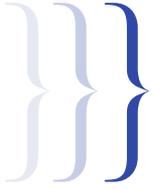




INCLUSION AND DIVERSITY
PLAN (2025-2030) OF
UNIVERSITAT DE GIRONA

Approved by the Governing Council 10/2025,
of November 14 (eBOU-4022)





Content

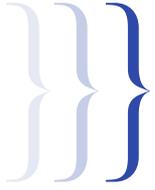
Preamble	3
1. Presentation: principles and challenges	5
2. Diagnostic	11
3. Regulatory framework for Inclusion Policies in the University environment	18
3.1. Regulations of the Universitat de Girona	18
3.2. Catalan regulations	22
3.3. National regulations	27
3.4. European and International regulatory framework.....	30
4. AXES AND ACTIONS	33
4.1. AXIS I: COMMITMENT AND VISIBILITY.....	33
4.2. AXIS II: UNIVERSITY ACCESS	40
4.3. AXIS III: WELCOME, SUPPORT AND PARTICIPATION IN UNIVERSITY LIFE	43
4.4. AXIS IV: ACCESSIBILITY.....	50
4.5. AXIS V: JOB PLACEMENT	53
5. MONITORING	58
6. APPENDICES	59
6.1. Evaluation form	59

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Preamble

The Governing Council has approved this Inclusion and Diversity Plan (2025-2030) of the Universitat de Girona, which outlines the path to continue advancing with the inclusive perspective of diversity.

During these years, since the preparation of the first government programme, we were determined that the UdG, as a public university, had to be an open and accessible space for all people who wanted to go to university. This could be done with two main lines of action: to better accompany people with needs in our community (something that was already being done), and to ensure that people or groups who do not usually come to university could think that it was also a space for them. We had a clear image: there had to be diverse people at the UdG, and this diversity had to be evident and present, and it had to be interpreted at the same time as a reflection of reality and as an enrichment. Working with the Inclusion Area, with experts and territorial networks, this idea has been the policy of these years, and is now being concretely expressed in a new Inclusion Plan.

This is the second inclusion plan of the Universitat de Girona. The previous one was called the Equality Plan in Matters of Disabilities, and it has been unable to cover current needs for some time. The proposal that has been approved incorporates the requirements of the Organic Law of the University System (LOSU), is in line with the new Statutes of the UdG, and is heavily inspired by the Inclusion and Diversity Plan of Catalan Universities (PIDUC), which was approved by the Board of the Interuniversity Council of Catalonia in October 2024 and which was drawn up by a steering group of which the UdG was part. To reach the final result, a long and participatory process has been followed: it has been reviewed by experts, it has been presented to delegated committees and it has incorporated data from a survey that was addressed to the entire university community. It is, therefore, a document that includes many voices and sensitivities.

To develop this plan, it was necessary to think deeply about the spirit and scope of action, and the new plan covers many more aspects than the old one. It aims to be a plan that respects the diversity of people, and it aims to incorporate the inclusive perspective of diversity in all dimensions and in all functions of the university: teaching and training; research, knowledge transfer and innovation; campus life and governance; and the community and social commitment of the Universitat de Girona. This inclusive perspective fights against all forms of discrimination, and for this reason, this plan is intended for all people who may suffer discrimination or not have the same opportunities as others, due to disabilities, specific needs, vulnerable socio-economic situations, or other forms of discrimination, by gender, by origin, or by all other possibilities.

Structurally, it focuses on the experience of a person who is a member of the community. It is developed in five axes, three of which revolve around

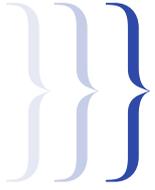
this core. This articulation ensures that the objective of this plan is never lost, because the foundation of this organisation is the life of a person (student or worker) and three moments of their relationship with the UdG: before entering it, during their time there and life in the community, and at the moment of leaving, in the search for employment (especially in the case of students). The two remaining axes focus on institutional commitment and the visibility of the inclusive perspective, on the one hand, and on the accessibility of physical and virtual spaces, on the other.

This, then, is the core of a plan that has been drawn up with the aim of incorporating the complexity and richness that the inclusive perspective represents. It was born with the intention of being a plan that is easy in form and profound in substance. And it aspires to be another step towards achieving a university for all people.

Finally, I would like to thank everyone for their dedication and commitment who have made it possible for you to have it in your hands today, and also to remember that thanks to all the needs and experiences that have come to us over the years, the UdG continues its path from integration to full inclusion.

Quim Salvi

Rector



1. Presentation: principles and challenges

The UdG approved the first inclusion plan in session no. 4/09 on 30 May 2009, under the name Plan for Equality in the Matter of Disabilities. The justification in this plan states that the university has among its objectives the study and promotion of measures to improve the quality of education and its services, so that everyone has a place, and that it must promote equal opportunities among all its members. Later, it also adds that the plan is based not only on promoting access and participation of people with disabilities in the UdG community, but also on the need to contribute to the development of a fairer society where everyone feels represented. It also insists that the university had to contribute to showing the capabilities of the people who are part of the university.

At the time of presenting the second inclusion plan of the UdG, which is called the Inclusion and Diversity Plan, some of those statements continue to be valid and current. The context has changed, as well as the scope and ways of moving forward, but the central objective persists. During these years, the concept of diversity has become more present, as it should be, because diversity is an element consubstantial to the human condition. Each and every person is part of and gives meaning to the concept of diversity. But to address this diversity, to make it visible in life, and in society, a specific look and perspective are needed. This perspective is what the concept of inclusion provides. Diversity exists, and the necessary perspective is the inclusion of this diversity.

The objective of this plan, which is expected to have a five-year duration, is for the perspective of inclusion to be present in all aspects of life and functions of the UdG. It is a transversal perspective that must be part of training and education, research, transfer, campus life, and governance. It is a necessary example of the institution's social and community commitment, both internally and in agreements and projects with all social, economic and cultural territorial agents. In this way, the plan is integrated into the Strategic Plan Sum of Intelligences, or in the UdG XXI educational model, or in other master plans, such as the second Equality Plan, to give some relevant examples from the university itself.

The result of the plan, however, also benefits from participation in various Catalan and Spanish forums and from the policies, actions and documents generated there. Above all, from the existence of the Inclusion and Diversity Plan in Catalan Universities (PIDUC), approved by the Board of the Interuniversity Council of Catalonia in October 2024, which represents a firm commitment to inclusion, equal treatment and non-discrimination towards the university community. The drafting of this plan was carried

out by a steering group, of which the UdG is a part, and has been promoted within the Social and Community Commitment Commission of the Inter-university Council of Catalonia. In this section, and closely related to this commission, it is worth highlighting the creation of the UNINCAT Technical Network, in May 2025, which assumes the coordination of the agents involved in this area, and facilitates the implementation, evaluation and monitoring of the PIDUC.

The UdG participates in other networks which collaboratively deal with the area of inclusion of diversity. The Network of Support Services for People with Disabilities in the University (SAPDU) is a working group that brings together the technical staff of the services. It was approved in December 2009 at the Universitat Jaume I of Castellón and is a network inherited from the meetings that the Royal Board of Trustees on Disability held until the 13th annual meeting in 2009 at the University of León. The UdG has been part of the SAPDU network since its inception and has been a member of the permanent commission for eight years.

The most recent creation is the Network of Universities for Diversity (RUD), an organisation founded in December 2021 that brings together universities in Spain with the aim of ensuring that these educational spaces are safe and free from discrimination.

Finally, it is necessary to mention that during the development of this plan, Organic Law 2/2023, of 22 March, on the university system (LOSU), was approved. This sets out the lines that must be guaranteed to adequately deploy this perspective in the face of current challenges.

The new Inclusion and Diversity Plan, therefore, adheres to the principles set out in the LOSU and the PIDUC, which focus on promoting a fairer, more equitable and inclusive environment for everyone, and on the values of respect, equity and justice. These principles are:

1. **Guarantee of equal opportunities, treatment and non-discrimination.** The UdG must meet the specific educational and professional needs of all people who make up the university community, whether through positive, indirect, compensatory or other appropriate actions, always guaranteeing accessibility. The UdG must respond to the right to an inclusive education at the university chosen by the student, with special emphasis on cases of inequalities due to socioeconomic reasons and/or disability.
2. **Promotion of an inclusive culture.** The UdG must promote spaces for active and equitable participation that ensure each person, regardless of the group they represent, is recognised and valued, with personalised support, and always with the aim of fostering a sense of belonging to the UdG.

3. **Intersectional approach.** The UdG must recognise and address the different dimensions of diversity to guarantee the comprehensive and equitable inclusion of all members of the university community and promote retention and professional and educational success.
4. **Institutional responsibility.** The UdG must promote that all its dimensions (from governance, teaching, research, innovation and transfer to campus life) include an inclusive and diverse perspective in everything it does. Universities must be safe spaces, and it is necessary to ensure the promotion of equality and diversity, and guarantee the establishment of institutional policies and practices that reflect these values and principles in all areas of university life, paying special attention to the principle of due diligence. Universities cannot be alien to the social reality that surrounds them and must be active agents of change in social transformation from a local and global perspective, and also take into account the specificity of the digital environment.
5. **Adaptation to digital environments.** The UdG must develop specific strategies and resources to guarantee equal participation of the entire university community, in an accessible manner, and to prevent and address any violence caused by discrimination in digital settings.
6. **Quality of learning and services.** The UdG must promote the commitment of all parties involved in the development of a culture of quality learning and apply it to the different educational services and programmes, as well as in transfer and innovation. It is essential to have the necessary mechanisms and processes to ensure inclusive and non-discriminatory teaching activity from the teaching staff without compromising the students' ability to assume academic competencies. This quality principle must be extended to all administrative services provided by the UdG.
7. **Transparency.** The UdG must guarantee clear and open communication with all members of the university community, providing them with detailed information on the results of the policies implemented, as well as accountability for the resources allocated. It also implies easy access to channels for participation and feedback for the entire university community.
8. **Confidentiality.** The UdG must guarantee the right to privacy, physical and moral integrity, and confidentiality in all procedures, in accordance with current data protection regulations.
9. **Gender perspective.** This plan must be aligned with the actions described in the UdG Equality Plan, as well as in the UdG Protocol for the prevention, protection, attention and redress of situations of sexist violence, sexual harassment and any other form of violence or harassment based on sex, sexual orientation, gender identity or gender expression.

To develop the principles described, this Inclusion and Diversity Plan is structured into five working axes, three of which correspond to the moments that a person experiences in their relationship (academic or work) with the university. The five axes are deployed in twelve objectives and forty-seven actions. The axes and objectives are described below.



AXIS I: COMPROMISE AND VISIBILITY

This first axis includes the actions aimed at making the UdG an environment that is not only respectful of diversity in all its forms but also establishes the bases for determining values such as respect, tolerance, empathy, openness, flexibility and the fight against any form of discrimination or lack of equal opportunities. All the visibility actions mentioned in this section must be included in the teaching, research, innovation and transfer actions as key tools to make visible and encourage the participation of the groups represented. And this must be done by working on the political and administrative structures of the UdG that ensure the development of the necessary policies that allow access to the university community and development within it. Making diversity visible begins with recognising it, promoting it and valuing it and, beyond documents, must be done through training and awareness-raising, avoiding stereotypes that perpetuate paternalistic or discriminatory attitudes. All these actions must have quality in teaching and research, as well as in the services provided by the university, as the objective.

- OBJ. I.1. Guarantee governance that ensures the inclusion and diversity of all people, regardless of their personal and social characteristics and life circumstances
- OBJ. I.2. Extending inclusive culture to the university community and the surrounding area
- OBJ. I.3. Guarantee the right to equal treatment and non-discrimination in academic and work development at the UdG



AXIS II: ACCESS TO THE UNIVERSITY

The second axis of this plan aims to create and strengthen bridges with the educational stages prior to higher education that allow more people to access university, and also between people who want to access work opportunities at the UdG. This axis establishes actions to promote equal opportunities for underrepresented groups in their transition to universities, so that personal characteristics and life circumstances do not determine their exclusion, either by establishing personal mentoring resources or by using strategies and tools to facilitate the transition. The final objective must be to allow people, whatever their condition, to consider university studies as a real option and to be able to make a well-informed choice. The UdG can

only be defined as an inclusive public university if it makes access possible for people in these social and personal situations.

- OBJ. II.1. Develop actions to support access to the University's academic or work offers under equal conditions
- OBJ. II.2. Define and undertake information and support actions for access to the University's academic or work offers from an inclusive perspective



AXIS III: WELCOME, SUPPORT AND PARTICIPATION

The third axis focuses on the development of the time spent working or studying at the UdG. The support and reinforcement of working networks between the parties involved is one of the key dimensions, without forgetting the emotional well-being that should make the time at the university a complete and satisfactory experience. A mentoring system is proposed at different levels, based on that developed by UdG students, which can become a factor of value and empowerment from peer support. The following level can be offered by the different UdG services through advice and guidance with the aim of facilitating permanence at the UdG. Special emphasis must be placed on promoting actions aimed at enhancing the participation and meeting places of the collective members of the university community to which this plan is addressed (especially those who are underrepresented or who may suffer some discrimination) and which will have an impact on their emotional well-being.

- OBJ. III.1. Guarantee inclusive support in the development of academic and work activities
- OBJ. III.2. Promote the active participation of the university community which reflects a diverse and inclusive UdG
- OBJ. III.3. Guarantee the existence and activity of spaces for advice, psychological support and guidance



AXIS IV: ACCESSIBILITY

Content and spaces are the focus of this fourth axis of the plan. The university has the duty to adapt as far as possible to the different realities of its classrooms and professional challenges. This axis includes measures aimed at enabling people to develop with maximum independence at the university. To achieve this, the university must aim to become an inclusive space that responds to situations based on the philosophy of universal design. When universal design and accessibility measures are not sufficient, members of the UdG community have the right to request the relevant reasonable adjustments, and the University has the obligation to offer them. Systems must be established that allow teaching and research staff (PDI) to deal with this heterogeneity in the most universal way possible, and this

implies providing them with tools and resources, accompanied by training and reflection. Similarly, spaces (physical or virtual) must go beyond accessibility regulations to avoid the barriers that impede the autonomy of the university community. It should not be forgotten, however, that accessibility is a broad concept that includes the adaptation of materials, services and facilities, but also aspects such as personal or technological support.

