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2022-2023

GENDER EQUALITY PLAN

IPS Instituto Politécnico de Setúbal

Document approved by President of the Polytechnic Institute of Setúbal

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"Gender equality is a fundamental principle of the European Union, but it is not yet a reality. (...) in society at large, we can only realise our full potential if we use all our talents and diversity. Using only half the population, half the ideas or half the energy is not enough."

President of the European Commission Ursula von der Leyen

Introduction

This Polytechnic Institute of Setúbal (IPS) Gender Equality Plan stems from the institutional will of the Presidency to ensure the principles of equality in the institution and promote the pursuit of active policies of equality between women and men among the entire academic community and surrounding areas. IPS thus assumes its strategic role in the creation and transmission of knowledge and in the capacity to influence its social environment, contributing to a substantive and transformative equality and to building a more sustainable future within this scope.

This Plan reflects the commitment of IPS to the Sustainable Development Goals (SDGs), as a focal actor and engine of the regional innovation system, promoting sustainability and social inclusion, through high-level training, integrating not only technical and scientific, but also cultural, ethical and humanistic aspects, and promoting citizenship values, and seeks to contribute, in particular, to achieve the goals of SDG10 - Reducing Inequalities and SDG 5 - Gender Equality, as SDGs more associated with the gender equality issue.

The preparation of this Plan, which incorporates the diagnosis on gender equality, has as its main objective to make known to the academic community the current situation of gender equality at IPS and present a set of actions constituting the Gender Equality Plan of IPS for the years 2022-2023, seeking to strengthen and contribute to the national strategy of Equality and Non-Discrimination 2018-2030 - "Portugal + Igual", approved by the Council of Ministers on 11 January 2018 and that has been coordinated and monitored by the CIG - Commission for Citizenship and Gender Equality that follows the European guidelines for building a sustainable future for Portugal, as a country that aims to ensure human rights and full participation of all.

The purposes of this national strategy are to end gender-based violence, combat gender stereotypes, close the gender gap in the labour market, ensure equal participation in all sectors of the economy, close the gender pay and pension gap between men and women, as well as the gender gap in caregiving, and achieve a balance between men and women in decision-making processes (Resolution of the Council of Ministers No. 61/2018 published in the 1st Series, No. 97, of the Official Gazette of 21 May 2018). Taking into account the previous diagnosis carried out and the literature on the subject, these purposes are reflected in the IPS Gender Equality Plan presented herein.

1 Methodological Strategy

In this study, documental research was used as a method of investigating IPS's social reality, based on the collection, processing and analysis of statistical data, through secondary sources such as the social balance sheet, the activities report and the training report of the non-teaching staff of 2020 and primary sources, as well as statistical elements characterising students, teaching and non-teaching staff. During the document collection and analysis process, several graphs and tables were created to systematise the information collected in a more direct and concise manner, favouring a better understanding of the results obtained during the study.

2 Results

2.1 Characterisation of IPS

2.1.1 Organisational Structure of IPS

The Polytechnic Institute of Setúbal (IPS) comprises five educational units - Setúbal School of Technology (ESTS), School of Education (ESE), School of Business Sciences (ESCE), School of Health (ESS) and Barreiro School of Technology (ESTB), and there is also a sixth organisational unit for student support: Social Action Services. In Central Services, IPS has about 15 general support services to Governance, including the Human Resources Division, the Academic Division, the Information and Communication Systems and Infrastructures Division, the Financial, Procurement and Assets Division and the Image and Communication Office, among others. In 2020, IPS was composed of 659 teaching and 166 non-teaching staff and had 7829 students enrolled in the 2020/2021 academic year.

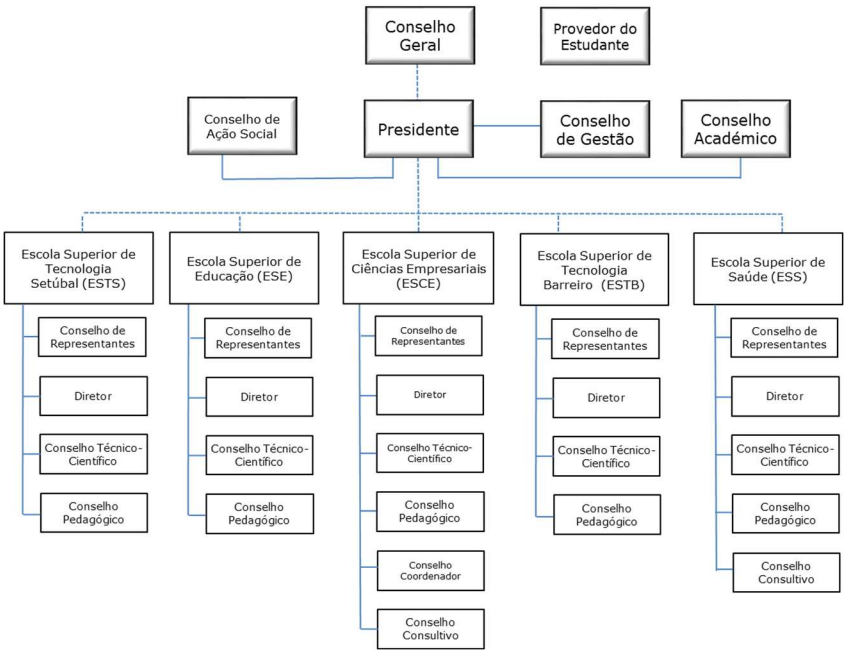


Figure 1 - IPS General Organisational Chart

2.1.2 Characterisation of IPS Student Body

In the 2020/2021 academic year, the student body had a significant increase, with 7829 students enrolled, up 6% compared to the previous academic year. Being 56% male (4379) and 44% female (3450), verifying an imbalance in the numerical distribution between the sexes.

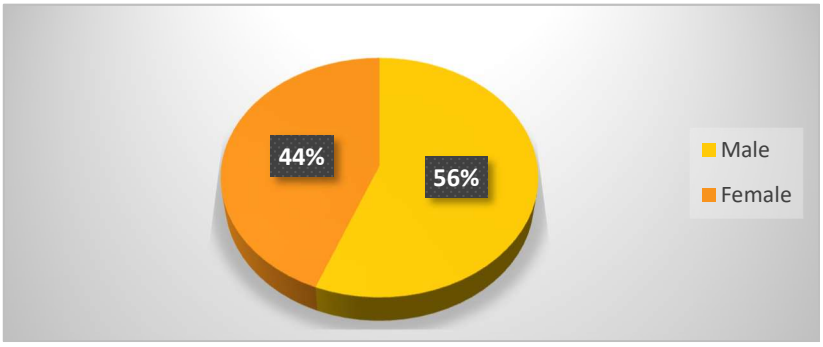


Figure 2 - Students enrolled in IPS 2020/2021 by sex[1]

Of the 7829 students enrolled in the IPS, 438 students correspond to other training courses (336 males and 102 females). In the analysis by School, the Other Trainings were not considered.

An analysis of the **number of students enrolled by school** shows that in the School of Business Sciences (ESCE), there is a numerical superiority of females in the Advanced Professional Technical (CTeSP), Undergraduate and Master's degree courses.

