6 women every 10 male entrepreneurs)³⁵.</p> <p>Women entrepreneurs mostly create startups related to health, tertiary sector and robotics, Once they start their projects they run into various obstacles. For example, with a gender bias among potential investors, the OECD warns that the probability of a startup receiving funding is 10% higher in those founded entirely by men³⁶.</p>
	<p>Perception of existing stereotypes/bias on gender and innovation/ entrepreneurship</p>	<p>The graph below represents the gender distribution of employment in companies financed by the CDTI (Spanish Center for the Technologic and Industrial Development) considering type of financing: loan (empleo préstamo) and grant (empleo subvención)³⁷.</p>

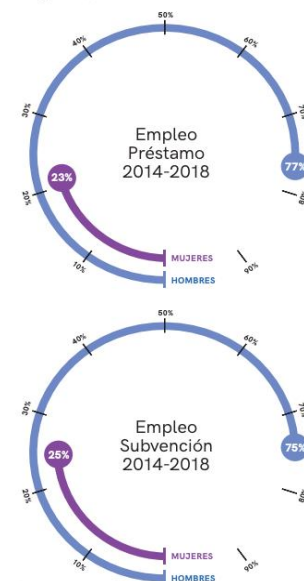
³⁴ Equality, E. I. (2020). Entrepreneurship. Retrieved from European Institute for Gender Equality: <https://eige.europa.eu/gender-mainstreaming/policy-areas/entrepreneurship>

³⁵ Association, G. E. (2020). Global Entrepreneurship Monitor 2019-2020. London: GEM. <https://www.gemconsortium.org/file/open?fileid=50443>

³⁶ Arroyo, I. R. (2019, October 2). Emprendedores Solo 1 de cada 5 emprendedores en España es una mujer. Retrieved from Retina: https://retina.elpais.com/retina/2019/10/02/talento/1569994978_745264.html

³⁷ Innovacion, M. d. (2020). *Mujeres e Innovacion 2020*. Observatorio, Mujeres Ciencia y Observacion.

GRÁFICO 6.5 Distribución del empleo existente en las empresas financiadas por el CDTI según sexo y tipo de financiación, acumulado 2014-2018



Fuente: CDTI

The table below shows the distribution of women and men in the presidencies and corporate governance boards financed by the innovative business clusters, in 2018 (Blue, man; Violet women)

Distribución de mujeres y hombres en las presidencias y juntas de gobierno de las asociaciones empresariales financiadas con ayudas a Agrupaciones Empresariales Innovadoras (AEI), convocatoria 2018

	MUJERES	HOMBRES	% MUJERES	% HOMBRES	TOTAL
Presidencias de AEI	4	50	7%	93%	54
Miembros de las juntas de gobierno	92	577	14%	86%	669

Fuente: Dirección General de Industria y de la Pequeña y Mediana Empresa, Secretaría General de Industria y PYME, Ministerio de Industria, Comercio y Turismo



The following table instead shows the gender of promoters of technology companies in the CSIC (Spanish Superior Council of Scientific Research) (Blue, man; Violet, women)

	TOTAL EMPRESAS CREADAS	PROMOTORAS	PROMOTORES	% MUJERES
2012	7	13	12	52,0%
2013	10	7	13	35,0%
2014	9	8	10	44,4%
2015	12	13	16	44,8%
2016	9	6	14	30,0%
2017	5	4	1	80,0%
TOTAL	52	51	66	43,6%

Fuente: CSIC

Finally, the table below represents the gender distribution of R&D staff of companies of high and médium technology and other business sectors (Blue, men; Violet, women).