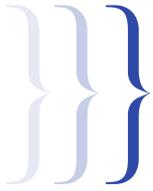
- OBJ. IV.1. Guarantee the accessibility of the UdG's spaces, content and tools
- OBJ. IV.2. Promote the universal design of learning, spaces and contents at the UdG



AXIS V: JOB PLACEMENT

The university is an organisation that trains future professionals, and it is necessary to take the needs of students into account so that curricular or extracurricular internships are carried out with access in mind, guaranteeing that students' diversity is respected and facilitating their insertion as much as possible by establishing networks with companies that explicitly respect diversity. In the same way, the UdG, as a public institution receiving people to work there, must respond with the same demand that is asked of the outside world, without ceasing to promote that collaborating companies and entities (or institutions) are sensitive and respectful of the diversity of workers and their rights. Consequently, this axis establishes measures to facilitate the transition of students to the world of work and ensure access to and the development of work functions with equal opportunities for all members of the technical and management staff and administration and services (PTGAS), or the teaching and research staff (PDI) of the Universitat de Girona by establishing conditions of access to work that are attentive to diversity and have an inclusive perspective.

- OBJ.V.1. Promote strategies to improve equal opportunities for student job insertion
- OBJ.V.2. Promote actions that enhance job insertion at the UdG of underrepresented groups



2. Diagnostic

The heterogeneity of Catalan universities is increasingly visible. According to the Catalan Universities Inclusion and Diversity Plan (PIDUC), approved in October 2024, there is an increase in foreign students, of “non-traditional” ages, and from diverse socioeconomic and cultural contexts, among others. The PIDUC (2024) also indicates the increased visibility of non-normative gender identities and expressions and very diverse sexual orientations in universities. Finally, the constant increase in people with disabilities enrolled in universities has been verified, between 7% and 39% in the European context, while in Spain, it is 1.6% (PIDUC, 2024). It is also noted that there continues to be a low presence of people from the Roma community. According to the Fundació Secretariat Gitano (2023), 1.5% of the state’s Roma population accesses higher education compared to 31.5% of the general population. The number of university students with foreign parents is also low (only 14.4% according to the Xarxa Vives (2022)). The figure is slightly higher among university students from lower- or lower-middle-class families, 22%, a figure that confirms that the university reflects the current social structure (PIDUC, 2024).

In drafting this new plan, the data on discrimination from the latest survey carried out by the Office of Equal Treatment and Non-Discrimination (Martínez, 2024) cannot be ignored, in which 33% of the people surveyed admitted to having suffered some discrimination, of which 43% said they had been treated discriminatorily or with contempt at school or in educational services. Special attention should be paid to the fact that a 2020 study by the European Union Agency for Fundamental Rights (FRA) stated that 19% of people from LGBTI groups surveyed stated that they had been discriminated against by staff at their educational centre in the last 12 months. It is important to keep in mind that the consequences of this discrimination (according to data collected by Martínez, 2024) are the impact on self-esteem, the perception of a worse state of health, and a lower degree of satisfaction with life and social trust than that of the non-discriminated population.

The first inclusion plan of the UdG, approved in 2009, focused basically on the attention to people with disabilities. In fact, it did not mention the different discriminations that can occur and which respond to the intersectionality from which their situation must be analysed. Similarly, the previous plan focused only on students, while this one is extended to the entire university community. All the elements described so far have been expanded with the collection of information related to the UdG. The results are detailed below.

As already mentioned, the collection of data on diversity at the university is not a common practice, since the right to data protection must be pre-

served. Thus, only data relating to gender are collected (currently, the possibility of recording the “non-binary” variable has been incorporated) and for statistical use. This data can be consulted on the website of the Equality Area. [Compromís Social > Àrees > Igualtat de Gènere > Les dades de la UdG.](#)

Over the years, however, it has been possible to collect information regarding students with disabilities, those with educational needs, and students from former guardianships or from the Roma community.

Data on the care provided by the Inclusion Area

If we analyse the number of people enrolled with a disability certificate, the evolution of the last five academic years confirms a trend towards a progressive increase in people with a disability certificate who enrol at the UdG. The data from the first academic year in which attention to students with some educational needs was initiated (2008 – 2009) is used as a reference.

People with a disability certificate					
2008-2009	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
58	133	145	172	178	208

If we review the data referring to people with adaptation reports at the UdG in the last five academic years, we can also see an increase that has led the figures to more than double. The increase in the last academic year is striking. Although a regular growth of between 16 and 18% was maintained in previous years, the increase from the academic year 2023 – 2024 to 2024 – 2025 has been greater than 26%.

People with an adaptation report					
2008-2009	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6	182	216	253	294	371

Regarding the students who have entered the UdG from the reservation of places for people who have come from guardianship, we can highlight that since the beginning of this positive discrimination measure, all the people registered and who have entered through this reservation continue their studies regularly.

Reservations – People from guardianships		
2023-2024	2024-2025	2025-2026
6	4	6

If we look at the distribution of these students by faculty, we can see that there is a preference for studies in the social and legal fields.

Faculty	no. students
Ed & Psych	10
Law	2
Busin & Econ	2
Nursing	2

Accessibility audits

In addition to the data on the evolution from the Inclusion Area, relevant information is available from other UdG areas, through accessibility audits that were carried out in 2021.

These documents describe the situation of all areas of the university with respect to architectural and communication barriers detected by a company specialising in accessibility. They were addressed to the deans of the faculties and schools of the UdG. Only the Faculty of Nursing and the Faculty of Medicine, the two faculties of the Health Studies Area, were omitted due to the construction of the future Health Campus of the UdG.

Participatory process for the new Inclusion and Diversity Plan

To develop this plan, a participatory process has been designed with the aim of gathering the views of experts and the entire community regarding the field of inclusion and non-discrimination.

Therefore, in addition to the evolution of the area itself, the monitoring of the current plan, the requirements of Organic Law 2/2023, the university system (LOSU) and the recommendations of the Inclusion and Diversity Plan of Catalan Universities (PIDUC), as well as the recently approved Statutes of the Universitat de Girona (DOGC no. 9467, of 31 July 2025), the new plan incorporates the improvements provided by the elements detailed below.

Contribution of experts

The structure and key points of the plan were reflected upon with 20 members of the research and teaching staff and experts in different fields, such as racism, gender equality, gender diversity, people with disabilities, and inclusion. Aspects, such as questioning the word diversity and its meaning, especially its scope and relationship with inclusion, were collected until it was defined as diversity as a whole and inclusion as the objective that must be achieved for all people.

The experts also reflected on the need to discuss the expansion of bibliographic references from non-Western authors, as well as the obligation to initiate an active policy to improve the presence of PDI and PTGAS from diverse or racialised origins. The need to broaden the vision of disability to people with intellectual disabilities and their right to higher education was also discussed, as well as work in the university field with the adaptation of selection tests. Finally, there was talk of reflecting on age discrimination, a factor that was considered in the survey.

Presentation and contribution of the Governing Council committees

The plan was presented to three committees of the Governing Council: the Delegated Personnel Committee, the Delegated Teaching and Students Committee, and the Equality Advisory Committee. The reception was very positive. It specified the need to include the different forms of discrimination in all documents that were drafted, without forgetting the gender discrimination suffered by women, the form of actions and as a pedagogical element in its reiteration, in a complementary manner to the Second Equality Plan of the Universitat de Girona (2021-2025) and to the Protocol of the Universitat de Girona for the prevention, protection, attention and reparation of situations of sexist violence, sexual harassment and any other form of violence or harassment on grounds of sex, gender, sexual orientation, gender identity or gender expression. The opinion on respect for gender equality in the different areas of the university was collected in the survey carried out within the UdG community (discussed below).

Survey for the entire university community

During September 2025, a survey was administered to the entire UdG community. Previous sections have described the need to obtain unpublished data not only on the diversity of the people who are part of the UdG, but also on their vision of perceived discrimination, both from the institution itself and among its groups. The results below describe the data collected from the completed surveys.

The survey was sent by email to the entire community, and a total of 405 people answered all the questions. Only one of the questions was mandatory and asked to which group they belonged.

The survey was completed by 169 students, 134 of the teaching and research staff (PDI), 92 members of the technical staff of the management and administration of services (PTGAS) and seven people from the Council of friends continuing to do UdG (CASFU) and senior volunteer staff, and finally, three undefined others.

The students who responded to the survey are distributed as follows: 31.95% were first-year undergraduate students; 16.57% were 2nd year; 18.93% were 3rd year; 17.16% were 4th year undergraduate students; 6.51% were master's students; and 3.55% were doctoral students.

Of the 405 people who responded, 248 identified as women, 149 as men, three as non-binary, and three more who marked "other" and showed their disagreement with this description. Of the 405 people, five of those who responded identified as trans people and one as an intersex person.

When asked how they identified themselves, different options were given that, most likely, did not include all the possibilities that exist in diversity. This question was a multiple-choice question, taking into account the intersectionality found in society. For example, 302 people stated that they did not identify with any of the available options. Among the remaining responses, the most chosen option was that of a gay, lesbian or bisexual person, with 44 people, followed by 24 people who chose the option of a person with a disability and 22 people who marked the option of a mental disorder. It should be noted that on 18 occasions the option of a migrant person was chosen, on eight occasions the option of a racialised person and on four occasions the option of a person belonging to a religious minority. Some of the people surveyed stated that they could choose options such as being a woman, an elderly person, a single-parent family, among others. These options (and others that may arise) will be taken into account for future surveys.

Turning now to the responses regarding their perception of how the UdG respects diversity, the majority of responses have a score between 8 and 10 (out of a maximum of ten), although there are between 16 and 24% of people who answer all questions with "don't know" or simply don't answer. An aspect to highlight is that 64.25% of the community scores the UdG's respect for sexual diversity as between 8 and 10 (scoring more than 60% in all groups). At the other extreme is respect for mental health, which only attains 38% of the scores between 8 and 10, while 13.28% of scores are less than or equal to 4. Mental health and emotional well-being are addressed in one of the axes of the new plan, which focuses on reception, support and participation in university life.

The people surveyed rated a series of statements about the UdG on a scale of between 0 and 5. The statement “The UdG defends gender equality” obtained a score of 5 for 53.47% of the answers. This percentage increased to 78.97% for scores of either 4 or 5. On the other hand, the statement with the worst rating (13.93% of the scores are between 1 and 2) is “The UdG promotes an environment free from racial prejudice”.

The survey then collects the perception of each group on the relationships it maintains with the people who make up its own group and those who form part of other groups. In general, the responses do not show that there are conflicting situations or little respect for diversity. However, it should be mentioned that the student body gives the UdG governing bodies a lower score in aspects related to social class and age. Another noteworthy aspect is that the teaching staff considers that they use inclusive language better than the rest of the other groups do of their areas. In a similar vein are the responses of the student body, more distributed in the questions about whether the environment of relations with the university’s governing bodies respects equal opportunities regardless of social class, or the conditions between people of all ages.

Regarding responses from PTGAS and PDI members on whether equal opportunities are guaranteed with respect to diversity in job promotion, working conditions, and access to jobs, PTGAS staff have a lower evaluation of these processes. Some of the comments collected in this section point out that full guarantees are given in competitive public examinations, but that this is not the case in internal promotion procedures, since new variables are evaluated.

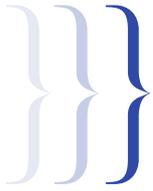
Among the teaching staff, the lack of racialised people is mentioned, as is the positive evolution with respect to gender equality. However, in some cases, the variable of parity in the departments is considered counterproductive, since it can prevent the arrival of talent from the majority group. Regarding age, comments include the idea that an academic career is designed for young people, which makes access difficult for people who are older and have family responsibilities, or who come from external work environments. Mechanisms are also missing which allow people from marginalised environments, from lower social classes or with disabilities to compete on equal terms with other people who do not have these difficulties.

Regarding the question on the training needs of the different groups, the students are more receptive to their own need for training in inclusion and diversity than to what they consider members of the PDI and PTGAS need. The rest of the groups show a relatively clear need for training, both in their own case and in that of the rest of the groups.

An open question in the survey asks for proposals to improve inclusion and diversity at the UdG. 17.7% contributed their opinions, including (among many others):

- Include diversity (personal, religious, etc.) in the curriculum and create inclusive teaching materials
- Take into account the family and/or work responsibilities of the student population
- Have toilets without gender separation
- Offer (mandatory) training to understand inclusion and diversity, and in inclusive methods
- Create networks aimed at sharing and providing support among peers, create safe spaces that allow people to express their own diversity, and create spaces for intergenerational dialogue
- Reconcile the family life of teaching staff
- Facilitate access for racialised people, people of migrant origin and people with few economic resources

Finally, some people have commented that it would have been good to be able to say what the prior level of knowledge about inclusion and diversity was. Also, to express the desire of many of the people who have responded to the survey, hoping that it can serve to bring about change in the institution and in the people who are part of it.



3. Regulatory framework for Inclusion Policies in the University environment

With this document, the UdG aims to make the rights and equal opportunities of all people in the university community effective, and to continue to meet the legally required obligations and implement the basic principles of its Statutes (DOGC no. 9467, of 31 July 2025), on *freedom, justice, solidarity and the culture of peace* (art. 3). This Inclusion and Diversity Plan, which goes beyond the Equality Plan for People with Disabilities approved in 2009, is being developed in order to help the university adjust to the social, political, and legislative changes that have taken place in recent years. In preparing the document that will mark university policy in this area for the next five years, this broader and more diverse perspective is being adopted that must meet current social and regulatory demands.