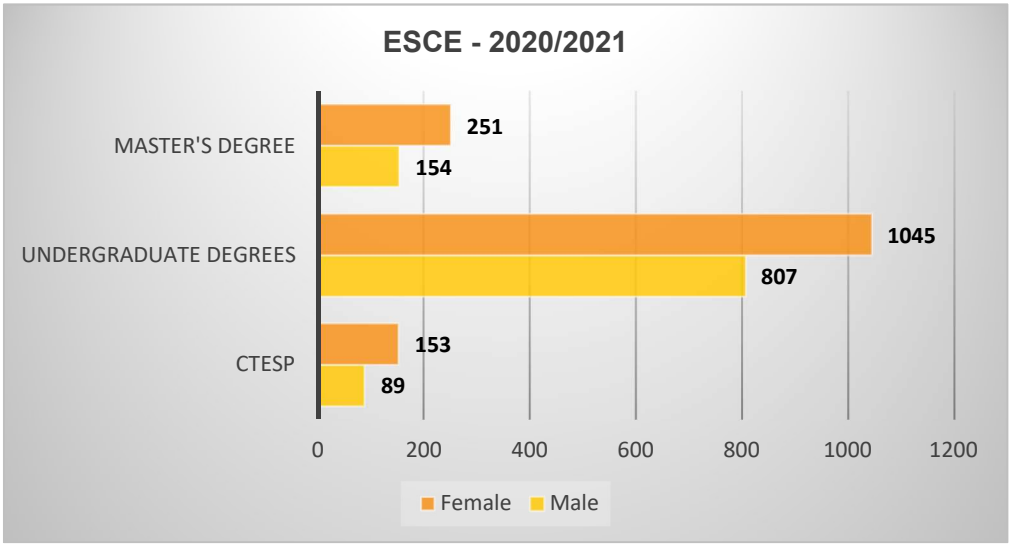


Figure 3 - Students enrolled ESCE 2020/2021, by sex [2]

[1] Source: Activity Report 2020 (Table 1 in the Annex)
[2] Source: IPS Management (Table 2 in the Annex)

Analysing the distribution by gender in the School of Education (ESE), it can be concluded that women outnumber men in the CTeSP, Undergraduate, Master's and Postgraduate degree courses in Special Education. It should be noted that in this Postgraduate (PG) programme, there is only 1 male student enrolled. It should be noted that in the Masters there is only 1 male student enrolled.

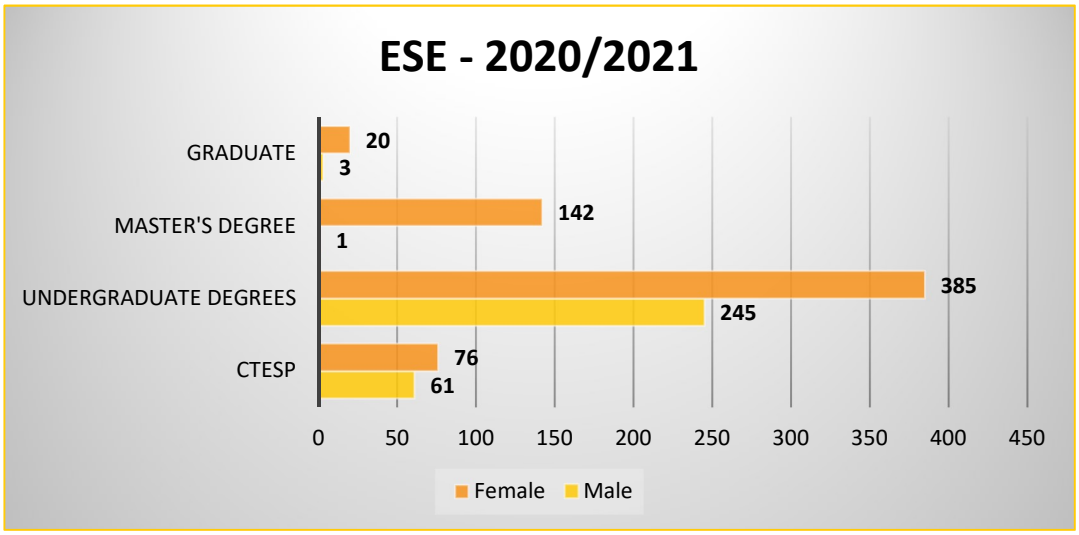
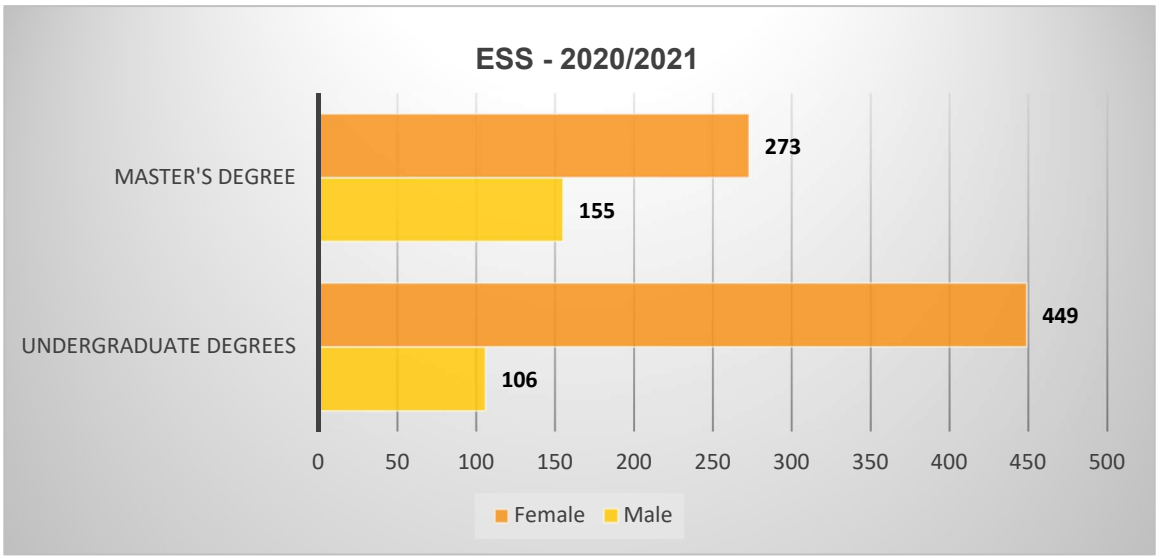


Figure 4 - Students enrolled ESE 2020/2021, by sex [3]

In the School of Health (ESS), the number of female students enrolled is higher, both in the Degree and in the Masters, the difference being much higher in the Degrees (80%), when compared to the Masters (64%).



[3] Source: IPS Management (Table 2 in the Annex)

Figure 5 - Students enrolled ESS 2020/2021, by sex[4]

At the Barreiro School of Technology (ESTB), the distribution of students enrolled is numerically superior for males in all courses of study, from the CTeSP to the Master's programme, with the differences being smaller in the CTeSP.

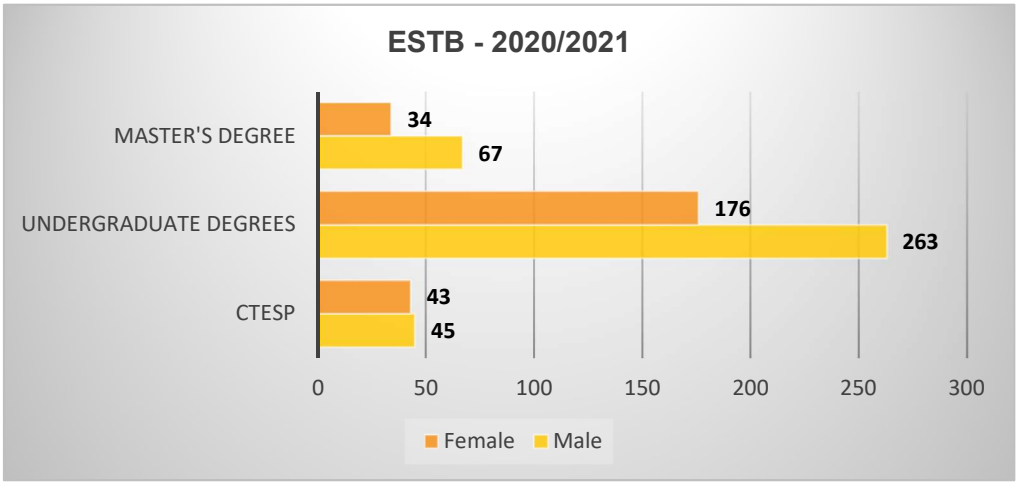


Figure 6 - Students enrolled ESTB 2020/2021, by sex [5]

At the Setúbal School of Technology (ESTS), males predominate in terms of enrolled students, with the highest number in the Degree, with a total of 1426 male students (85%).