	2009			2017		
	MUJERES	HOMBRES	% MUJERES	MUJERES	HOMBRES	% MUJERES
Personal I+D AyMAT (EJC)	22.039	51.425	30%	24.665	54.899	31%
Personal I+D resto de sectores empresariales (EJC)	17.428	43.351	29%	16.603	40.936	29%
Personal investigador AyMAT (EJC)	10.661	25.478	30%	12.786	28.064	31%
Personal investigador resto de sectores empresariales (EJC)	6.940	18.037	28%	7.464	17.220	30%

Table 1_Results of the context analysis conducted by IRB



IRB Mapping of external stakeholders and SNA

Results of the focus group with internal stakeholders

IRB's researchers conducted the **focus group** on the 9th July 2020 involving 9 internal stakeholders (2 males and 7 females). The internal stakeholders hold the following positions: Head of Innovation Department, Public Engagement and Science Education Officer, Group Leader (Principal Investigator), internal Head of Core Faculties Department, Core Faculty Manager, Section Head Pre-Award Grants, Lab Manager, Head of the Human Resources Department, and Human Resources Generalist.

About existing **collaborations** participants in the focus group distinguished stakeholders according to different categories. For instance, for what concerns funding institutions, participants mentioned the Fundació Catalunya La Pedrera (private institution), FECYT (public/competitive funding), the Ajuntament de Barcelona (public/competitive funding). According to participants, Fundació Catalunya La Pedrera and FECYT take into account gender issues in their work. Concerning education related institutes, instead, the Escola Montserrat de Cornellà was mentioned, which collaborate with IRB in the Tandem project³⁸ in which mainly women are involved (as project coordination and scientific staff). CESIRE (Centre de Recursos Pedagògics Específics de Suport a la Innovació i la Recerca Educativa), instead, provides guides and documents regards gender for institutional projects/programs. Among research institutes, companies and universities participants also mentioned the followings: FEDER³⁹, Josep Carreras⁴⁰, VHIR⁴¹, San Joan de Deu⁴² (collaborations in infrastructure), CRG-CNAG-BIST⁴³, UB/UAB⁴⁴, UPF⁴⁵, VC, Clara Campas/Catalonia BIO⁴⁶, Biocat⁴⁷ and the Universidad de Santiago⁴⁸ (which has a gender plan). Normally research centers consider gender as a priority in their work.

Regarding the ways in which gender inequalities represent a **challenge** for stakeholders, a participant reported that for instance the Fundació Catalunya La Pedrera has an important interest in all kind of gender topics, especially in vocational topics. FECYT and Ajuntament de Barcelona as public institutions, also, have gender always in their own agenda and are engaged in finding solutions to such issues. Educational institutes do not usually primarily focus on gender issues, however they are crucial institutions for promoting projects and gender initiatives. According to two participants, all institution have, in a more or less developed way, gender in their own agendas, especially research centres which according to them all are willing to adopt common plans towards gender equality.

About **actions** that stakeholders put in place, only a participant was aware of some actions put in place by some stakeholders. For instance, one of the stakeholders implemented trainings and courses, others developed dedicated projects while another one promotes female talents within the institution. The other participants did not know about any specific actions except celebration days like the International Women's day.

About **complementarities and synergies** between IRB and the external stakeholders, they observed that in some cases external stakeholders (especially founding agencies) can provide with funding while IRB can provide with research staff. Opening collaborations about the issue of gender equality can foster better and

³⁸ <https://www.irbbarcelona.org/annualreport2018/en/institutional-highlights/tandem>

³⁹ https://ec.europa.eu/regional_policy/en/funding/erdf/

⁴⁰ <https://www.fcarreras.org/en>

⁴¹ <http://en.vhir.org/>

⁴² <https://www.sjdhospitalbarcelona.org/en>

⁴³ <https://www.crg.eu/> - <https://bist.eu/>

⁴⁴ <https://www.ub.edu/> - <https://www.uab.cat/en/>

⁴⁵ <https://www.upf.edu/>

⁴⁶ <https://www.cataloniabioht.org/>

⁴⁷ <https://www.biocat.cat/en>

⁴⁸ <https://www.usc.gal/en>



stronger relations among institutions and have a positive impact for the ongoing projects. A participant pointed out that a “common language” in the topic could be created as well as a common training process with a sharing of good practices.