3.1. Regulations of the Universitat de Girona

As for the regulations of the Universitat de Girona, the aforementioned Statutes incorporate in the preamble its “active commitment to the fight against all kinds of discrimination and violence, in achieving real and effective equality of opportunities for any personal or social condition or circumstance [...] This is expressed in promoting a culture of equity” (p. 14). Article 6.2.c of the Statutes of the UdG includes that one of the functions of the UdG is “The contribution to equality and diversity, to social well-being”. Furthermore, article 96.s, which discusses the powers of the Governing Council, includes the need:

“To define and promote, in coordination with the unit responsible for guaranteeing equality and diversity, a gender equality plan for the entire university community that incorporates, where appropriate, sexual orientation and gender identity, and a plan for inclusion and non-discrimination of all staff and sectors of the Universitat de Girona on grounds of disability, ethnic and national origin, sexual orientation and gender identity, and any other social or personal condition; to draw up protocols and develop prevention and response measures against violence, harassment or discrimination; to report on the approval of the Equality Plan and the Inclusion and Diversity Plan negotiated with the representation of the Universitat de Girona and the legal representation of the workers, which will contain, at the minimum, the matters required by the current regulations on the matter.”

Therefore, the Statutes establish the commitment to create the Inclusion and Diversity Unit, along with this document.

The Statutes reflect what has already been noted in the introductory chapters of this document when discussing the need to take into account aspects such as diversity and inclusion (art. 25.2) when dealing with research, knowledge transfer and exchange, and innovation. This aspect is expanded in Chapter 5, Community and Social Commitment, which mentions that the Inclusion and Diversity Unit must advise, coordinate and evaluate the deployment of inclusion and non-discriminatory policies in all of the University's activities and functions.

The Statutes also include the rights of the university community in Title II, University Community, Article 40, which, among others, are the following:

“a) Treatment that is in accordance with equal opportunities and non-discriminatory on grounds of birth, racial or ethnic origin, sex, sexual orientation, gender identity, religion, belief or opinion, age, disability, nationality, illness, socioeconomic condition, linguistic condition, political or trade union affiliation, appearance, or any other personal or social condition or circumstance.

b) The care of mental and emotional health.

[...]

c) Protection against all types of violence and aggression, within the framework of university coexistence.”

In this sense, Article 46 presents the rights of the student, among which is the right “to an inclusive education in the terms and conditions established by the legal system” (point *a*); “to receive quality inclusive training and teaching appropriate to social reality” (point *b*); “to tutoring and advice, to psycho-pedagogical guidance” (point *d*), or “to access and participate in mobility programmes, national and international, under conditions that guarantee equal opportunities, paying special attention to inequalities due to socioeconomic reasons and disability” (point *g*).

Beyond teaching, Title VI, which describes the articles referring to services and areas of study, includes the following:

“In the organisation of services, attention must be ensured to equality, diversity, inclusion, health and psychological support, the defence and respect of the rights and freedoms of the university community, pedagogical support and professional guidance, while reinforcing internal control, the guarantee of legality and quality and the inspection of services” (Article 179.2).

Therefore, the new statutes reflect the need for the university community and its organisation to work together to develop documents like this one.

These documents not only talk about disability but also include the realities of the different vulnerable groups that may experience difficulties in accessing university, for example, due to economic reasons. Regarding this, Article 49 of the Statutes of the UdG deals with family diversity, socioeconomic criteria and disability as elements for determining scholarships and grants. Thus, the regulations provide for a system of scholarships and grants to alleviate inequalities in access to and permanence in higher education caused by socioeconomic reasons. This Inclusion and Diversity Plan not only aims to disseminate the different scholarships and grants that are available and offer support to manage them, but also plans to carry out specific actions that facilitate the student to develop his or her abilities to the maximum in unfavourable personal situations.

In the case of technical staff for the management and administration of services (PTGAS) and teaching and research staff (PDI), Title VI, Services and areas of study, Article 179, Services, states that “attention must be ensured to equality, diversity, inclusion, health and psychological support, to the defence and respect of the rights and freedoms of the university community, to pedagogical support and professional guidance in the organization of services at the UdG.”

Finally, one of the additional provisions of the Statutes refers to the promotion of equal opportunities for people with disabilities; another mentions the promotion of inclusion and non-discrimination, and a third includes the promotion of the comprehensive guarantee of sexual freedom for people.

Apart from the Statutes, other UdG documents and regulations deal with diversity and inclusion.

In session 4/2023, of 30 March (eBOU-2989), the Governing Council approved the Code of Ethics of the Universitat de Girona (whose principles and values are freedom, integrity, equality and commitment), which is implemented in application of the basic principles of the Statutes of the UdG and the fundamental rights of people included in the Universal Declaration of Human Rights of the United Nations. Thus, this Code of Ethics indicates the following:

“[la UdG] must actively contribute to making equal rights and equal opportunities effective, facilitating that citizens can access them regardless of their social status, their cultural origin and their educational needs. The UdG must create mechanisms and positive actions that allow equity to be achieved and that allow existing structural inequalities for cultural, economic, gender, sexual identity or orientation reasons, and disability to be corrected, and must simultaneously

denounce and reverse the different forms of sexism, LGTBI-phobia, racism, xenophobia and any other form of discrimination”.

The UdG also has Rules for Coexistence, which comply with the requirements established in Law 3/2022, of 24 February, on university coexistence. The basic purpose of these rules is to promote understanding and harmony in university activity and, as stated in Article 6.4, the UdG must promote respect for diversity and tolerance, equality, inclusion and the adoption of positive action measures in favour of vulnerable groups, either by promoting initiatives within its university community that contribute to this mission, or by carrying out those acts that it deems appropriate to achieve this objective.

The UdG also has Regulations on student evaluation and qualification processes, which further develop some obligations in this area or specify the agents who are obliged to do so. For example, in the student evaluation and qualification processes, the regulations establish that it is up to the teaching staff to adapt the evaluation systems to students with special needs (art. 6.4); or the revised text of the academic regulations for doctoral studies at the Universitat de Girona, where it states in the preamble, that “information and admission procedures take into account students with disabilities or specific needs, who will have appropriate support and advice services”, and grants an extension of the deadlines for completing the thesis to students with a minimum degree of disability of 33% (art. 4).

Regarding technical staff in the management and administration of services (PTGAS) and teaching and research staff (PDI), there are also documents in the regulatory framework on inclusion that allow them to opt for a certain amount of work flexibility in the face of complex personal and family contexts, which require support to promote inclusion and equal opportunities pursued by this plan. Within the regulatory framework of the UdG, therefore, the *Agreement regarding the application and regulation of improvement through work-life balance* aims to make it easier for all staff to meet family needs not covered by the Work-Life Balance Agreement of Catalan public universities signed in 2008.

To conclude this section, it should be added that the UdG has basic and complementary documents for inclusion and diversity. On the one hand, there is the second Equality Plan of the Universitat de Girona (approved by the Governing Council 3/2021, of 29 April 2021), which provides for actions for gender equality, but also for the LGTBI+ group. This Inclusion and Diversity Plan expands on the actions that must also have an impact on this group. On the other hand, two protocols include actions aimed at preventing different forms of harassment and acting on them: the *Protocol for the prevention of psychological harassment in the workplace* (agreement of the ordinary session no. 4/2024 of the Governing Council of the Universitat de Girona, of 30 May) and the *Protocol of the Universitat de Girona for the pre-*

vention, protection, attention and reparation of situations of sexist violence, sexual harassment and any other form of violence or harassment on grounds of sex, sexual orientation, gender identity or gender expression (agreement of the ordinary session no. 11/2024 of the Governing Council of the Universitat de Girona, of 16 December). Both documents include and protect the UdG community from situations of harassment that may be caused by origin, sexual orientation, gender identity or expression, and thus become important tools in the eradication of inequalities.

3.2. Catalan regulations

The Statute of Autonomy of Catalonia (Decree 306/2006, of 20 July, which publicises Organic Law 6/2006, of 19 July, reforming the Statute of Autonomy of Catalonia), states that “all people have the right to quality education and to access it under conditions of equality”, as stated in point 1 of article 21, Rights and duties in the field of education. But it goes further in point 6, which states the following:

“All people have the right, under the terms and conditions established by law, to public aid to meet educational requirements and to access higher educational levels on equal terms, depending on their economic resources, aptitudes and preferences.”

Point 7 focuses on one of the axes of this Inclusion and Diversity Plan, as it indicates that “People with special educational needs have the right to receive the necessary support that allows them to access the educational system, in accordance with what is established by law”. Similarly, point 8 of the Statute of Autonomy reflects the right to participation: “Members of the educational community have the right to participate in school and university matters under the terms established by law”, which is one of the objectives of this same plan.

This Inclusion and Diversity Plan includes the entire university community: students, PTGAS and PDI, but it must be taken into account that the majority group are people within the age range defined as young people by the Youth Policies Law of Catalonia (LPJC). This range includes 16 to 29-year-olds, although the National Youth Plan of Catalonia (PNJCat) leaves this definition open so that each specific policy and/or programme defines the age limits that best suit the needs of its intervention.

The PNJCat includes different measures that affect political action in a transversal way in the broadest sense of the term, and that aim to influence aspects such as the construction of the individual’s identity. Therefore, one of the guiding principles and methodological criteria of this plan is transformation, in which it is defended that public policies must transform reality

to guarantee the equality of all citizens in the economic, social and community sphere, and that when drafting youth policies, it must be borne in mind that it is acting in a group in which there are various axes of inequality due to class, gender, origin, etc. Therefore, all its objectives, measures and actions are in line with incorporating an inclusive perception, access to resources and full attention in a transversal way.

This plan mentions that there is a certain trend towards an increase in the number of people undertaking university studies, and an education system with a strong polarisation of training profiles. It also mentions the trend towards the extension of the educational transition, which has caused the age of completion of studies and entry into the labour market to have increased considerably in recent years, as well as the increase in young foreign people who have come to Catalonia, with what this entails. These trends pose important challenges in all public policies in general, which have had to diversify actions to respond to the new needs derived from the multiple ways of moving through the educational cycles, and which have effects on the productive and social structure, in which inequalities linked to gender, territory and social class are prominent.

Regulations of the university system in Catalonia, Law 1/2003, of 19 February, on universities in Catalonia (amended by Law 7/2022, of 12 May), defends, in Article 4, Guiding Principles, “the principle of equal opportunities in access to and permanence in university for all citizens of Catalonia”. Article 5 of the same law supports education in values:

“The department responsible for universities must contribute, within the university environment, to the development of students’ capacities and must promote education in values as an integral part of their overall learning and training process.”

And also states that

“Universities must stimulate and support initiatives complementary to official education that involve the transmission of values of freedom, responsibility, coexistence, solidarity, participation and full citizenship.”

It should be noted that the same law defends, in Article 37, that in addition to the rights recognized by the Organic Law 4/2007, of 12 April, on universities, students must be guaranteed different essential rights, among which one that considers inclusion stands out: “To not be discriminated against for reasons of birth, gender, sexual orientation, ethnicity, opinion, religion or any other personal or social circumstance.” The principles for accessing the public university system that guarantee that students have equal opportunities are included in Article 32.

Continuing with access to universities, the Interuniversity Council of Catalonia (CIC) has existed since 1977. This is a coordinating body for the Catalan university system, and for consulting and advising the Government of the Generalitat on matters of universities. Since 2003, this has been regulated by Law 1/2003, of 19 February, on Universities of Catalonia (Title VI), which configures it as an instrument of coordination and management in key terms for the entire university system and for the Government of Catalonia. The CIC includes, among others, the Access and Student Affairs Commission, which has the powers to approve and supervise processes and criteria for allocating places, to carry out contextualisation studies, and to approve calendars, etc. From this comes the *Proposal for an agreement by the Access and Student Affairs Commission for access to university for students under the guardianship or former guardianship of the General Directorate for Child and Adolescent Care of the Department of Social Rights*, through which the need for the university system of Catalonia to contribute to meeting the SDGs is raised, especially number 4, which focuses, among others, on achieving universal access to quality higher education, with a positive action to reserve places for the group of students under the guardianship and former guardianship of the General Directorate for Child and Adolescent Care (DGAIA), and which complicates the requirements for access to university.

The same commission also provides *Affirmative Action to increase access for Roma students to Catalan universities*, which agrees to reserve places for Roma students who are included in the Roma and Social Innovation Programme of the Directorate General for Civic and Community Action of the Department of Social Affairs and Families. This action is reinforced by the IV Comprehensive Plan for the Roma Community 2017-2020 (currently extended), which includes measures and actions that also aim to increase the number of Roma people who study post-compulsory and/or university studies.

Beyond the university sphere, one of the basic Catalan laws that inspires the new UdG plan is Law 19/2020, of 30 December, on equal treatment and non-discrimination, which aims to:

“Establish the principles and regulate the measures and procedures to guarantee and make effective the right to equal treatment and non-discrimination, respect for human dignity and protection against any form, act or conduct of discrimination that occurs in the territorial scope of application of this law on grounds of birth or place of birth; origin, nationality or membership of a national minority; race, skin colour or ethnicity; political or other opinion; religion, convictions or ideology; language; cultural, national, ethnic or social origin; economic or administrative situation, social class or fortune; sex, orientation, sexual and gender identity or gender expression; ancestry; age; phenotype, sense of belonging to an ethnic group; illness, sero-

logical status; disability or functional diversity, or for any other condition, circumstance or manifestation of the human condition, real or attributed. At the same time, it aims to promote the eradication of racism and xenophobia; of anti-Semitism, Islamophobia, Arabophobia, Christianophobia, Judeophobia or anti-Gypsyism; of aporophobia and social exclusion; capacity building; of abnormalophobia; of sexism; of homophobia or lesbophobia, gayphobia, transphobia, biphobia, intersexophobia or LGBTI-phobia, and of any other expression that attacks the equality and dignity of people” (preamble).

Law 19/2020 makes specific reference to the university sector in article 10, Education, in which it states that “it must guarantee equal opportunities, fairness and the absence of any form of discrimination or discriminatory harassment” (point 1), while also emphasising that it must comply with the following:

“guarantee the attention due to students who, due to any of the reasons for discrimination referred to in this law, have specific needs for protection, educational assistance and support, higher rates of absenteeism, school dropout or school failure, economic impossibility of carrying out activities or segregation, and that this attention is also given to all members of the community, through the application of positive actions, indirect actions, compensatory actions and other educational actions as appropriate” (point 3).