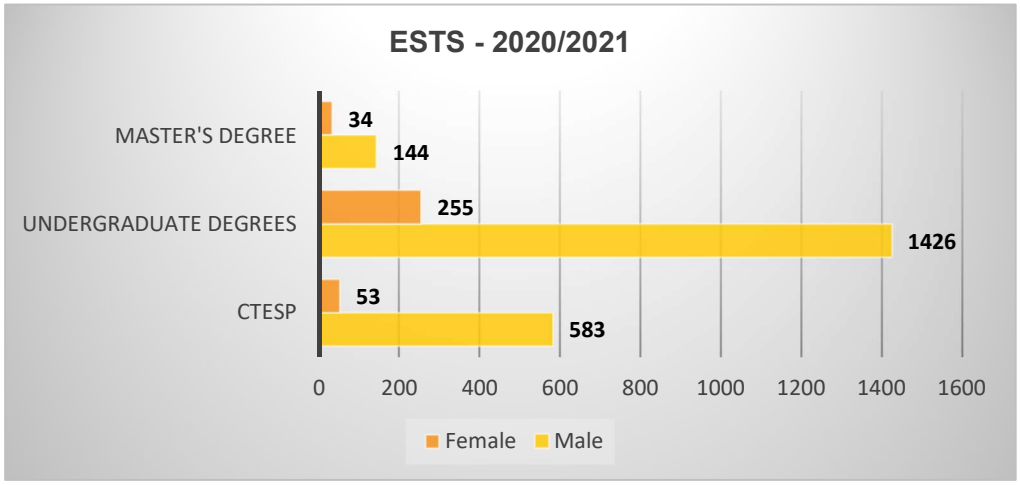


Figure 7- Students enrolled ESTS 2020/2021, by sex[6]

[4] Source: IPS Management (Table 2 in the Annex)
[5] Source: IPS Management (Table 2 in the Annex)
[6] Source: IPS Management (Table 2 in the Annex)

In general, it can be concluded that in the **Setúbal School of Business Sciences**, in the 14 existing courses, females are in the majority in 9 of them, corresponding to 72% of the total number of students. In the 10 masters, women are also in the majority in 7 of them, and on average they correspond to 68% of the total number of students.

In the **School of Education**, there are a total of 8 courses, 5 of which, for the most part, are made up of female students, corresponding to 83% of the total number of students. This situation persists in the Masters, in particular of the 143 students enrolled, only 1 student is male.

Of the 6 existing courses in the **School of Health** female students predominate in all courses. Of the 555 students enrolled in the degree courses, 449 are female, representing a total of 81% of the total number of degree students.

Males have a numerical advantage at the **Barreiro School of Technology** in 4 of the 8 existing courses, assuming an overall percentage of 76%. In the Master's the situation remains identical, of the 102 students enrolled, 68 are male (67%).

And finally, at the **Setúbal School of Technology**, men are still in the spotlight. Of the 25 existing courses, 22 are mostly male, with an average of 92%. In the Master's, out of a total of 170 students enrolled, 144 are male (85%).

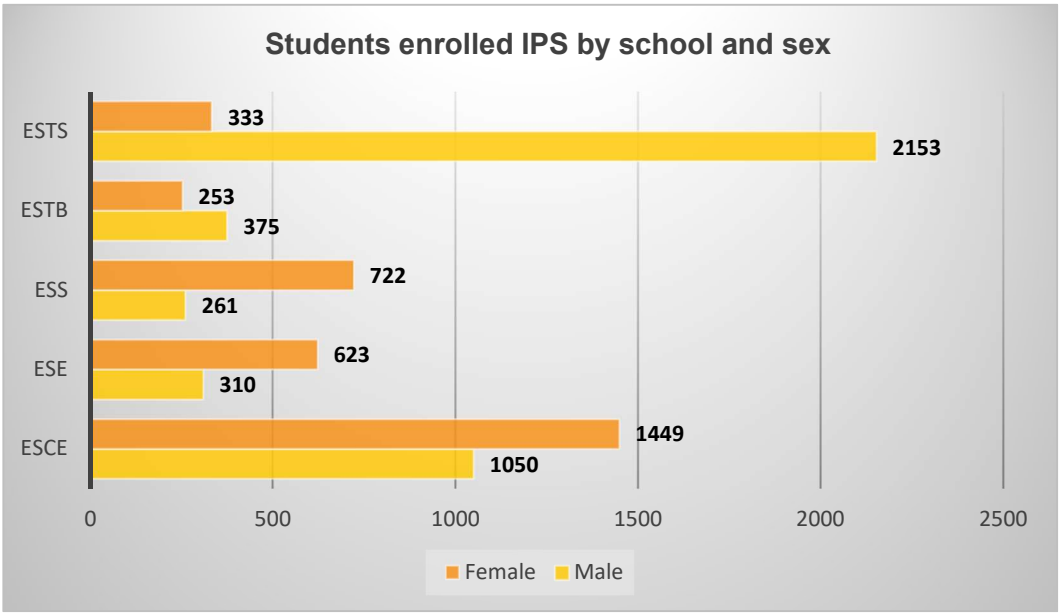


Figure 8 - Students enrolled in the IPS in the academic year 2020/2021, by sex [7]

[7] Source: IPS Management (Table 2 in the Annex)

According to figure 8, it can be concluded that, despite the fact that females have a numerical advantage in the Higher Schools of Business Sciences, Health and Education, there are more male students enrolled in the overall IPS. This distribution is due to the high number of students in the degrees at the Setúbal School of Technology (1426 male students enrolled) and in the CTeSP courses (583), with a tendency towards the existence of courses that tend to be masculine.

2.1.3 Characterisation of IPS teaching and non-teaching staff

In the year 2020 there were a total 825 male and female employees at IPS, of whom 403 were men and 422 women. The teaching staff corresponds to the majority, with a total of 659 members, while there are 166 non-teaching staff.

Regarding the **age distribution of the teaching and non-teaching population**, it was found that the majority is between 45 and 49 years old (178) and between 50 and 54 years old (140), with a predominance of females in both age groups. In the remaining age groups, it is observed that in the younger (20-24; 25-29; 30-34; 35-39) and older age groups (55-59; 60-64), men predominate, while in the intermediate age groups (40-44; 45-49; 50-54) women account for the majority.