Only a participant stated that there might be **overlapping**, but it has to be detected and used to copy “good” experiences/practices. IRB should take advantage from synergies instead of duplicating efforts.

About **risks**, two were identified: the risk of copying others project ideas and the risk that a collaboration becomes an “endogamy”, for this reason it is important to often change collaborators.

Results of the survey to external stakeholders

The survey was filled by 12 external stakeholders: 5 universities/research centers, 3 NGOs/Associations, 3 Foundations/funding organizations, 1 regional authority. They deal with a variety of activities/businesses:

- education and research (universities, research centers and the regional authority);
- inclusivity, women in STEM and cancer research (NGOs/associations);
- funding social inclusion, innovation and research programmes, fostering multidisciplinary research (foundations and funding organizations).

Concerning the **collaborations in place** with stakeholders, universities and research centers reported to have several research collaborations in place also related to the participations to projects and gender communities of practice, training actions about gender. NGOs and associations instead collaborate with IRB in the frame of round tables about inclusive and diverse working environments, research projects funded by the stakeholders and developed by IRB’s researchers, also some of the members of an association work at IRB. Foundations and funding organizations they collaborate with IRB in the frame of different programmes about the promotion of science vocations among young people (i.e. Joves i Ciència, Bojos per la ciència, Barcelona International Youth Science Challenge and Escoles Tàndem), as well as in training activities for researchers. About the regional authority, it holds the Secretary position in the Board of Trustees of IRB Barcelona and examples of collaborations with IRB are the application of a Code of Conduct, of the Research Impact Assessment and of the Data management strategy.

As far as the way in which gender inequalities represent a **challenge** for external stakeholders, universities and research centres reported facing the issue mainly at the PIs level since only a little percentage of PIs are women and at leadership level where women are underrepresented. However, the issues is not only present in the organizations’ structure but also at the level of integration of the gender dimension into training and teaching. NGOs/associations feel gender inequalities a challenge especially in terms of integration in STEM workplaces (especially for LGBTIQ+ people). Foundations and funding organizations explained that attracting girls in scientific research in their programmes is a challenge and therefore they are committed in making young scientists aware of gender inequalities. Also, they are aware of the fact that there is a lack of women (and minorities) in top management positions, as well as of a gender perspective in strategic decisions. One organization reported that gender inequality is a transversal issue affecting all society’s spheres, and it is committed to bring the issue in all its activities. The regional authority admitted that inequalities are present in its centres, since there are no female directors and a low percentage of female group leaders. Also in the Scientific advisory boards a certain degree of inequality exists.

About the **benefits** of solving the challenges, the most interesting ones that were identified are the followings:



- a more equal and diverse working environment and better working conditions for all;
- avoid loss of talents and attract new talents, reduce the leaky pipeline effect;
- avoid bias in scientific studies;
- guarantee a form of justice;
- a more diverse perspective from a strategic point of view;
- better prepare new generations of scientists aware about gender equality issues.

About **actions/measures** the organization has put in place to overcome gender inequalities, many actions were identified. Most universities and research centres reported having implemented Gender & Diversity Action Plans/GEPs for addressing gender inequalities. One of them reported having a policy regarding gender equality included an Office for Equality and Social Action, a Commission for Equality delegated from the Governing Council of the University and a Equality Gender Unit responsible for coordinating all policies arising from the decisions of the Equality Commission. Also the university has a protocol for the prevention, detection and action against situations of sexual and sexual harassment, gender identity and sexual orientation, and other sexist behaviours. Other actions concern the participation in gender related projects, the elaboration of tools, the organization of national competitions and online trainings for women entrepreneurs and for the university's staff, networking activities. Foundations and funding agencies work on:

- programmes addressing women and fostering their career advancements in science;
- having equal representation of males and females among the staff, researchers, speakers;
- dedicated calls for proposals and projects;
- Implementing instruments in the research selection process in order to avoid gender biases;
- Dedicated reports about women in STEM (e.g. "Women's Advancement and Leadership in the Biomedical Research Centres of Catalonia").