It is this same article, in point 5, that states that it is up to the governing authorities of the university education system to guarantee compliance with the general principles of action of this law, implementing the necessary competencies and promoting attitudes that favour equal treatment and non-discrimination, and applying them at all levels of the university community.

Another central law is Law 11/2014, of 10 October, to guarantee the rights of lesbians, gays, bisexuals, transgender and intersex people and to eradicate homophobia, biphobia and transphobia (currently under review). The objective of this law, as stated in the preamble, is “to develop and guarantee the rights of lesbians, gays, bisexuals, transgender and intersex people (LGBTI) and to prevent them from situations of discrimination and violence, to ensure that sexual and emotional diversity can be experienced in full freedom in Catalonia”. With regard to universities, Article 13 states the following:

“1. The principles of non-discrimination and respect for sexual orientation, gender identity or gender expression are applicable to the university environment.

2. The Government and the universities of Catalonia, respecting the freedom of teaching and university autonomy, must jointly promote

protection, support and research measures for the visibility of LGBTI people and the development of measures for non-discrimination and awareness-raising in the university environment. To this end, they must draw up a protocol for non-discrimination on the grounds of sexual orientation, gender identity or gender expression.”

It is also necessary to refer to the objective of the Department of Research and Universities to promote active policies to guarantee equal opportunities for students. Given the need to promote common lines of action, the Interuniversity Council of Catalonia (CIC) promoted in 2005 the University and Disability Project in Catalonia (UNIDISCAT), which aimed to “guarantee equal opportunities for students with disabilities, both in terms of access and inclusion in universities in Catalonia and in the completion of university studies” and, at the same time, “establish minimum general rules and guidelines, common to all universities in Catalonia, on the criteria for carrying out curricular adaptations, teaching proposals and evaluations for all cases in which it was necessary”.

Currently, the context of global change and the approval of a new state regulatory framework with the LOSU in 2023, developed in section 3 of state legislation, obliges universities to respond to this transformation. It is this new scenario that provokes the drafting of the Inclusion and Diversity Plan in Catalan Universities (PIDUC), promoted by the General Directorate of Knowledge Transfer and Society of the Department of Research and Universities through the Social and Community Commitment Commission (CIC), in which all Catalan universities participated in the authorship and which was approved by the Board of the Interuniversity Council of Catalonia in October 2024. The introduction of this document includes the following:

“The university must guarantee access under equal conditions to all people and permanence in environments that take into consideration all personal situations or diversities, accompanying at all times members of the university community with specific needs, whatever the reason.”

The entire PIDUC document becomes a reference for the preparation and development of this Inclusion and Diversity Plan. As previously mentioned, the UNINCAT Technical Network was created in May 2025 to coordinate the agents involved in this area and to facilitate the implementation, evaluation, and monitoring of the PIDUC.

An important section of both the PIDUC and this plan is regarding accessibility. This is an element that should improve access to and the time spent at universities for people who, permanently or temporarily, have not only reduced mobility but also hearing, visual or comprehension difficulties. In this sense, it is worth mentioning Decree 209/2023, of 28 November, which approves the Accessibility Code of Catalonia and which implements Law

13/2014, of 30 October, on accessibility. This aims to establish the conditions of universal accessibility, the integration of the basic conditions of universal accessibility (physical, sensory and cognitive) into the regulatory framework of Catalonia and the promotion of the use of products to support accessibility.

Finally, mention should be made of scholarships in the university sector in Catalonia, which is the measure that is supposed to bring about equality between people with economic differences. In Catalonia, the Equitat scholarship programme is combined with the Ministry's MEC scholarships. It should be remembered that, during the first years of the economic crisis (2009-2013), the number of university scholarships increased in Catalonia with the aim of compensating for the increase in tuition fees. However, the concentration of scholarships at the university stage does not help to alleviate the initial inequalities, because it does not address the disparities that occur during secondary education, the key educational stage in the transition to higher education. On the contrary, they have a reproductive effect on inequality, according to a study by the Jaume Bofill Foundation (2015).

3.3. National regulations

At the national level, there is a wide range of regulations that are of interest in developing this inclusion plan. First, the Spanish Constitution should be mentioned, which recognizes two dimensions of equality: on the one hand, the equal recognition of all people before the law; that is, the prohibition of discrimination on grounds of birth, race, sex, religion, opinion or any other personal or social condition or circumstance, by personal or social conditions or circumstances (art. 14); on the other hand, it recognizes that formal equality may not be sufficient for effective equality and, consequently, obliges public authorities to promote the conditions necessary to guarantee real freedom and equality, and to remove obstacles that prevent or hinder the full participation of all people in political, economic, cultural and social life (art. 9.2). Furthermore, it expresses equity as a necessary element to build an increasingly fair society (art. 10).

Organic Law 2/2023, of 22 March, on the University System (LOSU), in Article 33, sets out all the rights relating to academic training. It also works to promote equality in Article 43, Basic Units, which states that universities must have an equity and diversity unit, as well as health services with psychological and pedagogical support, and a guidance service, among others. These units must coordinate and include in a transversal manner the development of universal inclusion policies in all university activities. Article 46 also encourages the development of an inclusion and non-discrimination plan for all university staff and sectors on grounds of disability, ethnic and national origin, sexual orientation and gender identity, and any other social or personal condition.

The LOSU also talks about equity. In the preamble, it already refers to the construction of an equitable university, a vision that extends to the entire Law. It mentions promoting this in Article 2, Functions of the university system. And it also refers, among others, to Article 37, Equity and non-discrimination, which guarantees that university students will not be discriminated against for any reason in the exercise of their rights and the fulfilment of their duties. Furthermore, universities must promote inclusive and accessible curricular structures in university education, and they must adopt positive action measures to promote an inclusive education, accessible and adapted to all students with educational needs, both from a curricular and methodological point of view, which must include teaching materials, teaching methods and the evaluation system.

Similarly, the LOSU establishes that universities must guarantee equal opportunities for students and other members of the university community with disabilities, prohibiting all forms of direct or indirect discrimination and establishing positive action measures to ensure the full and effective participation of this group. In this sense, the Convention on the Rights of Persons with Disabilities (mentioned in the section on European and international regulations) extends the definition of *discrimination* to include the denial of reasonable accommodation as a form of discrimination against people with disabilities. In addition, the Law also states that universities must promote actions to encourage members of the university community with disabilities to have means, support and resources that ensure real and effective equality in relation to the rest, and must also ensure the accessibility of physical and virtual spaces, services, procedures and the provision of information.

Finally, another very important factor that affects the possibility of accessing post-compulsory studies or not is the socio-economic factor. Both the LOSU, through Article 32, in the specific section on scholarships and study grants, and Article 27 of the Spanish Constitution, on the right to education, defend this point. Thus, through this system of grants, the aim is to guarantee the principle of equality in access by ensuring that no one is excluded from studying at university for economic reasons. Both regulations, therefore, dictate the different types and amounts of scholarships and grants offered, as well as the socio-economic conditions that candidates must meet in order to access them, which entity is responsible for managing them, that is, whether it is the responsibility of the Government itself, the autonomous community or the university, as well as what possibilities and obligations each entity has.

Likewise, the LOSU, in Article 65, Promotion of equity between teaching and research staff, speaks of the powers that universities and autonomous communities have when it comes to guaranteeing job offers at universities that are in line with those for people with disabilities, as set out in Article 59 of the revised text of the Law on the Statute of Public Employees. Thus,

in line with Article 65, both universities and public administrations must promote co-responsibility in care and ensure the effective exercise of the rights to reconcile personal, work and family life. To this end, they must apply criteria that ensure the effective equality of all people in the application of the number of hours worked and access to mobility programmes that fall within their competence, and analyse and correct inequalities based on gender, age, disability, national origin or ethnicity in the use of academic time, as well as guarantee that job offers at the university comply with the provisions established in the regulations that, in general, are applicable to the public sector in terms of the reserved quota for people with disabilities, as advocated in Article 92.

At the same time, article 78, Professors and assistant professors with doctorates, states that when the contract is awarded to a person with a disability, it may have a maximum duration of up to eight years, taking into account its purpose and the degree of limitations in the activity. And if situations give rise to a reduction in the working day, the contract will be extended for a time equivalent to the amount by which the working day was reduced.

There are other relevant state-level laws. Law 15/2022, of 12 July, for equal treatment and non-discrimination, aims to “guarantee and promote the right to equal treatment and non-discrimination, respect the equal dignity of people”, as well as “regulate the rights and duties of natural or legal persons, public or private”. In particular, it dedicates Article 13, of Chapter II of Title I, which focuses on the educational world, to defending the following:

“Educational administrations will maintain due attention to students who, due to any of the causes expressed in this law or because they are in an unfavourable situation due to disability, socioeconomic or cultural reasons, or due to serious ignorance of the language of learning or of another nature, present specific needs for educational support.[...]”

And it also specifies that “the content of staff training, both initial and ongoing, will include specific training in the field of educational attention to diversity and equal and non-discriminatory treatment.”

Royal Legislative Decree 1/2013, of 29 November, which approves the General Law on the Rights of Persons with Disabilities and their Social Inclusion (LGDPD), unifies and updates the regulations on equal opportunities for persons with disabilities according to the standards of the Convention on the Rights of Persons with Disabilities (which will be discussed in the following section). This Royal Decree reaffirms the right to full equality in employment, as well as the obligation to adopt positive action measures such as the reservation of quotas, which Royal Legislative Decree 5/2015, of 30 October, approving the Law on the Basic Statute of the Public Worker, sets at a minimum of 7% in the field of public universities (art. 59). Regard-

ing higher education, the LGDPD reaffirms the right to inclusive education at all levels (art. 18) and refers to the obligation of universities to grant an extension of the number of calls established on a general basis to those people with disabilities, without undermining the required level (art. 20). On the other hand, it is also worth highlighting the important development that the LGDPD makes with respect to accessibility conditions (art. 22), which are those that make it possible for people with disabilities to exercise their right to live independently and to participate fully in all aspects of life, including education and work.

Law 4/2023, of 28 February, for the real and effective equality of trans people and for the guarantee of the rights of LGTBI people, states, in Articles 20 and 23, that the competent administrations and universities must promote the introduction of content that enables them to address sexual and gender diversity in the curricula. This also includes family diversity (especially for those who are studying teaching, health or legal professions), as well as the promotion of research groups that are specialised in the reality of the LGTBI collective.

3.4. European and International regulatory framework

In the last decade, there has been significant development in regulations regarding people with disabilities, prompted by the adoption of the Convention on the Rights of Persons with Disabilities (CRPD) in 2006. This human rights treaty is the reference framework and represents a paradigm shift in the relationship with people with disabilities. The CRPD adopts the social model of approaching disability, which understands that the limited participation of the group in society is a rights issue that does not depend solely on the limitations or functional diversity of the person, but on the inability of society and the environment to adapt to the person and to eliminate the barriers and obstacles that hinder the full exercise of their rights. Disability is a human rights issue, not an individual functional problem. This plan also adopts this perspective and seeks to bring all university policies closer to this way of understanding disability, focusing on overcoming the different barriers and creating inclusive environments so that all people with disabilities in the university community can fully enjoy the exercise of the right to education, the right to work and the right to participate in the social and community life of the university world.

The CRPD adapts the rights recognised for all to the specific needs of persons with disabilities. Among others, the Convention recognises the right to work on an equal basis with others and the measures necessary for its effectiveness (art. 27), as well as the right to inclusive education at all levels (art. 24). In the area that corresponds to the development of this plan, it obliges member states to ensure that persons with disabilities have gen-

eral access to higher education without discrimination and on an equal basis with others. The right to inclusive education gives rise to obligations to provide personalised and effective support within the framework of the general system, as well as to make reasonable adjustments that the student requires based on their individual needs. The provision of reasonable accommodation must take place when prior accessibility obligations are not sufficient to guarantee equal access to quality education and must be provided from the moment there is a request in this regard or when the university is aware of the need for accommodation, as provided by the Committee on the Rights of Persons with Disabilities (General Comment No. 6, 2018).

However, the United Nations High Commissioner for Human Rights (OHCHR) recalls the importance of influencing the environment and prejudices to create comprehensive and inclusive educational environments (2013).

It is also worth mentioning the current commitment of the 2030 Agenda and the Sustainable Development Goals (SDGs), also known as the Global Goals. The United Nations adopted them in 2015 as a universal call to end poverty and protect the planet. One of the goals that has a central impact on this new plan is SDG 4, which calls for ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all. In the implementation of this goal, several objectives are proposed before 2030, such as eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for vulnerable people, including people with disabilities, indigenous peoples and children in situations of vulnerability, as well as building and adapting educational facilities that take into account the different needs in terms of disability and gender differences, and that offer safe, non-violent, inclusive and effective learning environments for everyone.

In the field of equal treatment and non-discrimination, it is necessary to bear in mind Article 2 of the European Union Treaty, which establishes the following:

“The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities.”

It is also worth mentioning the Charter of Fundamental Rights of the European Union of 2010, which establishes in Article 21 Non-discrimination:

1. Any discrimination is prohibited, and in particular that exercised on grounds of sex, race, colour, ethnic or social origin, genetic characteristics, language, religion or beliefs, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation.

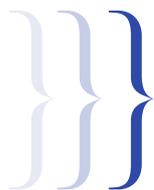
2. Any discrimination on grounds of nationality is prohibited within the scope of application of the Treaties and without prejudice to their specific provisions.

Article 1 of the Council Directive 2000/43/EC of 29 June 2000, implementing the principle of equal treatment between persons irrespective of racial or ethnic origin, aims to establish a framework for combating discrimination on grounds of racial or ethnic origin to implement the principle of equal treatment in the Member States.