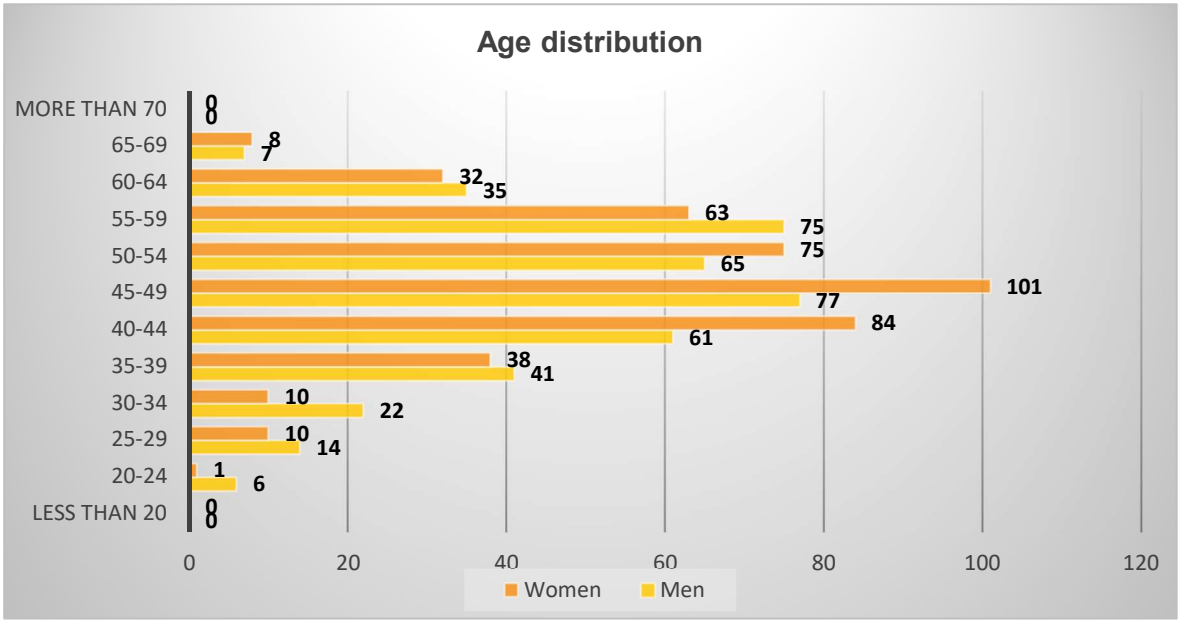


Figure 9 - Age group by sex

According to the 2020 Social Balance Sheet, there is a greater number of men with fixed-term public employment **contracts**, while women are more represented in open-ended public employment contracts and Service Commission.[8]

It can be seen that 52% of the **teaching and non-teaching** staff have **been teaching** for up to 5 years and for 5-9 years, with men (28%) accounting for a slightly larger share than women (24%) in hiring for these seniority bands.

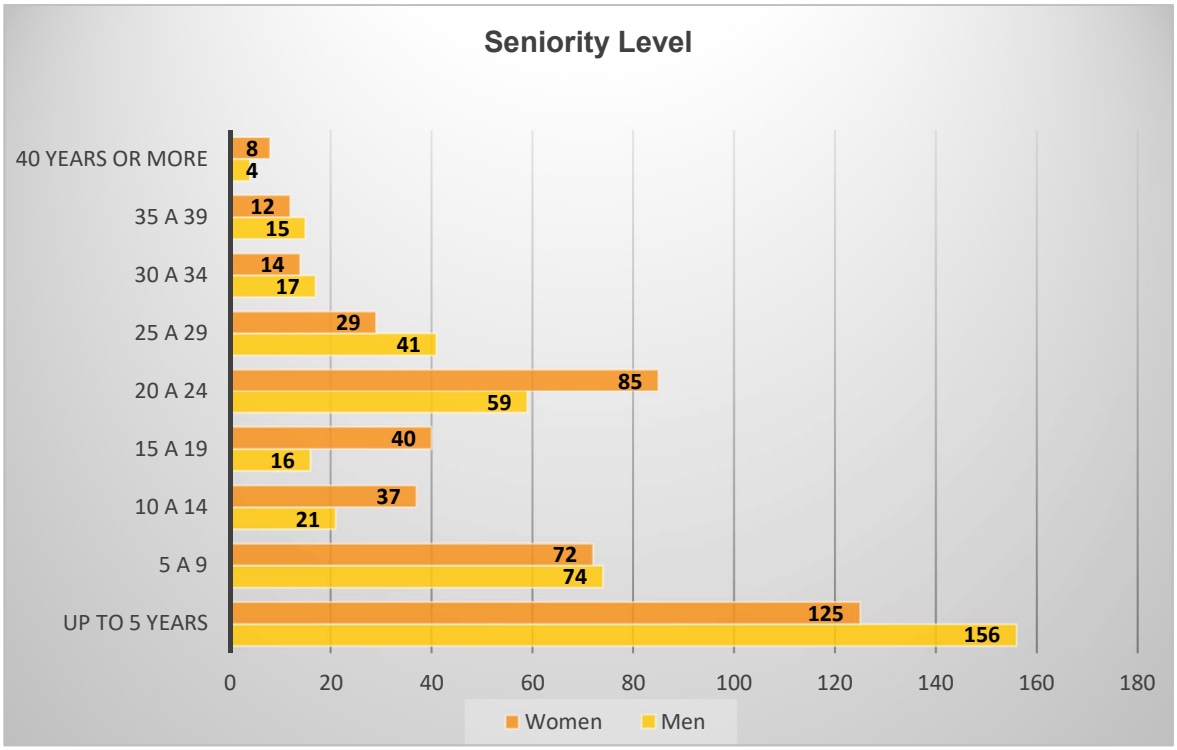


Figure 10 - Seniority level by sex [9]

With regard to **level of education**, in the year 2020 there is 1 employee with 1st cycle of incomplete basic education and 5 employees with 1st cycle of complete basic education, and 5 with 2nd cycle and 11 with 3rd cycle, *e.g.* in total there are 22 employees with basic education, in which 14 are women and 8 are men.

The female gender is more represented (48 employees) in secondary education (11th and 12th grades), while the male gender accounts for a much lower number (14 employees).

With regard to higher education, there is no great disparity between men and women, although there are more male employees with undergraduate and master's degrees, totalling 381 men and 359 women with the same levels of education.

[8] Source: Social Balance Sheet 2020 (Table 3 in Annex)
[9] Source: Social Balance 2020 (Table 4 in the Annex)

It can also be seen that there are more women than men in the group of teaching staff with a doctorate, despite the fact that there are more men in this group (54%).[10]

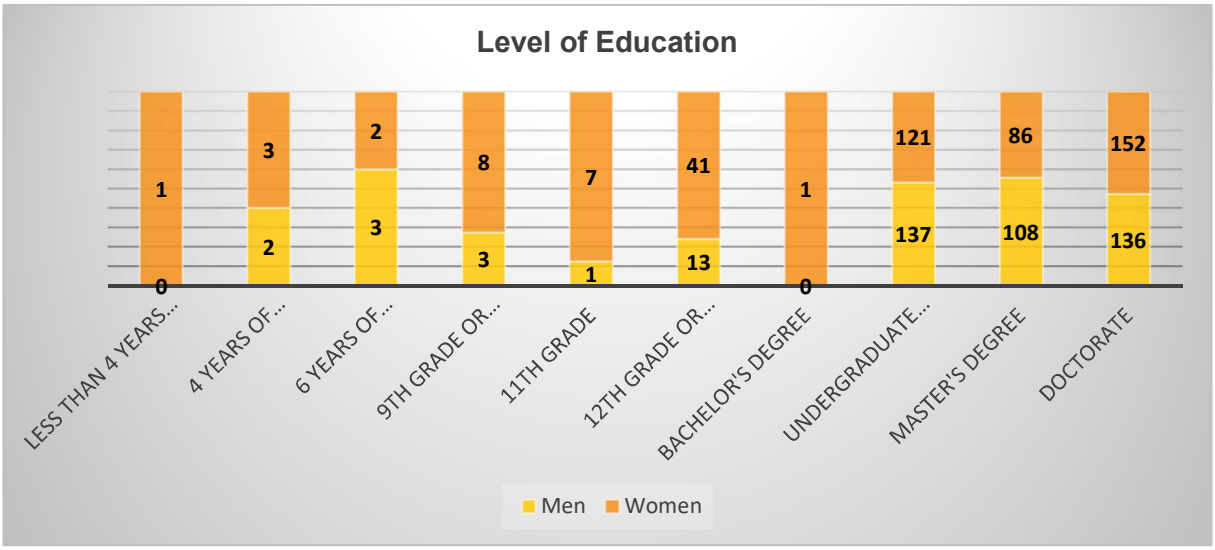


Figure 11 - Level of education by sex [11]