NGOs and Associations are committed in making the professional activity of women more visible and denouncing discriminatory situations. They organize meetings and seminars about the "glass ceiling" phenomenon, collaborate with national and international administrations and institutions about gender imbalances in STEM research. They take care about the evaluation process (when presenting calls) making sure that committees for evaluation are constituted by both women and men and that calls are advertised in a gender sensitive way.

The regional authority issued an Equal Opportunities and Diversity Management Plan. Its Diversity Commission prepared a pioneering protocol about evaluation processing tackling the issue of gender bias.

About potential new measures to adopt, Foundations mentioned the adoption of a GEP, while an Universities mentioned the new GEP for the period 2020-2024, where the following actions are included:

- promoting the work of women researchers and their participation in research groups and making their contributions visible;
- promoting balanced representation also in the evaluation process adopting a gender perspective to avoid any type of direct or indirect discrimination;
- promote research and transfer projects and establish incentives for research whose research focus is women, gender, diversity or intersectionality.

Concerning further **complementarities or synergies** with IRB, the following ones were identified:



- joint awareness campaigns;
- co-participation in projects;
- sharing of equality policies;
- support and provide advice to IRB about measures that can be implemented to make it a more inclusive space (NGO);
- learning process in order to understand how measures related to the selection procedures, the promotion of women careers are put in place in order to design funding programmes (for funding agencies);
- preparation of periodic research and transfer indicators disaggregated by gender;
- organization of training programmes;
- sharing of experiences and best practices;
- organization of round tables, workshops on gender discriminations and diversity.

No potential **overlapping and competitive** actions were identified.

About **risks**, the ones that were identified are the risk that projects become too big and therefore difficult to manage, the possibility that measures and policies are not actually implemented and no benefits emerge. Also the risks of workload and resistances to adopt structural changes actions were highlighted. Finally, the dispersion of the results was another risk pointed out, even though a stakeholder observed that it can be avoided if from the beginning of the collaboration a system of shared data, allowing an evolutionary study and not a fixed picture of the results of the different working indicators, is generated.

Results of the SNA

IRB Barcelona has a wide range of collaborations related to biomedical research. Regarding of the process of how stakeholders were chosen, it was structured in two phases. Initially, the “Caliper working group”, with the collaboration of the Directorate and the Equality and Diversity Committee, elaborated a list of “key” stakeholders, using, as main criteria, the Institute’s most important/frequent interactions.

As a second step and as suggested in the external assessment guidelines, a focus group was conducted gathering the opinion of IRB key members, considering different areas and working aspects of the Institute. The feedback, suggestions, and opinions collected from the focus group were analysed and then added to the final list.

Overall, **50 external stakeholders** were included in the mapping. The majority of collaborations are with “academia & universities” stakeholders (19 out of 50 stakeholders, representing the 38%), followed by “government & public sector” stakeholders (16, representing the 32%), “industry & business” stakeholders (8, representing the 16%), “civil society” stakeholders (4, representing the 8%) and “others” (3, representing the 6%). Concerning the most relevant stakeholders, they are mainly Universities, academia and research agencies (ICREA, CSIC), National and International public funding institutions such as Spanish Ministerio, Generalitat, EU and also private (competitive grants and fellowships provided by La Caixa, BBVA, la Marató TV3, to mention a few).

About the **intensity** of collaborations with external stakeholders, most of them (32 out of 57, representing the 56%) are “solid” collaborations. Among “solid” collaborations, 16 are with “academia & universities” stakeholders, 9 with “government & public sector”, 3 with “civil society” stakeholders, 2 with “industry & business” stakeholders and 2 with “others” stakeholders. Among “others”, IRB researchers included Bank Foundations and the EC recruitment portal.