In terms of accessibility, the European Disability Strategy (2021/2030) aims to advance the implementation of all areas of the Convention on the Rights of Persons with Disabilities (CRPD), both at the level of the European Union and the Member States. This standard emphasizes accessibility to the labour market and to education and training, as well as promoting the integration of people with disabilities, prohibiting all discrimination and, in particular, that exercised on grounds of sex, race, colour, ethnic or social origin, genetic characteristics, language, religion or belief, political or any other opinion, membership of a national minority, heritage, birth, disability, age or sexual orientation.

One of the European regulations that affects, among others, universities, is the European Accessibility Law (Directive (EU) 2019/882 of the European Parliament and of the Council, of 17 April 2019, (on the accessibility requirements for products and services) which establishes 2030 as the deadline for services to stop using inaccessible products that were already in use before 28 June 2025. This establishes the same period of validity of this plan for the improvement of all elements regarding the virtual spaces of the UdG.

Finally, at European level, there is the European Employment Strategy regarding job placement, from which the creation of employment, education and training programmes, among others, adapted to the member states, has been promoted, to increase the employment of the target population.



4. AXES AND ACTIONS

4.1. AXIS I: COMMITMENT AND VISIBILITY

OBJ. I.1. Guarantee governance that ensures the inclusion and diversity of all people, regardless of their personal and social characteristics and life circumstances.

ACTION 1.	Creation of an Inclusion and Diversity Unit
DESCRIPTION	This action responds to the development of Article 43 of the LOSU to create the basic diversity unit, which coordinates the development of university policies for inclusion and non-discrimination in all the activities and functions of the university, as well as the Statutes (Agreement GOV/200/2025, of 29 July, approving the Statutes of the Universitat de Girona (DOGC no. 9467, of 31 July 2025)). It will include support for students with disabilities and educational needs offered by the Inclusion area of the Social Commitment and Professional Guidance Unit (UCSOP) to which it will be directly linked.
RESULTS	<ul style="list-style-type: none"> • Creation of the Inclusion and Diversity Unit integrated into the Social Commitment and Professional Guidance Unit • Technical staff with expertise in inclusion and diversity, and the necessary support from human resources for its development
Recipients	The UdG community
Responsible	Management
Timing	First year
Keywords	Structure - Regulations - Resources

ACTION 2.	Creation of an advisory committee of the Governing Council for inclusion and diversity
DESCRIPTION	This action aims to increase the presence of the inclusion perspective in the governance of the University. Based on the expertise and with the necessary political and technical representation, this commission must be a reference in the development and execution of the Inclusion and Diversity Plan, in accordance with Article 96 of the Statutes of the UdG.
RESULTS	<ul style="list-style-type: none"> • Definition of the members and powers of the Advisory Committee • Constitution of the Advisory Committee in the Governing Council • Calendar of the annual activity
Recipients	The UdG community
Responsible	Governing Council UCSOP - Inclusion and Diversity Unit
Timing	First year
Keywords	Structure – Advice

ACTION 3.	Creation of a network of experts in inclusion and diversity
DESCRIPTION	This action aims to strengthen the creation of links and the establishment of networks between the university community and also with agents in the area. It must be an advisory and consultation mechanism; it must contribute to guiding actions, listen to needs, exchange expertise between its members, and transfer knowledge and advances in the field of inclusion.
RESULTS	<ul style="list-style-type: none"> • Definition of network members and responsibilities • Organisation of at least one annual meeting between network members • Writing and dissemination of the conclusions of the network meeting
Recipients	The UdG community
Responsible	Vice-rectorates with responsibilities in the field of inclusion and community engagement ICE-SAID UCSOP - Inclusion and Diversity Unit
Timing	Second year
Keywords	Advice - Transfer - Research - Training - Participation

ACTION 4.	Incorporation of the inclusive perspective into the Internal Quality Assurance System (SGIQ)
DESCRIPTION	This action must incorporate the inclusive perspective in a transversal manner in the qualitative development of undergraduate and master's degrees, in all the instruments that ensure the quality of the teaching and learning processes. It is related to procedures such as the design of degrees, the monitoring and improvement of studies, the design of curricula, subjects, and evaluation processes, among others.
RESULTS	<ul style="list-style-type: none"> • Review of undergraduate and master's degree curricula to incorporate an inclusive and non-discriminatory perspective • Incorporation of competency dimensions and learning outcomes on inclusion and diversity in all degrees
Recipients	UdG students, teaching and research staff, and structures and services competent in teaching and quality
Responsible	Vice-rectorate with competencies in the field of quality Vice-rectorate with competencies in the field of teaching
Timing	In accordance with the VSMA framework (verification, monitoring, modification and accreditation of qualifications), mandatory for new reports and progressive for current study reports First three years of implementation of the Plan
Keywords	Teaching and training - Quality

ACTION 5.	Visibility of the information available to structures and services on diversity, equity and inclusion in the university community
DESCRIPTION	This action urges the structures and services of the UdG to ensure that the heterogeneity of its community is made visible by displaying all data that incorporates information on inclusion (anonymously). Making this information visible allows awareness to be raised about the diversity that already exists and that which is still far from being achieved.
RESULTS	<ul style="list-style-type: none"> • Writing and publication on the website of annual reports that include the actions carried out, incorporating the percentage of actions carried out annually in relation to the previous year • Publication on the Inclusion and Diversity website of disaggregated data (if obtained) • Dissemination of internally generated news
Recipients	General public
Responsible	UdG structures and services UCSOP – Inclusion and Diversity Unit
Timing	Yearly
Keywords	Transparency - Accessibility - Awareness

ACTION 6.	Review of UdG regulations from the perspective of inclusion
DESCRIPTION	This action is intended to review the current regulations of the UdG, to prevent them from constituting an obstacle for people who experience specific situations that may hinder their academic, work, personal and social development. The regulations must incorporate the heterogeneity of situations and realities of the community and reflect this. In addition to reviewing the existing regulations, the action is also intended to draft new regulations.
RESULTS	<ul style="list-style-type: none"> • Review of existing regulations at the UdG to incorporate the inclusive perspective • Review of new regulations, ensuring the incorporation of the inclusive perspective • Organisation of work teams formed by experts in inclusion and diversity to monitor the review and/or execute the review • Preparation of reports on the percentage of existing regulations revised and the percentage of new regulations drafted
Recipients	The UdG community
Responsible	Vice-Rectorate with responsibilities in the field of regulatory development General Secretariat
Timing	Throughout the five years of implementation
Keywords	Regulations – Rights and duties – Laws

ACTION 7.	Creation of a guide for incorporating the inclusive perspective into all functions of the UdG
DESCRIPTION	This action is intended to create support materials so that the visibility of diversity and equity is present in the functions of the university: training, research and knowledge transfer, as well as in campus life and in all community and social commitment actions in the university itself and in the region.
RESULTS	<ul style="list-style-type: none"> • Creation of working groups formed by Teaching and Research staff and experts in inclusion and diversity to develop support materials • Creation of decalogues, checklists or similar mechanisms to ensure that curricula, training, research, transfer, governance and campus life incorporate this inclusive, non-ethnocentric or colonialist perspective • Elaboration of reports or infographics that incorporate the actions that are designed and implemented at the UdG
Recipients	Teaching and Research Staff (PDI) Research groups Technical staff of the management and administration of services (PTGAS) involved in research actions University community in general
Responsible	Vice-Rectorate with responsibilities in the field of teaching, research and social and community commitment UCSOP – Inclusion and Diversity Unit ICE-SAID
Timing	First year
Keywords	Advice - Resources - Information - Training - Transfer - Research

OBJ. I.2. Extending inclusive culture to the university community and the region

ACTION 8.	Definition and implementation of outreach actions and organisation of training with an inclusive and diversity perspective for the entire university community and in collaboration with local agents
DESCRIPTION	This action is based on the continuing need to raise awareness of the situation experienced by people with disabilities, with socioeconomic needs or who are discriminated against due to their origin or orientation. This action promotes the organization of campaigns, conferences, general training aimed at raising awareness and, especially, seeks the involvement of the educational community in a reality that is also theirs. Whenever possible, awareness-raising, dissemination and reflection activities will be carried out beyond the dates indicated and incorporating local entities.
RESULTS	<ul style="list-style-type: none"> • Organisation of events and conferences • Training courses offered to the community • Preparation of reports with information on people attending training courses and on people attending events and conferences
Recipients	University community General public
Responsible	ICE-SAID UCSOP - Inclusion and Diversity Unit
Timing	Throughout the five years of the Plan
Keywords	Transfer - Training - Awareness - Dissemination

ACTION 9.	Review of the UdG's communication strategy to ensure that images and language are inclusive and reflect respect for diversity
DESCRIPTION	This action proposes reviewing all communication carried out by a public administration, such as the UdG, to avoid threats such as an underlying discourse that perpetuates stereotypes that do not respect inclusion, equality and non-discrimination. Images and words must show social diversity and an inclusive perspective.
RESULTS	<ul style="list-style-type: none"> • Organisation of training in inclusive language for staff in the Communication and Institutional Relations Area (ACRI) • Review of the images and language used on the website and in institutional communication • Determination of the type of images that should appear on the website, with the guidance of the Advisory Committee and the network of experts
Recipients	Communication and Institutional Relations Area (ACRI) University community and the general public
Responsible	Communication and Institutional Relations Area (ACRI)
Timing	First year
Keywords	Values - Awareness - Training - Communication

ACTION 10.	Organisation of promotional acts from student associations and networks, PDI and PTGAS that promote inclusion
DESCRIPTION	This action aims to strengthen institutional collaboration with associations and networks of the UdG that promote, through social activism, critical reflection and debate, values linked to inclusion, diversity and non-discrimination. The existence of associations and networks not only allows us to ensure inclusion and non-discrimination in the development of university life, but is also a channel for gathering the changing needs of the groups they host. Associations and networks also imply a safe space for the people who form them or who can address them at specific times. Therefore, they must be an asset for the realisation of inclusive events and conferences, which reflect diversity from an inclusive perspective that is not ethnocentric or colonialist.
RESULTS	<ul style="list-style-type: none"> • Promote an inclusive perspective in the associative fabric • Create stable and periodic places for dialogue and interaction • Offer support for events organised by these associations • Prepare reports on associations and the number of activities that are programmed with collaboration and/or institutional support
Recipients	The whole university community
Responsible	Vice-Rectorate with competencies in the field of students Vice-Rectorate with competencies in the field of territory and social commitment UCSOP - Inclusion and Diversity Unit
Timing	Throughout the five years of the Plan
Keywords	Participation - Awareness - Advice

OBJ. I.3. Guarantee equal treatment and non-discrimination in the academic and working environment at the UdG

ACTION 11.	Identification, prevention and intervention in situations of discrimination and harassment due to origin, religion, and disability
DESCRIPTION	This action reflects the need to establish the necessary mechanisms to make the UdG a safe space for all people who coexist there, whether as students, employees or visitors. Proposal to implement Law 3/2022, of February 24, on university coexistence with the implementation of the Universitat de Girona Coexistence Rules, approved by the Governing Council in session 4/2023, of March 30 (eBOU-2997) and the Statutes (approved by Agreement GOV/200/2025, of July 29, by which the Statutes of the Universitat de Girona are approved (DOGC no. 9467, of 31 July 2025)), which require the application of these measures. This implementation must be accompanied by training and information campaigns to avoid situations of discrimination and harassment.
RESULTS	<ul style="list-style-type: none"> • Establishment of mechanisms for the implementation of Article 11 of the Coexistence Rules • Conduct training on discrimination, racism and personal and workplace harassment • Creation and implementation of an information campaign on the coexistence rules and tools for reporting (Commission, SAI, among others) • Preparation of reports on staff training and attention given regarding coexistence rules
Recipients	The whole university community
Responsible	General Secretariat Coexistence Commission
Timing	Two years
Keywords	Regulations - Training - Advice

ACTION 12	Definition and implementation of measures that promote equal treatment and non-discrimination of students, teaching staff and PTGAS
DESCRIPTION	This action is intended to create a respectful and responsible institutional framework with equal treatment and non-discrimination. The UdG must become a university where equal treatment and non-discrimination are present in reference documents, such as Statutes, code of ethics or strategic plans, which generate specific programmes to establish the bases for an equitable and diverse university.
RESULTS	<ul style="list-style-type: none"> • Creation of peer mentoring projects or with experts from the stages prior to higher education • Creation of mechanisms (scholarships, grants, among others) to favour the arrival at university • Creation of talent recruitment programmes • Creation of specific programmes to help promote the hiring of people belonging to underrepresented groups (with disabilities, racialised, among others)
Recipients	People from the community at risk of discrimination and people who belong to underrepresented groups at the UdG
Responsible	Management Human Resources Vice-Rectorate with competencies in the field of students Vice-Rectorate with competencies in the field of personnel Vice-Rectorate with competencies in the field of teaching
Timing	Throughout the five years of the plan
Keywords	Access - accessibility

ACTION 13.	Creation of a specific protocol to support students in situations of chronic illness, complex socioeconomic situation or temporary and sudden disability/incapacity
DESCRIPTION	This action is intended to draft a protocol to serve students who may need it. The UdG has been working officially in the field of inclusion since 2008 and has been adapting to the trends and new situations that have arisen in the care of students. The arrival of other groups, as well as the personal situations that may have arisen, makes it necessary to collect new measures in a document for consultation and acceptance by the university community. This protocol must make administrative and training procedures more flexible (retention criteria, flexibility in submissions, preparation of notes, etc.) so that they allow students who, temporarily, cannot follow the academic sessions to maintain the link with the university environment. This document must establish the minimum bases that allow equal opportunities for all people.
RESULTS	<ul style="list-style-type: none"> • Creation of a working group for the protocol • Writing of the protocol • Approval of the protocol document • Preparation of reports with the actions carried out as a result of the implementation of the protocol
Recipients	Students in a situation of educational need PDI (who must apply academic adaptations) PTGAS (who must be aware of academic adaptations and must apply adaptations in enrolments)
Responsible	Vice-Rectorate with competencies in the field of teaching Vice-Rectorate with competencies in the field of students Academic and Student Management Service Inclusion and Diversity Advisory Committee UCSOP - Inclusion and Diversity Area
Timing	First year
Keywords	Regulations – Resources – Advice – Participation