Foreign male and female employees according to nationality at IPS, and this accounts for a very low number considering that of the 825 employees, there are only 6 whose nationality is not Portuguese. Of these 6 employees, 3 are male and 3 are female.[12]

Figure 12 - People with disabilities by sex [13]

[10] Source: Social Balance Sheet 2020 (Table 5 in Annex)
[11] Source: Social Balance 2020 (Table 6 in the Annex)
[12] Source: Social Balance Sheet 2020 (Table 7 in Annex)
[13] Source: Social Balance 2020 (Table 8 in the Annex)

At IPS, there is a total of 21 employees (2020) who are **disabled**, where 11 are women and 10 are men. There is a higher number in the 45 to 49 age group (6 employees).

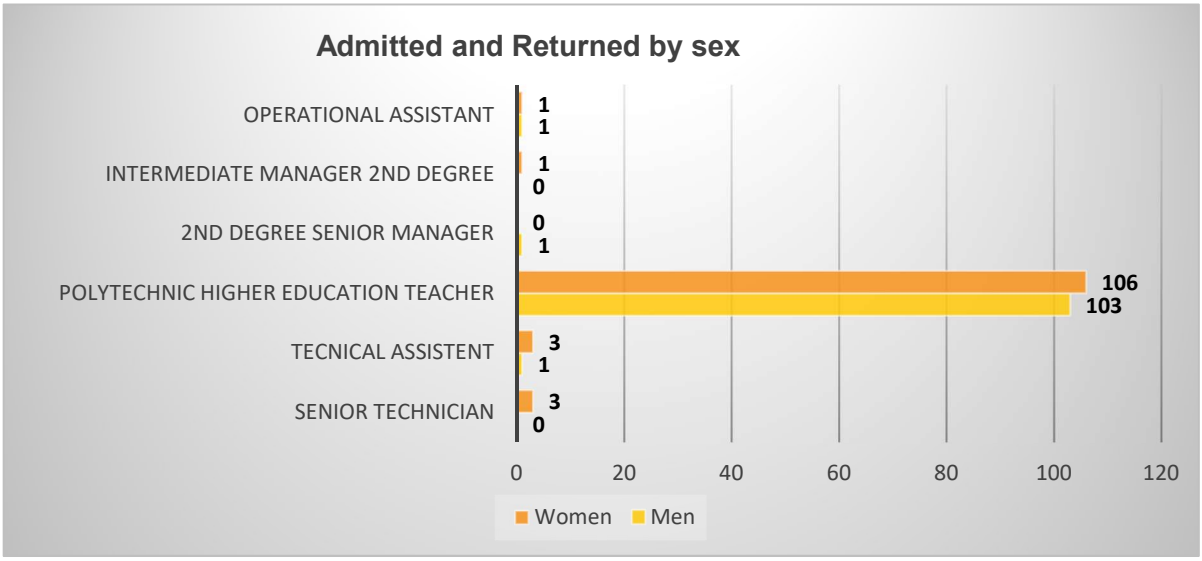


Figure 13 - Admitted and Returned by sex [14]

In 2020, a total of 106 men and 114 women were **hired/returned**. Where the distribution among women was as follows: 1 woman for the position of 2nd level middle manager, 3 for senior technician, 3 for technical assistant, 1 for operational assistant and 106 for polytechnic higher education teaching staff. With regard to males, 1 technical assistant, 1 operational assistant and 103 polytechnic higher education teachers were hired/returned. In general there was a greater predominance of females.

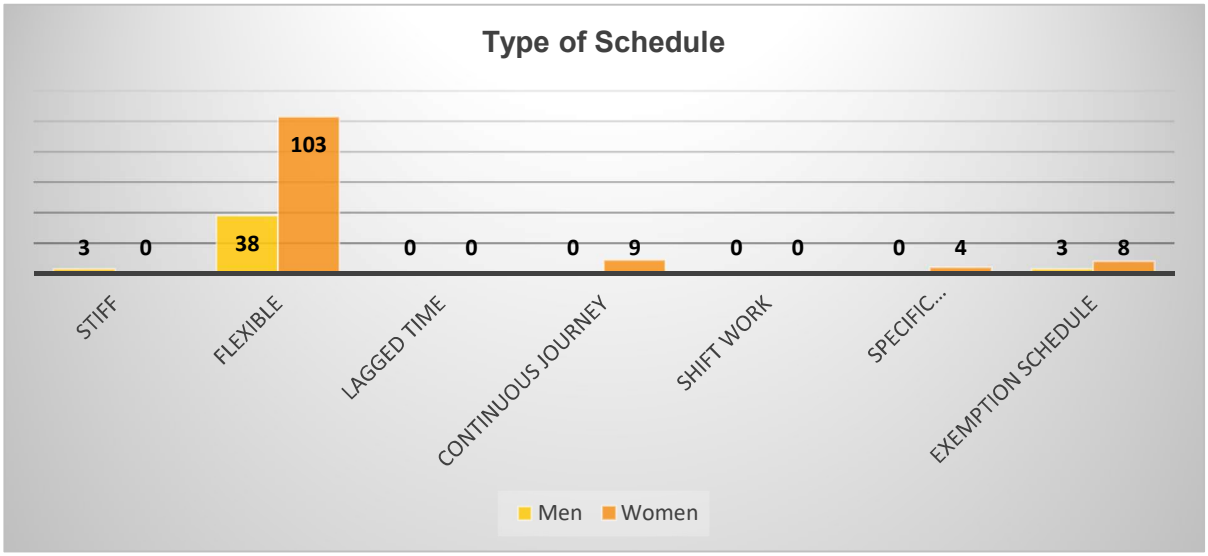


Figure 14 - Type of timetable by sex for non-teachers [15]

[14] Source: Social Balance 2020 (Table 9 in the Annex)
[15] Source: Social Balance 2020 (Table 10 in the Annex)

Flexible **working hours** is the most used type for non-teaching staff, in particular for Senior Technicians and Technical Assistants, with the female gender predominating in all types of working hours.

Regarding **overtime work** for non-teaching staff, females have a higher number of hours compared to males, but as for overtime work performed during the day, 77% corresponds to hours worked by women and only 23% by men. As for work on complementary days of rest, about 82% also correspond to women and 18% to men. In other words, there is a discrepancy between men and women with regard to overtime work. In total, women have 1863:56:00 overtime hours (77%) and men have 567:31:00 (23%), but when we analyse the relative values, the discrepancies remain, although less pronounced, with a difference of 9%.