Concerning the **topic** of the collaborations, most of them (38 out of 57, representing the 66,6%) are about “scientific research”, 11 about “transfer to market”, 5 about “raising awareness” and 3 about “science communication”.



The network also includes other research institutions (BIST and Parc institutions, Large facility centres) and spin-off companies or small companies that help IRB to explore potential applications of the research. Fruitful collaborations are also in place with patient associations and hospitals. Also, IRB is highly committed to communication activities aimed to reach the general public (interviews in TV and media) and young students (to spread the interest in STEM and research) through Open days' sessions.

With respect to competitive grants and projects, only 2 out of 25 Grant Leaders (GLs) are female, and they are indicated in the SNA.

Regarding collaborations, overall, **18 are led by women (36%)**. 7 of them concern collaborations with “government and public sector” stakeholders (45%), 5 regards projects in place with “academia & universities” stakeholders (25%), 2 with “industry and business” stakeholders (10%), 2 with “civil society” stakeholders (10%) and 2 with “others” stakeholders (10%). Looking at the figures below the gap is more visible in the one related to “industry & business” stakeholders.

11 (representing the 19,3%) are the collaborations taking into account and/or focusing on gender (5 of them have a female leadership). Such collaborations are mainly with organizations which are part of BIST (Barcelona Institute of Science and Technology). IRB and the HR departments of such organizations are constantly participating in working groups with the objective of analysing gender equality plans, salary audits, work-life balance measures, etc. Among the projects with BIST centres there is the “Mothers of Science” programme, which is aimed at providing support to young mothers during their Postdoc, to support them in advancing their career and find a better work/life balance during this period of life. In addition, the IRB Barcelona is part of a community of practices called ACT LifeSciCoP from CRG (practical solutions to change institutional culture towards Gender Equality).

In a more broad and regional scope, the IRB Barcelona has constant interactions and collaborations concerning good practices exchange, mentoring programs and training actions, with the CERCA members (Agency for the Research Centres of Catalonia). Also, IRB collaborates, as far as events organization is concerned, with AMIT (Asociación de Mujeres Investigadoras y Tecnólogas/ Association of Women Researchers and Technologists) and PRISMA (Asociación para la Diversidad Afectivo-Sexual y de Género en Ciencia/ Association for Sexual-Affective and Gender Diversity in Science).

The following pictures represent the results of the SNA conducted by IRB according to the kind of stakeholders. Therefore, 5 different maps are displayed, one for each category of stakeholders: “academia & university”, “industry & business”, “government & public sector”, “civil society” and “others”.

Per each map it is possible to identify the different departments of IRB involved in the collaborations with the different external stakeholders (the nodes with a small green circle), the collaborations having female leaderships (the yellow nodes) and the collaborations focusing or considering gender (the connections in red).