ACTION 14.	Drafting and implementation of a protocol for the organisation of inclusive UdG social events
DESCRIPTION	This action is intended to establish an inclusive perspective on diversity in the social activities promoted by the university. Social events organised by the student community or those of a more institutional nature must take into account the participation of everyone, and ensure accessibility, respect and non-discrimination of people, while avoiding ethnocentrism and a colonial perspective.
RESULTS	<ul style="list-style-type: none"> • Organisation of a diverse and heterogeneous working group to monitor the festivities • Creation of a protocol that incorporates the actions to be taken, with recommendations to make the festivities accessible and non-discriminatory • Design of a checklist of the requirements • Preparation of reports that include the inclusive actions of the festivities
Recipients	UdG Associations Student Council Communication and Institutional Relations Area (ACRI)

Responsible	UdG Associations Council Vice-Rectorate with responsibilities in the area of regional and social commitment Vice-Rectorate with responsibilities in the area of students Vice-Rectorate with responsibilities in the area of campus Student Council UCSOP - Inclusion and Diversity Area SOTIM
Timing	First year
Keywords	Participation - Accessibility - Awareness

4.2. AXIS II: UNIVERSITY ACCESS

OBJ. II.1. Develop support actions to allow entry to the University for study or work on equal conditions

ACTION 15.	Development of cooperation actions with educational, social and cultural services and centres, mainly in the Girona region, that work with people with disabilities or in unfavourable economic and/or social situations
DESCRIPTION	This action is intended to strengthen the regional network to establish working alliances that allow, not only knowledge of the university access systems, but the creation of information channels with educational, social and/or cultural services and centres (mainly in the Girona regions), and non-profit organizations that develop actions for the social and labour inclusion of people in situations of discrimination and/or without equal treatment. This collaboration should provide more specific guidance to reduce the obstacles that hinder or prevent their arrival at university. To achieve this, it will be based on collaborations with the entities of the area that have already been initiated by the UCSOP.
ACTIONS	<ul style="list-style-type: none"> • Strengthening collaborative work with educational, social and cultural services and centres, mainly in the Girona region, initiated by the UCSOP • Organisation of an annual information day with representatives from the entities, the university and the responsible regional administration (where necessary) • Preparation of reports that describe the increase in the number of agreements signed with entities/associations, the increase in the number/percentage of people arriving from entities/associations with respect to total enrolments and the increase in the percentage of attendance at the activities
Recipients	People who belong to underrepresented groups at the UdG
Responsible	Vice-Rectorate with responsibilities in the area of regional and social commitment Vice-Rectorate with responsibilities in the area of students Vice-Rectorate with responsibilities in the area of personnel UCSOP – Inclusion and Diversity Unit
Timing	Throughout the five years of the plan
Keywords	Advice - Access - Participation

ACTION 16.	Consolidation of support and care programmes for people from underrepresented groups (young people who have been placed in foster care, young people from the Roma community, racialised people, among others), who want to access the UdG
DESCRIPTION	<p>This action aims to establish mechanisms so that people from underrepresented groups have the opportunity to access university with guidance and support. In 2018, the Access and Student Affairs Commission of the Interuniversity Council of Catalonia determined a reserve of places for people belonging to the Roma people, and in the 2022-2023 academic year, this was extended to people who have been in foster care. The UdG designated two members of the PDI (with expertise in both areas) who act as references for students who join through this route. From the 2023-2024 academic year, the Inclusion and Diversity Unit will carry out specific monitoring and guidance for this group. It is necessary to consolidate the monitoring and guidance that is already offered to these two groups and extend it to racialised people or others who find themselves in disadvantaged situations in order to access the UdG.</p> <p>Similarly, the UdG must work to expand this support to people with this profile who want to join the PDI or PTGAS collective, creating lines of inclusion that respond to positive discrimination.</p>
ACTION	<ul style="list-style-type: none"> • Consolidation of support for students from underrepresented groups • Analysis of UdG resources to expand support • Introduction to the support website for underrepresented groups • Review of the regulations for access to the PDI or PTGAS bodies to determine how membership of an underrepresented group will be taken into account • Prepare reports with the percentage of people from underrepresented groups who access the UdG to study or work, and the number of actions included in UdG regulations relating to people from underrepresented groups
Recipients	People currently external to the university who belong to underrepresented groups at the UdG
Responsible	<p>Vice-Rectorate with responsibilities in the area of territory and social commitment</p> <p>Vice-Rectorate with responsibilities in the area of students</p> <p>Vice-Rectorate with responsibilities in the area of personnel</p> <p>Vice-Rectorate with responsibilities in the area of teaching</p> <p>Management</p> <p>General Secretariat</p> <p>UCSOP - Inclusion and Diversity Unit</p>
Timing	Two years
Keywords	Access - Regulations - Resources - Participation

ACTION 17.	Strengthening and promoting specific access programmes for people with intellectual disabilities or users of social services, or other similar programmes, that allow learning in a university environment and in an inclusive manner
DESCRIPTION	<p>This action aims to ensure that people who do not usually attend university can do so through specific programmes. The UdG has been a leader in the implementation of innovative and inclusive programmes that have gone beyond the integration of people with intellectual disabilities or users of social services into the university. People have joined classes of different degrees from the Faculty of Education and Psychology. Taking into account that Article 37 of the LOSU states that "Universities will promote access to university studies for people with intellectual disabilities and for other reasons of disability by promoting their own studies adapted to their abilities", these experiences should be consolidated both at a budgetary level and implemented in as many faculties/schools as possible.</p>

ACTIONS	<ul style="list-style-type: none"> • Search for sources of funding for the continuity and sustainability of the programmes • Analysis and dissemination of the implementation of the programmes in an inclusive manner • Expansion of the programmes in as many degrees as possible • Preparation of reports with data on students participating in the programme and data on subjects or degrees that implement the programme
Recipients	<p>Social service users</p> <p>People with intellectual disabilities</p> <p>Other groups</p> <p>UdG community</p>
Responsible	<p>Vice-Rectorate with responsibilities in the field of teaching</p> <p>Vice-Rectorate with responsibilities in the field of regional and social commitment</p> <p>Vice-Rectorate with responsibilities in the field of students</p> <p>Academic and Student Management Service</p> <p>Management</p> <p>UCSOP - Inclusion and Diversity Unit</p> <p>Fundació Girona Innovació i Formació</p>
Timing	Three years
Keywords	Access - Accessibility - Participation - Awareness - Transfer

OBJ. II.2. Define and carry out action to inform and support University entry for study or work from an inclusive perspective

ACTION 18.	Incorporation of information on inclusive access and support measures in UdG promotional events
DESCRIPTION	This action is intended to provide adequate information about the resources and measures of the UdG in the different events throughout the year to promote its studies in different places (high schools, teaching halls, etc.). In these sessions, the measures that are contemplated must be explained and detailed if there are students who may need them. In addition, the presentations must be accessible to everyone and contemplate the inclusive perspective of diversity.
ACTIONS	<ul style="list-style-type: none"> • Training for people responsible for giving promotional talks • Creation of material for informing interested parties • Design of accessible and inclusive informative events • Preparation of reports with data on the personnel who have been trained, on the people who attended (for inclusion issues) promotional events and on the materials that have been generated.
Recipients	<p>Staff of the Communication and Institutional Relations Area (ACRI)</p> <p>Support staff of the Communication and Institutional Relations Area (ACRI)</p>
Responsible	<p>Vice-Rectorate responsible for the field of communication</p> <p>UCSOP - Inclusion and Diversity Unit</p>
Timing	Throughout the five years
Keywords	Advice - Training - Accessibility

ACTION 19.	Offering information, attention and advice to people with disabilities and/or members of underrepresented groups (young people who have been placed in care, young people from the Roma community, racialised people, among others) interested in joining the UdG
DESCRIPTION	This action aims to guarantee access to information and attention for people before or at the time of access to the university. Information is the basis for being able to make autonomous and reasoned decisions. Therefore, the UdG must activate different channels that allow everyone to have access to information and to be able to establish contact with the university to clarify doubts or expand information.
ACTIONS	<ul style="list-style-type: none"> • Providing information on the internet and on social networks • Establish direct channels of contact with high schools, entities, associations or individuals to transfer information and/or assist interested parties • Elaboration of reports with data on publications on social networks and the internet, along with the number of people attending
Recipients	People who are external to the UdG and belong to underrepresented groups at the UdG Entities/associations that work with underrepresented groups at the UdG
Responsible	UCSOP - Inclusion and Diversity Unit
Timing	Throughout the five years
Keywords	Accessibility - Access - Advice - Transparency

4.3. AXIS III: WELCOME, SUPPORT AND PARTICIPATION IN UNIVERSITY LIFE

OBJ. III.1. Guaranteeing inclusive support in work and studies

ACTION 20.	Offering personalized support that addresses diversity, equal treatment, and non-discrimination for the entire university community
DESCRIPTION	<p>This action considers the general measures necessary to ensure that people who access the UdG to carry out their academic and/or working career are guaranteed equal opportunities, as well as equal treatment and non-discrimination. This implies not only committing to an inclusive university, but also determining the actions to respond to situations that may arise throughout their time at university. Therefore, the UdG must create (or develop if it already exists) regulations regarding inclusive care and the defence of the right to equal treatment and non-discrimination of the members of its community.</p> <p>It should be noted that during their time at university, students may find themselves involved in medical, financial and/or personal situations that do not allow them to attend classes continuously. Flexibility criteria must be determined at both the administrative and training levels (retention criteria, flexibility in assignments, preparation of notes, etc.), with the aim of maintaining the link with the university environment of students who, temporarily, cannot follow the planned pace. This last point does not refer to the PDI or the PTGAS, because in these situations, they can request leave of absence.</p>

ACTIONS	<ul style="list-style-type: none"> • Development of specific regulations on equal treatment and non-discrimination based on the Coexistence Standards • Strengthening information about the Comprehensive Care Service (SAI) aimed at LGTBIQ+ people included in the UdG Equality Plan. • Creation of protocols that include both the itineraries and possible specific actions to be taken to guarantee attention to diversity and equal treatment, and non-discrimination in permanent or emergent situations. • Preparation of reports with data on the students served in the protocol, and students served in the SAI
Recipients	The entire UdG community
Responsible	<p>Vice-Rectorate with responsibilities in the area of students</p> <p>Vice-Rectorate with responsibilities in the area of personnel</p> <p>Vice-Rectorate with responsibilities in the area of teaching</p> <p>Academic and Student Management Service</p> <p>Occupational Health Office</p>
Timing	Throughout the 5 years of the plan
Keywords	Regulations – Resources – Accessibility -

ACTION 21.	Compliance with the measures indicated by the service responsible for matters of diversity and inclusion
DESCRIPTION	This action aims to emphasise the mandatory compliance with the recommendations made by the UdG. The Inclusion and Diversity Unit makes a series of recommendations for adaptations for students who request them. Currently, there is no obligation for teachers to apply these adaptations, a factor that causes inequality in the rights of people who need them compared to other students who do receive the adaptation without problems. This action is related to Action 20.
ACTIONS	<ul style="list-style-type: none"> • Drafting and approval of specific regulations that regulate the need for teaching staff to comply with and implement the instructions on adaptations given in student reports • Organisation of training and information sessions held in advance for teaching staff • Raising awareness among teaching staff about the need to apply adaptations • Establishment of coordination meetings to work on the regulations
Recipients	Students and teaching staff of the UdG
Responsible	<p>Vice-rectorate with responsibilities in the area of students</p> <p>Vice-rectorate with responsibilities in the area of teaching</p> <p>Vice-rectorate with responsibilities in the area of social commitment and professional guidance</p>
Timing	The first two years of the plan's implementation
Keywords	Regulations - Training - Accessibility - Awareness

ACTION 22.	Creation and implementation of a mentoring programme aimed at providing inclusive support to students who require it.
DESCRIPTION	This action aims to strengthen support for people who need it. Mentoring provides individualised attention through a relationship with a student who has already experienced the same situation or with an expert in a specific subject or situation. This support allows students to find answers or guidance in a more direct and personal way.
ACTIONS	<ul style="list-style-type: none"> • Creation of peer mentoring projects • Facilitating mentoring with experts • Reinforcing and publicising the mentoring project by Alumni to the students • Preparing reports with data from people participating in mentoring programmes
Recipients	The UdG community
Responsible	UCSOP – Inclusion and Diversity Unit
Timing	Throughout the first two years of the plan
Keywords	Resources – Advice – Participation – Awareness

ACTION 23.	Creation of a liaison figure between the Inclusion and Diversity Unit and the faculties and schools
DESCRIPTION	This action aims to visibly establish a figure in charge of each faculty/school, who allows the coordination of the actions relating to students with disabilities, educational and/or socioeconomic needs to be carried out in each centre. This figure must be a teaching staff member since they must be able to relate to the rest of the teaching staff and also to the academic services of each centre. The final objective of these actions will be to streamline the coordination actions and detect the needs of each centre. Whilst each centre will be left free to choose this person, it is recommended that, whenever possible, they be a member of the centre's management team.
ACTIONS	<ul style="list-style-type: none"> • Drafting the profile and functions of the liaison person • Election of a member of the teaching staff in each centre as an intermediary • Elaboration of reports with the data of the designated liaison persons and the coordination actions that have been carried out
Recipients	Students and teaching staff of the UdG
Responsible	Dean's office of the educational centres Vice-Rectorate with responsibilities in the field of Personnel Vice-Rectorate with responsibilities in the field of Regional and Social Commitment UCSOP – Inclusion and Diversity Unit
Timing	First year of the plan
Keywords	Structure – Resources