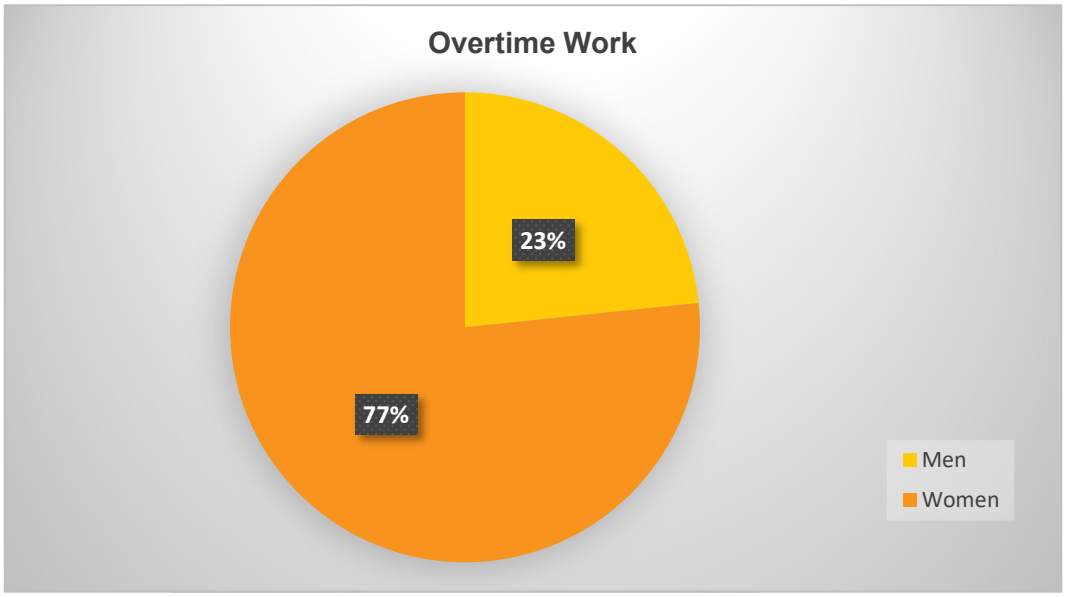


Figure 15 - Overtime work by sex [16]

The statistics for 2020 show that women have the highest **number of days of absence from work**. Women have 3319 days absent while men have only 1242 days, corresponding to a very significant difference of 2077 days. The most frequent reasons for absence are parental protection and illness/family assistance. It should be noted that in the parental protection of 1833 days of absence, 1732 of those days were due to absence for the female gender.

[16] Source: Social Balance 2020 (Table 11 in the Annex)

Reason for absence from work	Men	Women	Total
Marriage	0	0	0
Parenting protection	101	1732	1833
Death of family member	8	28	36
Illness/Assistance to family members	1115	1537	2651
Due to an accident on the job or occupational disease	0	0	0
Student worker	13	15	28
Due to the vacation period	0	0	0
With loss of salary	0	0	0
Serving a disciplinary penalty	0	0	0
Strike	4	5	9
Unjustified	0	0	0
Others	1	2	3
Total	**1242**	**3319**	**4561**

Table 1 - Number of days absent from work by reason, by sex

With regard to **Gross Monthly Remuneration**, men are more numerous in the range up to €500 (made up of part-time teaching staff), as well as in the €501-1000 range. Women prevail in the next three tiers. But it can be seen that men are represented in greater numbers in the highest pay brackets (€3251-3500 euros; €3501-3750; €4001-4250; €4251-4500 euros; +€4501).

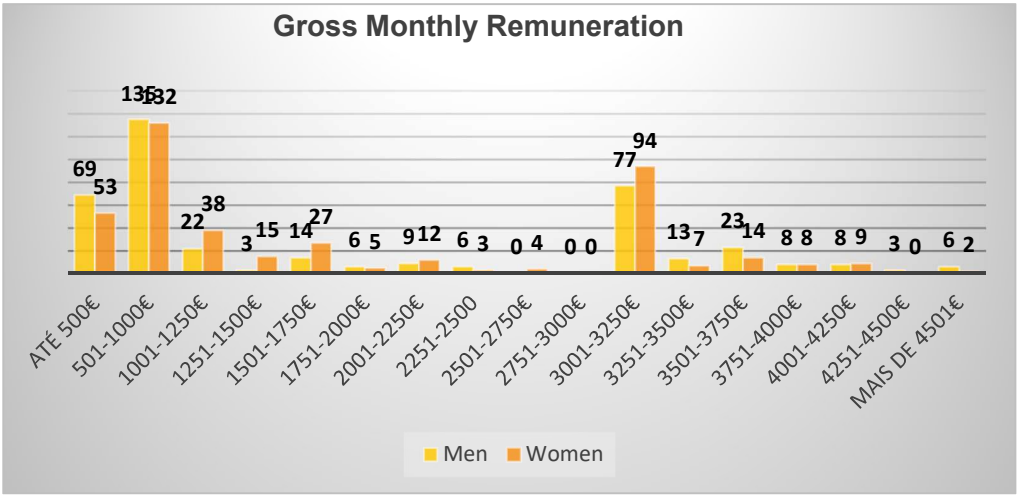


Figure 16- Gross remuneration by sex [17]

With regard to the **training**[18], 462 participants attended (344 teaching staff and 116 non-teaching staff), of whom 197 were male and 265 female.

[17] Source: Social Balance 2020 (Table 12 in the Annex)

[18] Source: Social Balance Sheet 2020 and Training Report 2021 (Table 13 in Annex)

There were more participations in external training (1328 participations) than in internal training (346 participations). Most of the training was given to teaching staff (344), technical assistants (47) and senior technicians (38). There was no participation recorded by the executive bodies.

The average number of training hours per participant in 2020 is higher than the average held in 2019, with an increase of 37 more training actions. This is due to the Covid-19 pandemic and the consequent state of emergency declared in March 2020.

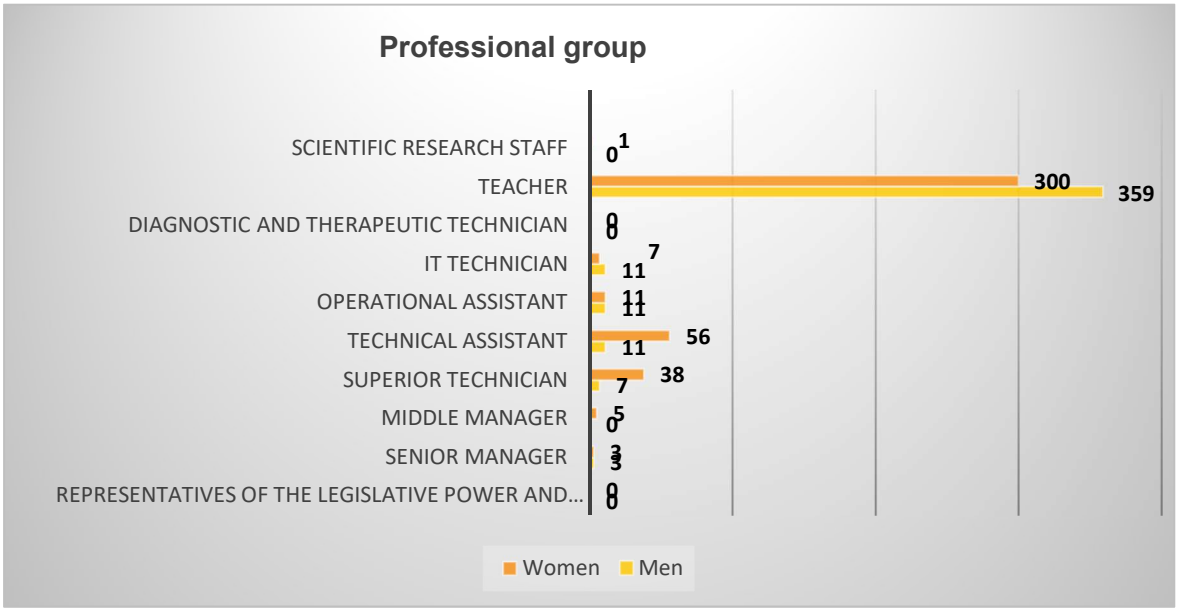


Figure 17 - Professional group by sex [19]

Analysing the **professional groups** of IPS, it was found that the great majority of women occupy positions such as middle management, Technical Assistant and Senior Technician. On the other hand, men tend to hold positions as Computer Specialists and Teaching positions.