External Gender Equality Assessment – IRB

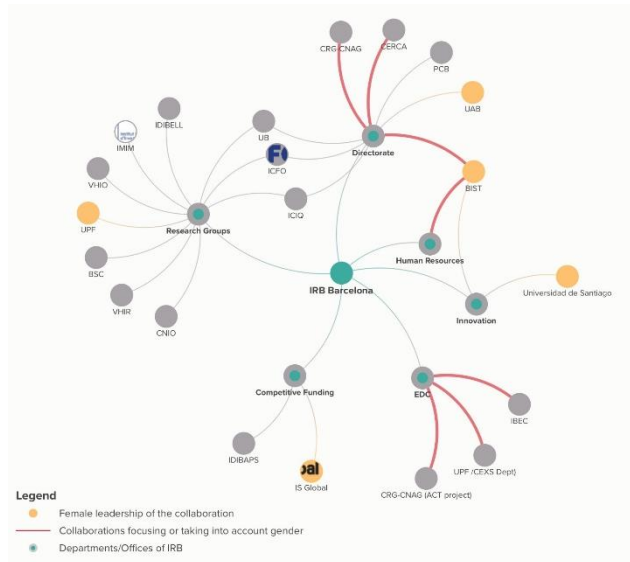


Figure 1 IRB collaborations with "Academia & Universities" stakeholders

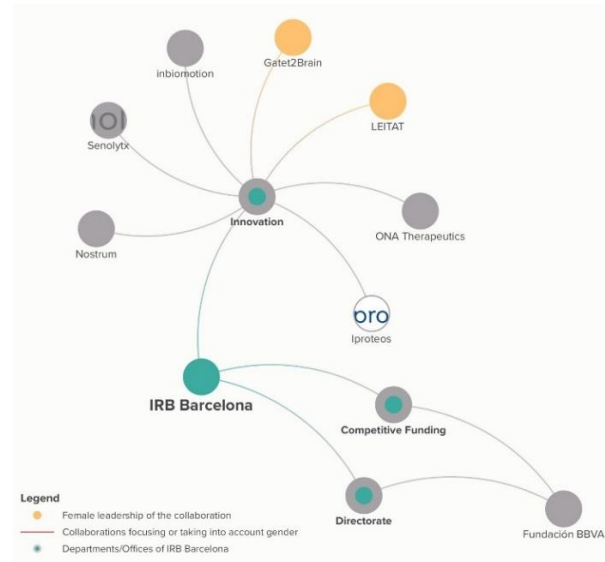


Figure 2 IRB collaborations with "Industry & business" stakeholders

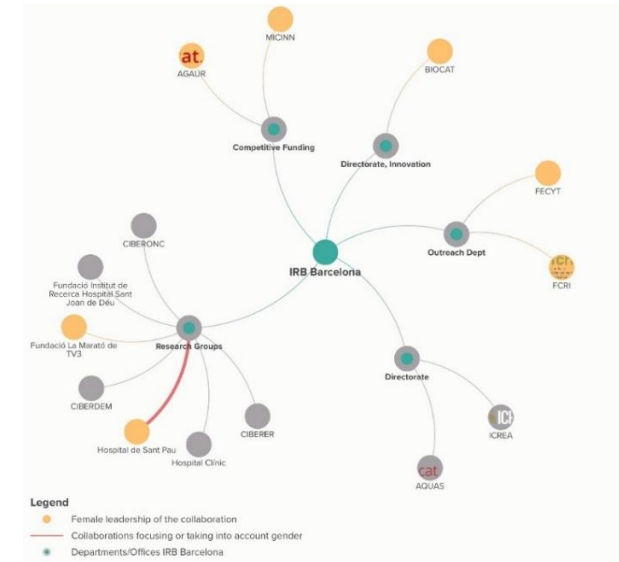


Figure 3 IRB collaborations with "Government & public sector" stakeholders

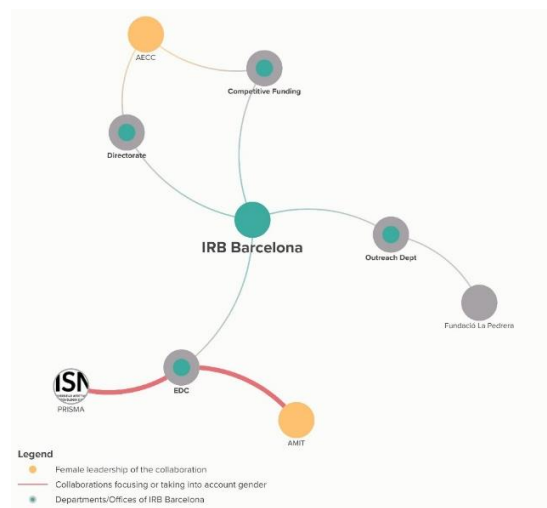


Figure 4 IRB collaborations with "Civil society" stakeholders

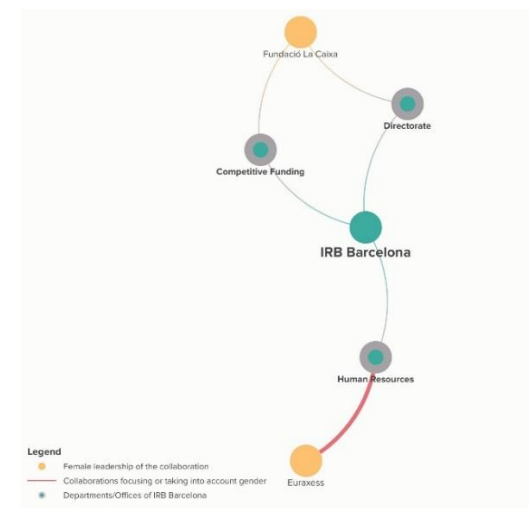


Figure 5 IRB collaborations with "others" stakeholders



Final remarks on the external assessment of IRB

In Spain relevant acts in the field of gender equality can be identified both at national and regional level. Indeed, specific laws/regulations prescribe the equality between women and man also in employment and foresee mechanisms for fighting discriminations based on gender. Dedicated measures exist for the implementation of the gender perspective in Higher Education, such as: adoption of quotas for the composition of bodies, councils and committees, the **integration of the gender dimension in research**, the collection of data disaggregated by sex, procedures for selection and evaluation of staff and for funding with no gender bias, GEPs for public research bodies.

Ad hoc policies are also in place about work life balance (i.e. maternity and paternity leave and breastfeeding leave), while no legislation exists in terms of childcare facilities since there is no obligation of attending school before the age of 6.

A dedicated policy applies for what concerns sexual harassment at work, which specific duties from the side of the employers.

According to the data collected, a slight unbalance is visible about STEM High School students, while looking at Higher education, the unbalance is more or less clear according to the specific discipline. Indeed, while the share between male and female students is similar in disciplines like science, it is very divergent in engineering, where the share of male students is predominant (around the 75% at both national and regional level) and health where the share of female students widely exceeds the one of male students (around 72% at both levels).