ACTION 24.	Offering PTGAS and PDI personnel with permanent or temporary disability the accessibility measures, adaptations and/or reasonable adjustments necessary in order to carry out their work functions autonomously
DESCRIPTION	This action aims to provide information on workplace adaptations for PDI and PTGAS in an easy and transparent way. Even though, as workers, both PDI and PTGAS have the right to adaptation of their workplace, and the UdG facilitates this from the Occupational Health Office, it is necessary that people belonging to these two groups not only have knowledge of this right, but also sense a climate of trust that allows them to express their situation without suffering from possible discrimination.
ACTIONS	<ul style="list-style-type: none"> • Proactive transfer and reinforcement of information on possible adaptations in case of need, by the Occupational Health Office and the Human Resources service. • Design of campaigns carried out with PDI and PTGAS • Preparation of reports with data from PDI and PTGAS that make adaptation requests
Recipients	PDI and PTGAS
Responsible	Management Human Resources Occupational Health Office
Timing	Throughout the 5 years of the plan
Keywords	Accessibility

OBJ. III.2. Promote the active participation of the University community to reflect a diverse and inclusive UdG

ACTION 25.	Design a plan that increases the participation of underrepresented groups in the different services, bodies and programmes of the UdG
DESCRIPTION	This action is intended to increase the presence and participation of underrepresented groups in two different areas. On the one hand, the university offers the possibility of participating in different services and bodies in which the voice of underrepresented people or groups is necessary. On the other hand, these people must be able to participate in academic, work or international volunteer mobility programmes that allow them to expand not only their personal horizons, but also to see that there are other ways of organising academic and/or work content..
ACTIONS	<ul style="list-style-type: none"> • Definition of incentives for student, PTGAS and PDI participation • Design and execution of information campaigns • Promotion of access to mobility programmes among students, PDI and PTGAS with disabilities or with a disadvantaged socioeconomic situation • Preparation of reports with data on student, PTGAS and PDI participation in the different services/bodies
Recipients	The whole university community
Responsible	Vice-Rectorate with responsibilities in the field of communication Vice-Rectorate with responsibilities in the field of internationalisation International Office UCSOP – Inclusion and Diversity Unit Communication and Institutional Relations Area (ACRI)
Timing	Throughout the 5 years of the plan
Keywords	Participation - Mobility - Accessibility

ACTION 26.	Establishment of actions that incorporate the perspective of equal treatment, non-discrimination, diversity and inclusion in university associations and programmes or bodies of related staff
DESCRIPTION	This action aims to ensure that the inclusive perspective of diversity and equal treatment, and non-discrimination, is integrated into the life and actions of associations and related personnel. Associations and programmes or bodies of related staff must be safe spaces and free from discrimination both in the events they organise and in their constitutive and/or ideological bases. Their respect for diversity and non-discrimination must be included in the constitutive documents, as well as the different actions that are determined in the event that a member does not comply with these.
ACTIONS	<ul style="list-style-type: none"> • Designation of a person responsible for diversity and non-discrimination in each association • Training of association representatives on inclusion, diversity and equal treatment • Incorporation of clauses in association statutes on respect for diversity, as well as response actions in the event of non-compliance • Organisation of activities with an inclusive, non-ethnocentric or colonialist perspective • Preparation of reports with data on designated association representatives, on modifications to statutes and ideologies, and on activities carried out that incorporate an inclusive perspective
Recipients	University associations and related staff programmes or bodies
Responsible	University associations Programmes or related personnel bodies Vice-rectorate with responsibilities in the field of students
Timing	During the first two years of the plan
Keywords	Inclusion - Accessibility - Associations

OBJ. III.3. Guarantee spaces for the existence and activity of counseling, psychological support and guidance

ACTION 27.	Strengthening access to psychological support in the university community
DESCRIPTION	This action is intended to consolidate the mechanisms for student care and to strengthen the mechanisms aimed at the PDI and PTGAS. The UdG has developed a different psychological support system for students than for workers. Students access support through the Espai Salut, which is based on an agreement with another public administration. It is necessary to strengthen the relationship with public administrations that allow the continuation of the service aimed at students. In the case of care for the PDI and PTGAS, it is necessary to promote and inform these groups.
ACTIONS	<ul style="list-style-type: none"> • Promotion of the psychological support service aimed at members of the PDI and PTGAS • Revision of collaboration agreements with public administrations • Preparation of reports with data on students, PDI and PTGAS who attend the service
Recipients	The entire university community
Responsible	Vice-Rectorate with responsibility in the area of personnel Vice-Rectorate with responsibility in the area of students Vice-Rectorate with responsibility in the area of regional and social commitment Office of Occupational Health UCSOP – Inclusion and Diversity Unit
Timing	During the first two years of the plan
Keywords	Emotional well-being - Counselling

ACTION 28.	Consolidation of community spaces for emotional support and advice networks
DESCRIPTION	This action is intended to consolidate and strengthen specific networks and programmes. The UdG has launched community actions that respond to the need to reinforce and support people to improve their emotional well-being. With this objective, the Grup d'Ajuda Mútua (GAM) was initiated at the UdG (in a pioneering manner) in collaboration with La Foixarda, and, later, the Grup Parèntesi was created, aimed at students and allows for peer networking. One of the objectives of this action is to extend these spaces to members of the PDI and PTGAS.
ACTIONS	<ul style="list-style-type: none"> • Promotion and consolidation of the Grup Parèntesi and the GAM for students with mental disorders • Reinforcement of specific psychological support for doctoral students • Promotion, consolidation and development of community spaces for the PDI and the PTGAS • Preparation of reports with data on people who participate in the Grup Parèntesi, doctoral students who participate in support actions, students with mental disorders who participate in the GAM and community spaces created aimed at the PDI and the PTGAS
Recipients	The entire university community
Responsible	Vice-Rectorate with responsibility in the area of personnel Vice-Rectorate with responsibility in the area of students Vice-Rectorate with responsibility in the area of regional and social commitment Office of Occupational Health UCSOP – Inclusion and Diversity Unit
Timing	During the first two years of the plan
Keywords	Emotional well-being - Participation - Awareness

ACTION 29.	Strengthening and promoting actions to improve the comprehensive emotional well-being of people in the university community
DESCRIPTION	This action is based on recently created resources, and aims to consolidate, strengthen and promote them. In 2020, the UdG created the UdGSalut page on the institutional website. It is a page for the emotional well-being of the university community, which includes visual and written resources that allow for autonomous emotional care. This action urges the UdG to go one step further and create spaces (beyond those mentioned in Action 28) that offer a safe and trusting environment in which to share different activities with other people, or find a refuge in times of need. Specific actions are also contemplated that favour establishing dynamics to reinforce the emotional well-being of the community, especially for the PTGAS and the PDI, so that they have information about the spaces through the appropriate channels and subsequently use them.
ACTIONS	<ul style="list-style-type: none"> • Promotion of existing resources aimed at emotional well-being • Creation and promotion of multifunctional relaxation spaces • Prospecting virtual tools for emotional support • Promotion of social events aimed at PTGAS and PDI • Location of physical community spaces for interaction with non-academic activities
Recipients	The entire university community
Responsible	Vice-Rectorate with responsibility for the area of personnel Vice-Rectorate with responsibility for the area of students Vice-Rectorate with responsibility for the area of regional and social commitment Office of Occupational Health UCSOP – Inclusion and Diversity Unit
Timing	During the first three years of the plan
Keywords	Emotional well-being - Participation - Resources - Accessibility

ACTION 30.	Implementation of actions to address suicidal behaviour within the UdG
DESCRIPTION	This action is aimed at strengthening actions for the prevention of suicidal behaviour. Although the UdG has specific training programmes on mental health and materials available to all university groups, it is necessary to address the issue of suicide with specific resources. The <i>Guide for addressing suicidal behaviour in the university environment</i> , published in 2022 by the Department of Health of the Generalitat de Catalunya, and in which representatives of Catalan universities participated, will be established as the main reference tool for the actions.
ACTIONS	<ul style="list-style-type: none"> • Strengthening mental health training for all UdG groups • Development of the actions outlined in the guide, especially the designation of key agents as mental health references and the creation of internal protocols for prevention and action against suicidal behaviour • Elaboration of reports with data on key agents who have been designated and numbers of people who have been trained in mental health
Recipients	The entire university community
Responsible	Vice-Rectorate with responsibilities in the field of students Vice-Rectorate with responsibilities in the field of personnel Vice-Rectorate with responsibilities in the field of regional and social commitment Deans' offices UCSOP – Inclusion and Diversity Unit Occupational Health Office
Timing	During the first year of the plan
Keywords	Emotional Wellbeing - Awareness - Counselling - Resources - Mental Health - Suicide

ACTION 31.	Development of psycho-pedagogical guidance programmes for students in collaboration with regional entities
DESCRIPTION	This action aims to strengthen the regional network to support students. Although psycho-pedagogical guidance is necessary for all students, those with disabilities or socio-educational needs may require specific support resources that the UdG does not have directly. Thus, the establishment of agreements with entities in the region must allow us to continue with the commitment to provide maximum support without implying an added cost for students. On the other hand, the expertise and functions of these entities allow a specific dedication to the different situations that can be found in the classrooms (mental health, ASD, among others).
ACTIONS	Creation of a support programme aimed at students, especially groups with special difficulties such as mental disorders or ASD, among others Reinforcement of collaborative work with non-profit entities in the region
Recipients	Students of the UdG
Responsible	Vice-Rectorate with responsibilities in the field of students Vice-Rectorate with responsibilities in the field of personnel Vice-Rectorate with responsibilities in the field of regional and social commitment UCSOP – Inclusion and Diversity Unit
Timing	During the first two years of the plan
Keywords	Emotional well-being - Training - Participation

4.4. AXIS IV: ACCESSIBILITY

OBJ. IV.1. Guaranteeing the accessibility of University spaces, content, events and tools

ACTION 32.	Modification of information on services available to improve their reception by the university community (especially those working in diversity, equity and inclusion)
DESCRIPTION	This action aims to improve the understanding of the messages offered by the structures and services. The UdG uses different channels to convey information about structures and services, which must be understandable for all audiences. Thus, understandable information on institutional websites and networks will also be relevant for raising awareness among the university community and the general population.
ACTIONS	<ul style="list-style-type: none"> • Subtitling of audiovisual content for deaf people • Publication of relevant information in an easy-to-read format
Recipients	The general public
Responsible	Vice-Rectorate with responsibilities in the field of communication Communication and Institutional Relations Area (ACRI) Accessibility Unit (URA)
Timing	Throughout the five years of the plan
Keywords	Accessibility - Training - Awareness

ACTION 33.	Definition and implementation of strategies to ensure that all physical spaces of the University are inclusive and accessible to all people, regardless of their circumstances, according to current regulations
DESCRIPTION	This action aims to make the UdG an inclusive university, not just an integrative one, in terms of physical spaces. The accessibility of spaces and the elimination of architectural barriers are basic rights for people, especially those with reduced mobility. In this sense, and based on the audit of the UdG spaces that was carried out in 2021, it is necessary to move forward with the actions that were proposed and to make an evaluation of the actions that have been carried out so far, to check the evolution of the elements of improvement that were detected.
ACTIONS	<ul style="list-style-type: none"> • Review of the audit carried out in 2021 • Improvement of the elements detected and not modified • Preparation of reports on the actions carried out since the 2021 audit
Recipients	The entire UdG community and the rest of the population
Responsible	Vice-Rectorate with responsibilities for the Campus SOTIM
Timing	Three years after the implementation of the plan
Keywords	Accessibility - Participation - Awareness

ACTION 34.	Definition and implementation of strategies to ensure that all virtual spaces of the University are inclusive and accessible to all people, regardless of their circumstances, according to current regulations
DESCRIPTION	This ACTION aims for the UdG to be an inclusive university, not just an integrative one, in terms of virtual spaces. The European Accessibility Law (Directive (EU) 2019/882 of the European Parliament and of the Council, of 17 April 2019, on the accessibility requirements for products and services) sets 2030 as the deadline for services to stop using inaccessible products that were already in use before 28 June 2025. This establishes the same period of validity of this Plan for the improvement of all elements related to the virtual spaces of our university. The URA (Unit Responsible for Accessibility) and IT services must ensure that work continues to achieve full accessibility of existing content and new content that is generated.
ACTIONS	<ul style="list-style-type: none"> • Carrying out the Ministry's annual audits • Training of teachers and PTGAS for the creation of accessible content • Preparation of reports on the number of training courses given and the number of PDI and PTGAS attendees
Recipients	The UdG community
Responsible	IT Services Unit Responsible for Accessibility (URA)
Timing	Throughout the five years of the plan
Keywords	Accessibility – Resources - Transfer - Awareness - Training

ACTION 35.	Definition and implementation of strategies to ensure communicative accessibility and the representation of diversity for all people, regardless of their circumstances, according to current regulations
DESCRIPTION	This action aims for the UdG to be an inclusive university, not just an integrative one, in terms of spaces for communication, which may be physical or virtual. The result of this action is added to that of actions 33, 34 and 9. Action 9 of this same plan already indicates the need to review the communication strategy during the first year of execution. This action, on the other hand, promotes a strategy designed for the future. The creation of a working group with different voices that proposes initiatives to modify those elements in the written and visual messages in the UdG's communication that are not so respectful of diversity.
ACTIONS	<ul style="list-style-type: none"> • Creation of a working group to analyse the communication strategy • A collection of guidelines for a new communication strategy that integrates the inclusive diversity perspective
Recipients	The UdG community and the general public
Responsible	Vice-Rectorate with responsibilities in the field of communication Communication and Institutional Relations Area (ACRI)
Timing	During the first two years of the plan
Keywords	Awareness - Training

ACTION 36.	Offering in-person assistance to all people who need it, regardless of their circumstances
DESCRIPTION	This action aims to consolidate personal assistance for people with reduced mobility and sign language interpretation, but at the same time, it aims to establish organisational bases to be able to carry this out. It was common for people with reduced mobility to opt for online training that avoided travel to the university, as it would mean not being able to carry out daily life activities autonomously and according to their needs. The UdG wanted to respond to this option and opted to offer personal assistance services that reaffirmed the autonomy and freedom of choice for students who could prove situations of need in this regard. Similarly, the sign language interpretation service has already been offered. These two services, which involve an expense assumed in its entirety by the UdG, must be analysed and designed as a right, but which must also respond to sustainability criteria in the face of limited resources.
ACTIONS	<ul style="list-style-type: none"> • Analysis of the personal assistance and sign language interpretation service • Establishment of educational and organisational criteria for personal assistance and sign language interpretation • Search for economic resources to cover the services
Recipients	The UdG community
Responsible	Management Vice-Rectorate with responsibilities in the field of Regional and Social Commitment UCSOP – Inclusion and Diversity Unit
Timing	During the first two years of the plan
Keywords	Accessibility - Transparency