[19] Source: Social Balance 2020 (Table 14 in the Annex)

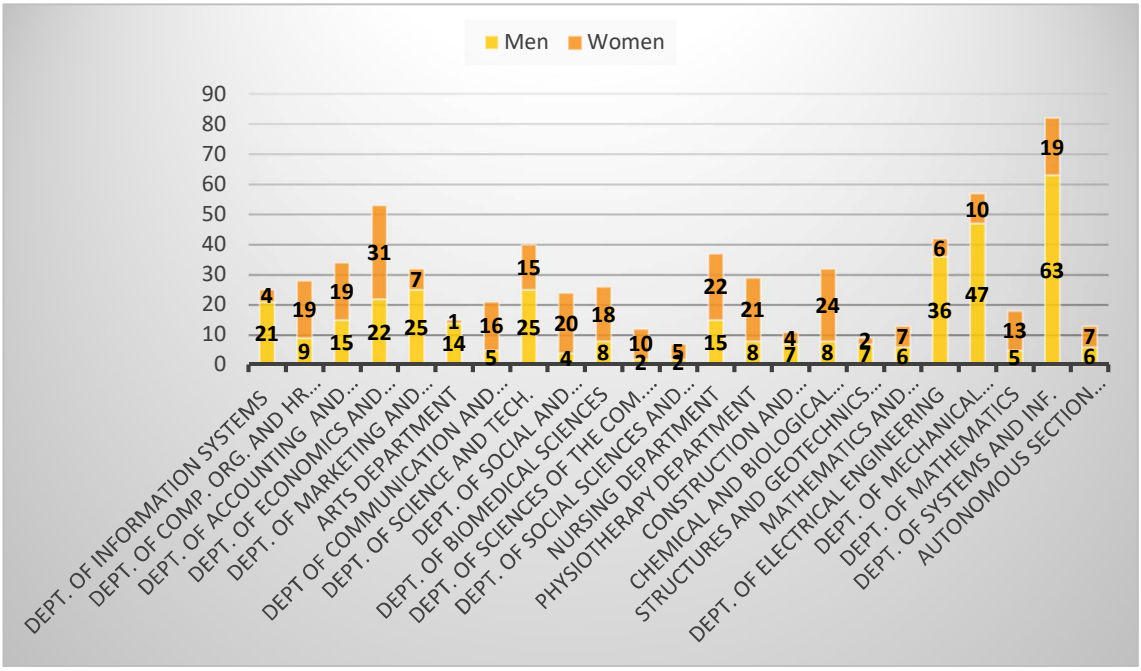


Figure 18 - Teaching Staff Department, by sex [20]

The teaching staff is the largest professional group at IPS, as it registers the highest number. As of 31 December 2020, it had a total of 660 teaching staff, of whom 300 are women and 360 are men. Women make up a majority of 23 departments (Department of Organisational Behaviour and HR Management, Department of Accounting and Finance, Department of Economics and Management, Department of Communication and Language Sciences, Department of Social and Pedagogical Sciences, Department of Biomedical Sciences, Department of Social and Human Sciences, Department of Nursing, Department of Physiotherapy and Chemical and Biological Engineering Section).

It can be seen that the trend towards more female- and male-dominated areas also occurs in the distribution of teaching staff by department. One example is the Department of Systems and Informatics (ESTS), which has a total of 82 teaching staff members, 63 of whom are male. On the other hand, there is a greater number of women in the Department of Economics and Management, with 58% female lecturers, as well as the Chemical and Biological Engineering Department where the percentage of women is 75%, while female representation is lower in the Arts Department - 7% and in the Marketing and Logistics Department - 22%. Finally, there is an equal distribution in the Mathematics and Management Section and the Autonomous Business Sciences Section.

[20] Source: Information and Communication Systems and Infrastructures Division (Table 15 in the Annex)

With regard to career teaching staff[21], a total of 273, there is a balance, with 135 women and 138 men. The trend towards more female- and male-dominated areas in the distribution of career teaching staff by department remains.

School management[22] by gender exhibits the following distribution: of the 5 existing schools, 2 have women in school management positions.

Regarding **deputy directors of schools**, there is numerical equality for this position for both genders. There are a total of 5 female and 5 male deputy directors. ESCE has 2 male deputy directors, while ESTB has 2 female deputy directors.

At Presidency level, the distribution tends to be equal with 1 President and 2 Vice-Presidents and 2 Vice-Presidents. The Administrator of IPS and the Administrator of Social Action are two women. It can be concluded that in general, the IPS management/presidency positions do not present significant differences between men and women.

According to Law No. 26 of 28 March 2019, the lists presented for the election of members of the collegiate governing and management bodies of IPS and the respective Schools, respect the proportion of people of each sex, not being less than 40%.

2.2 Summary of Results

This IPS Gender Equality Plan is based on the analysis of the results from a diagnosis based on a wide list of indicators integrating the main areas of intervention, which point to a set of challenges regarding gender equality, namely in the decision-making processes, recruitment, qualifications and career development, as well as work-family balance. With the purpose of assessing situation at IPS in terms of equality, the diagnosis showed the main results, which reveal potential for improvement in some dimensions.

Decision-making bodies and processes

Overall at IPS, gender equality has been considered at the level of management position. Although there tends to be a gender balance in the management (deputy directors) of the schools, the Presidency and the bodies in general, it is noted that women are predominant in the Presidency of Departments in Schools and in middle management in Central Services. On the other hand, the male dominance of Director positions in Schools reflects the leadership aspirations of women, who had a lower expectation of filling these positions.

[21] Source: Information and Communication Systems and Infrastructures Division (Table 16 in Annex)
[22] Source: www.ips.pt (Tables 17, 18, 19, 20 and 21 of the Annex)

Recruitment, Qualifications and Career Development

The analysis of the statistical data in terms of vertical segregation reveals the existence of female under-representation in the highest positions in the teaching career, with higher salaries, still very much reflecting the traditional historical context, although the evolution of qualifications is based on a greater number of female teaching staff with a doctorate (80% of career teaching staff hold a doctorate while only 66% of career teaching staff [sic] have such qualification).

The distribution by scientific areas in teaching reveals traditional patterns of horizontal segregation: women are more present in professions that coincide with the traditional stereotype of femininity, i.e. in health, education, social sciences and management areas, and men dominate in engineering, technology and ICT. This distribution is similar among the students who are enrolled in the various courses/schools of IPS, following this same trend. Professions tend to adopt the characteristics of those who perform them, which makes it understandable that recruitment and selection criteria tend to reproduce gender-based occupational segregation, and that the differential hiring of men or women to perform a certain function will depend on the volume of both genders available in the labour market.

Regarding non-teaching staff, it is also noted that although women are in the majority, with 68% of the total, with positions of the level of complexity of Technical Assistant and Senior Technician, the positions related to the areas of ICT and Maintenance are dominated by men, maintaining the stereotypes associated with the professions.

Gender and work-family balance

The prevailing type of working hours for non-teaching male and female workers is flexible working hours with the aim of promoting a balance between professional, personal and family life, notwithstanding the fact that most overtime work is performed by women in technical and administrative roles, which may be responsible for effects at individual, family and social levels, conditioning well-being and quality of life both at work and in other spheres of workers' lives.