The evolution of employment rate in ICT does not show a great improvement over the years taken into consideration (from the 40,20% in 2014 to the 41,20% in 2017). Quite limited is the share of females regarding patent registrations (24,40%) as well of start-ups funders (18%).

While information on contents and existing processes related to the gender dimension in innovation were not identified, according to the periodic report “Científicas en Cifras”, in Spain, significant progress in embedding the gender dimension in the production of scientific knowledge has been done since 2007.

Concerning the analysis of the collaborations in place with external stakeholders, IRB collaborates with stakeholders belonging to different categories: funding institutions, education and research institutes, NGOs and companies. According to the results of the focus group, **all IRB external stakeholders have, in a more or less developed way, gender in their own agenda**. External stakeholders reported through the survey that the issue of gender inequalities is not only present in the organizations’ structure (at top management positions) but also at the level of integration of the gender dimension into training and teaching. This constitutes a good ground for setting up a pro-active R&I Hub. Other challenges identified regarded the involvement of girls in STEM disciplines. Most of the stakeholders involved reported having implemented some measures: from the adoption of Gender & Diversity plans or other specific policies towards gender equality, to the participation into dedicated projects, the organization of trainings and events as well as dedicated measures for the evaluation processes. Regarding synergies with IRB, research collaborations, joint projects, sharing and learning process about equality policies/measures, organization of workshops, events and trainings were identified.

As far as the SNA is concerned, 50 stakeholders were tracked, many of them belonging to the “academia & universities” sector. 18 collaborations are led by women while 11 take into account and/or focus on gender. Women lead a minority of the collaborative projects with industry/business stakeholders.