OBJ. IV.2. Promoting Universal Design for Learning in events, spaces and content

ACTION 37.	Creation and development of a Universal Design for Learning (UDL) implementation plan
DESCRIPTION	This action calls for a change in culture in the educational model of the UdG. The University will be truly inclusive when the design of the subjects considers the concept of Universal Design for Learning. This is a tool that must contribute to making the learning carried out at the UdG as accessible as possible, and which allows maximum autonomy to the students and a reduction in the adaptations necessary from the teaching staff.
ACTIONS	<ul style="list-style-type: none"> • Establishment of a working group formed by experts in the UDL and members of the UdG Board of Directors • Design of a UDL implementation plan at the UdG • Approval of the UDL implementation plan • Training on UDL for teaching and research staff • Preparation of reports with data on the training carried out on UDL for teaching and research staff, and data on the number of teaching and research staff enrolled in the training
Recipients	UdG students and PDI
Responsible	Vice-Rectorate with responsibilities in the field of personnel Vice-Rectorate with responsibilities in the field of teaching
Timing	Throughout the 5 years of the plan
Keywords	Accessibility - Training - Awareness - Resources

ACTION 38.	Use of universal design in events, activities, teaching and research carried out at the University
DESCRIPTION	This action is complementary to action 37, as it will allow the elements that make the subjects more accessible to be included in the programmes, but it also proposes that the UDL be present in the design and communication of research and in commemorative or academic transfer events held at the UdG.
ACTIONS	<ul style="list-style-type: none"> • Incorporation of UDL elements in subjects and their materials • Incorporation of UDL elements in research design and communication • Incorporation of UDL in UdG events • Preparation of reports with data on subjects designed with UDL criteria, the incorporation of UDL in research and events that have been designed with UDL criteria
Recipients	The UdG community and the general public
Responsible	Vice-Rectorate with responsibilities in the field of communication Vice-Rectorate with responsibilities in the field of teaching Vice-Rectorate with responsibilities in the field of research Communication and Institutional Relations Area (ACRI)
Timing	Throughout the 5 years of the plan
Keywords	Accessibility - Training - Awareness - Resources

4.5. AXIS V: JOB PLACEMENT

OBJV.1. Promote strategies to improve equal opportunities for student entry to the labour market

ACTION 39.	Definition and implementation of strategies to ensure that extracurricular internships in companies and centres are inclusive, accessible, offering equal treatment and non-discrimination for all students
DESCRIPTION	This action ensures that companies and/or entities that host students who do curricular or extracurricular internships do not have discriminatory or racist attitudes, that they comply with the minimum accessibility criteria (in all their forms) and that they do not oppose their compliance. This action goes beyond attitudes of overprotection of students and is directly related to the defence of rights, through the execution of the regulations in force at the time of writing this plan.
ACTIONS	<ul style="list-style-type: none"> • Inclusion of clauses against discriminatory or racist attitudes in agreements • Inclusion in agreements of actions to be taken in case of non-compliance with the minimum accessibility criteria • Preparation of reports with data on agreements that contain clauses relating to inclusion and non-discrimination
Recipients	Students of the UdG
Responsible	Vice-Rectorate with responsibilities in the field of extracurricular practices Vice-Rectorate with responsibilities in the field of curricular practices UCSOP – Inclusion and Diversity Unit
Timing	Throughout the 5 years of the plan
Keywords	Training - Internships - Awareness - Regulations

ACTION 40.	Carrying out specific job search activities for students with special difficulties in finding work
DESCRIPTION	This action is intended to strengthen the support given to students regarding job placement. The UdG has a Career Guidance area in the UCSOP that promotes training, guidance and advice for students in the search for jobs, as well as maintaining an updated job search database. Although the area gives priority to inclusive attention, it must be taken into account that in some cases, it is necessary to provide job search advice that takes into account the specific characteristics of the students.
ACTIONS	<ul style="list-style-type: none"> • Inclusion of (internal or external) sessions for specific professional orientation • Elaboration of reports with data on specific training activities
Recipients	Students of the UdG
Responsible	Vice-Rectorate with responsibilities in the field of students and job placement Social Commitment and Career Guidance Unit - Career Guidance Area
Timing	Throughout the 5 years of the plan
Keywords	Training - Internships - Awareness

ACTION 41.	Implementation of collaborations with external entities to provide continuity to specific actions with students
DESCRIPTION	This action promotes collaborative work between the university and regional entities that are experts in various areas of inclusion. Often, the university's job placement tools are not sufficient, nor are they the only ones that can be implemented to achieve the maximum number of objectives. The UdG relates to the region and its entities to promote placements with maximum quality. For this reason, it is necessary to implement specific collaborations with those who can provide specific training for students who have the most difficulty finding a job.
ACTIONS	<ul style="list-style-type: none"> • Collaboration with foundations and entities that carry out specific job training • Preparation of reports with data on training provided by entities and foundations, on the students who attend the training/actions and on the specific results of effective job placements
Recipients	Students of the UdG
Responsible	Vice-Rectorate with responsibilities in the field of students Vice-Rectorate with responsibilities in the field of job placement
Timing	Throughout the 5 years of the plan
Keywords	Training - Accessibility - Integration - Advice

ACTION 42.	Support for the participation of students with disabilities or with disadvantaged socioeconomic situations in mobility programmes
DESCRIPTION	This action promotes support for people in the community who want to participate in mobility programmes. It is complementary to action 25, which promotes access for people with disabilities or from disadvantaged socioeconomic backgrounds to academic, work or international volunteer mobility programmes. These programmes can present an added difficulty for people with disabilities or from disadvantaged socioeconomic backgrounds, so support will need to be provided (whenever necessary) both in their participation and in establishing the necessary conditions for their incorporation into these programmes.
ACTIONS	<ul style="list-style-type: none"> • Review and drafting of the clauses of mobility agreements that reflect the adaptations • Establishment of contacts and coordination with mobility reception areas • Establishment of communication channels that allow for monitoring • Elaboration of reports with data on the contacts that have been established, the coordination mechanisms, and data on the monitoring of cases
Recipients	The UdG community
Responsible	Vice-Rectorate with responsibilities in the field of international mobility Management Human Resources UCSOP – Inclusion and Diversity Unit International Office
Timing	Throughout the 5 years of the plan
Keywords	Mobility – Advice – Training

ACTION 43.	Establishment of a mentoring programme with members of the Alumni Programme to exchange work experiences linked to job placement difficulties
DESCRIPTION	This action seeks to offer new references for students who may experience difficulties in job placement through contact with Alumni. Often, the lack of references with those in work can cause students to feel that they have no options to develop a profession. The Alumni network favours that models can be shown in a direct and personalised way, in addition to being people trained at the same university. This mentoring programme complements what is already undertaken by UCSOP, with the search for mentors who can transfer job placement experiences that come from disadvantaged situations or groups.
ACTIONS	<ul style="list-style-type: none"> • Locating people with successful work experiences • Incorporating these people into the Alumni mentoring network • Preparing reports with data on the people included in the mentoring network and on actions carried out with students
Recipients	Students from the UdG
Responsible	Vice-Rectorate with responsibilities in the field of the Alumni program Social Commitment and Career Guidance Unit
Timing	Throughout the 5 years of the plan
Keywords	Training - Awareness - Participation

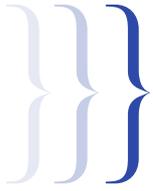
ACTION 44.	Review of companies in the job bank to ensure they are inclusive, address diversity, are accessible and respect the principles of equal treatment and non-discrimination.
DESCRIPTION	This action is complementary to action 39. In the same way that action 39 promotes the need to ensure inclusive practices that respect diversity, this action ensures that the UdG job bank does not contain companies and/or contracting entities with discriminatory or racist attitudes, that do not meet the minimum accessibility criteria (in all its forms) or that oppose meeting them.
ACTIONS	<ul style="list-style-type: none"> • Elimination or non-publication of offers with discriminatory or racist traits that do not comply with the minimum accessibility criteria or that oppose compliance with them • Elaboration of reports with the results of the review, with the offers that have been eliminated and those that have not been advertised, respecting data protection
Recipients	UdG students and the general public
Responsible	Vice-Rectorate with responsibilities in the field of job placement Social Commitment and Career Guidance Unit
Timing	Throughout the 5 years of the plan
Keywords	Awareness

ACTION 45.	Proposal and organisation of spaces for interaction and awareness-raising between companies and students
DESCRIPTION	This action is aimed at expanding companies' knowledge of student needs, with exchange activities that give students a voice and allow for a direct dialogue with the company or entity. The UdG holds recurring events in which companies have the option of showing what their business project is and what recruitment profiles they offer. Similarly, the UdG must also carry out awareness-raising campaigns for the companies or entities with which it collaborates.
ACTIONS	<ul style="list-style-type: none"> • Holding exchange forums with active dialogue between companies or entities and students • Promotion of awareness campaigns in companies or entities • Preparation of reports with data on the exchange spaces that have been organised, on students, companies and entities attending and on the awareness-raising actions that have been carried out
Recipients	UdG students Companies or Entities
Responsible	Vice-Rectorate with responsibilities in the field of job placement Social Commitment and Career Guidance Unit
Timing	Throughout the 5 years of the plan
Keywords	Training - Awareness

OBJ.V.2. Promote actions that enhance job placements for disadvantaged groups at the UdG

ACTION 46.	Increase in the number of people with disabilities or at social risk hired into the UdG workforce
DESCRIPTION	This action is intended to increase the number of people with disabilities and at social risk hired by the UdG. The legislation on hiring requires administrations to hire a specific number of people with disabilities. The UdG must be able to go beyond legal compliance and actively search for hiring opportunities for those groups with difficulties in finding work or at social risk. This action must begin with a campaign that promotes trust among people who already work at the UdG to make their disability situation known (if they wish). This possible exposure will allow them to make the necessary adaptations to carry out their work with equal opportunities with respect to the rest of the UdG workers. Likewise, the action calls for a greater number of hirings by the university.
ACTIONS	<ul style="list-style-type: none"> • Development of a campaign to promote awareness of people with disabilities who already work at the UdG • Promotion of job vacancies for people with disabilities • Promotion of job vacancies for people at social risk • Preparation of reports with data on people with disabilities who work at the UdG, with the vacancies offered for people with disabilities and with the vacancies offered for people at social risk
Recipients	University community General public
Responsible	Management Human Resources Vice-Rectorate with responsibilities in the field of Personnel
Timing	Throughout the 5 years of the plan
Keywords	Accessibility – Structure – Awareness

ACTION 47.	Providing the necessary adaptations and adjustments to people with disabilities or specific needs who require them in the entrance examinations for public employment tenders
DESCRIPTION	This action is intended to review and ensure adaptations in the entrance examinations to public job offers. Public job offers make it mandatory to reserve places for people with disabilities. The UdG must ensure that this obligation is fulfilled with the necessary adaptations and that the examinations can be carried out with equal opportunities with respect to the rest of the people who apply. At this point, specifically, the action includes the need to reflect on whether people with intellectual disabilities have the same options in a competitive examination if specific content adaptations are not made.
ACTIONS	<ul style="list-style-type: none"> • Review and assessment of the adaptations offered in public job calls • Implementation of the necessary adaptations • Reflection with a group of experts on access to places by people with intellectual disabilities • Preparation of reports with data on the adaptations that have been carried out and on the reflection process in the case of people with intellectual disabilities
Recipients	General public
Responsible	Management Human Resources Vice-Rectorate with responsibilities in the field of Personnel
Timing	Throughout the 5 years of the plan
Keywords	Accessibility – Structure – Regulations – Participation



5. MONITORING

A triple evaluation is proposed for monitoring the deployment and impact of this Inclusion and Diversity Plan.

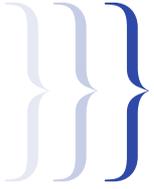
Firstly, it must be monitored annually, in line with the obligation that all universities have to submit reports to the Community and Social Commitment Commission of the Interuniversity Council of Catalonia and to the Technical Network of Inclusive Universities of Catalonia (UNINCAT). As the framework document indicates, the objective of this annual evaluation is to have a vision of the degree of performance of the PIDUC, which allows:

“analysis of the implementation process and collection of updated data on the measures that universities have developed; also allows an assessment of the adequacy of the resources, methodologies and procedures that have been put into operation during the implementation process, and identification of new needs that require actions to promote and guarantee inclusion and diversity in Catalan universities. This evaluation will result in a document with recommendations and corrective measures to achieve the objectives established in the PIDUC, as well as proposals to address the new needs that have been detected” (p. 47).

To this end, the UNINCAT Network Working Group has prepared a document with indicators to allow similar monitoring at all universities.

Secondly, an in-depth evaluation is proposed halfway through the application of the Inclusion and Diversity Plan. This evaluation aims to verify the degree of implementation of the programmed actions, their effectiveness, the impact of the results and, very importantly, the shortcomings or limitations detected by those responsible for implementing them. It is proposed that the Inclusion and Diversity Unit, which is within the Social Commitment and Professional Guidance Unit, collect this information and that the analysis of the results obtained be carried out jointly with the UdG commission created, among others, for this purpose. This evaluation will allow the objectives and their strategies to be adjusted and reconsidered if necessary. At this point, it is important that the different services involved in the actions transfer the information that corresponds to them. In the appendices section, there is a form that allows the information to be collected.

Finally, a summative evaluation is proposed at the time of finalising the Inclusion and Diversity Plan, which will allow the subsequent document to be written and which will include the degree of achievement of the objectives and, whenever possible, proposals for improvement.



6. APPENDICES

6.1. Evaluation form

ACTION no.	
Description of the action	
Start and end date of the action	
Recipients	
Those responsible for implementation	
Provisional results	
Aspects worth highlighting	
Suggestions for improvement	