Although the overall number of absences is low (the absenteeism rate is 1%), the main reasons for absence are limited to parental protection and illness/family assistance, with women having the highest number of absences of these types. These results tend to confirm the influence of gender stereotypes in the professional and family domains and the presence of cultural models that give women greater responsibility in family life, giving rise to asymmetries and an overload in the accumulation of professional and family roles.

Participation in training actions is relatively balanced between genders, both by teaching and non-teaching staff, which may constitute a privileged means to favouring the implementation

of gender transversality in IPS and increasing the commitment of the academic community to the value of gender equality and promoting balanced participation between women and men in all areas, categories and levels in IPS.

2.3 Activities Developed in 2020-2021

IPS has been developing relevant work within the scope of social responsibility and sustainability, involving the Social Action Services of IPS, as a support services to the student community allowing the implementation of policies and measures within the scope of equality, equity and diversity. It is important to highlight the role that IPS has been playing in networks, such as the Alliance of Sustainable Development Goals, the Sustainable Campus Network and the Observatory of Social Responsibility and Higher Education Institutions (ORSIES), as well as the participation in the "Engineers for a Day" project and the subscription of the Portuguese Charter for Diversity (APPDI) and the Alliance for Equality in ICT.

In this context, in 2020 and 2021 IPS has developed several initiatives on gender equality, aimed at deconstructing stereotypes, raising awareness and promoting good practices, of which the following are noteworthy:

One such initiative was the joining of the "Mobilise against Sexism" campaign, funded by the Council of Europe (EC), with IPS being one of the national higher education institutions that took the commitment to prevent and combat sexism.

This international campaign, which IPS readily joined as an institution governed by the principles of "respect for persons, social justice, equal opportunities, protection of cultural diversity", has as its main purpose the dissemination and public debate around the recommendation of the EC Committee of Ministers to Member States of 27 March 2019, which for the first time sets a definition for sexism.

The Engineers for a Day project promotes engineering and technology among students of non-university education, deconstructing the idea that these areas are male dominated. This project is an initiative of the Secretary of State for Citizenship and Equality, and is coordinated by the CIG, in conjunction with the APPDI, the Instituto Superior Técnico and the Order of Engineers, and involves a network of partners, namely companies, municipalities, primary and secondary schools and higher education institutions. It is important to highlight that IPS was the first polytechnic institute to integrate the project.

In the 7th Edition of the IPS Employability Week, the Conference "Gender (in)equality and the labour market" took place, with a set of AlumniIPS participants from different professions and areas of knowledge (*e.g.* distribution and logistics management, nursing, civil engineering, basic education) as representatives of the opposite gender to the gender stereotypes associated with these areas.

To welcome the new IPS students for the 2020/2021 academic year, film sessions and debates on "Women's Rights" were organised, within the framework of Sustainable Development Goal 5 - Gender Equality.

In 2020 and 2021, webinar cycles on the SDGs were developed, with thematic sessions on:

- Gender Equality, with Anália Torres (ISCSP), Sandra Tavares (CITE) and Natividade Coelho (CD ISS of Setúbal), (15 July 2020, on SDG 5).

- Sustainability and People, with Tânia Barbosa, administrator of AMI Foundation (International Medical Assistance), Sandra Ribeiro, president of the Commission for Citizenship and Gender Equality and Anália Torres non-executive administrator of A3ES (25 November 2021).

In 2021, the International Day for the Elimination of Violence Against Women was marked by a debate and a session with three short films and a feature film where gender equality was addressed, which was attended by António Marques (director of ESS/IPS) and Sofia Martins (General Secretary of AMRS and member of MDM).

The case study of the Setúbal School of Technology (ESTS) within the GE-HEI project: Gender Equality in Higher Education Institutions, funded by the European Economic Area Financial Mechanism, EEA Grants 2014-2021 and promoted by the Directorate General for Higher Education (DGES) with the CIG as the operating entity, and the Interdisciplinary Centre for

Gender Studies (CIEG/ISCSP-ULisboa) as the scientific representative, with the coordination of Anália Torres, in partnership with the Institute for Gender, Equality and Difference at the University of Iceland (RIKK) and the Agency for Assessment and Accreditation of Higher Education (A3ES).

RIVDAL
Rede Integrada de Resposta à Violência Doméstica do Alentejo Litoral

IPS joined the "Integrated Network for Response to Domestic Violence in Alentejo Litoral" (RIVDAL), becoming part of the group of entities that signed the cooperation protocol for the creation of the new network, currently composed of 24 partners.

RIVDAL was conceived after the creation of a working group in Alentejo Litoral, in 2012, and after a training course promoted by UMAR (Women's Union Alternative and Response) on the training of technicians to intervene in situations of domestic violence. The signing of the Protocol to formalise RIVDAL took place on 13 June 2014, in Santiago do Cacém, with 23 entities having joined at that time. The protocol established has as its main objective the reduction of domestic violence, through measures such as: the definition of mechanisms of articulated work, among the involved partner entities, regarding primary prevention and the diagnosis and deepening of knowledge about the phenomenon of domestic violence; the creation of a resource guide for intervention with victims and aggressors; the promotion of the improvement of outreach work with victims and aggressors, through a better qualification of the professionals who monitor the cases of domestic violence.

RIVDAL has maintained its activities, to date, having been coordinated, by election, by a member of IPS staff.

(adapted from: IPS - IPS integrates new intervention network in situations of domestic violence; RIVDAL and Strategy to Combat Domestic Violence and Gender Violence | Grândola (cm-grandola.pt)

sage Systemic Action for Gender Equality

IPS, represented by its President, signed the SAGE Charter of Principles for Gender Equality. This Charter is aimed at universities, research organisations and funding bodies that are invited to subscribe to it, to publicly commit to the principles for gender equality and diversity, and to implement the principles set out in the Charter (http://www.sage-growingequality.eu).

Finally, it is important to highlight the creation of a platform called "Human Rights and Democracy" with the availability of resources, training workshops and conferences, which aims to empower people to participate in the construction and defense of a universal culture that promotes and protects human rights and fundamental freedoms. For more information at http://projectos.ese.ips.pt/dhd/

3 Gender Equality Plan: 2022-2023

The actions foreseen in this Plan intend, on the one hand, to give continuity and coherence to the policies already developed in IPS and, on the other hand, to explore objectives and actions capable of overcoming the remaining obstacles to gender equality and to increase diversity, responding to the SDGs, as well as (i) integrating the gender perspective in research and teaching, integrating (ii) equality in institutional structures and policies, (iii) and balance between Work/Study and Personal and Family Life, involving the whole academic community and partners around these purposes.

3.1 General Objectives

The proposed objectives aim to promote institutional change for the gender equality issue through the implementation of an action plan. To this end, the involvement of the entire IPS community is essential, with dissemination and awareness-raising playing an important role.

Objective 1 - Integrate equality and diversity in IPS structures and policies, ensuring their sustainability

Objective 2 - Integrate the gender equality and diversity dimension in all scientific areas, curricula content and research

Objective 3 - Raise community awareness of equality and diversity

Objective 4 - Promote the integration of men and women in scientific areas where they are under-represented and in the higher ranks of the teaching career

Objective 5 - Improve the balance between work/study and personal and family life.

Objective 6 - Promote gender equality with the surrounding community

3.1.1 Specific Objectives

Objective 1 – **Integrate equality and diversity in IPS structures and policies, ensuring their sustainability**
1. Create a Commission for Gender Equality; 2. Develop mechanisms for systematic collection, monitoring and dissemination of statistical data by gender in official/public reports and documents; 3. Create gender indicators in data collection, monitoring and communication tool; 4. Integrate equality and diversity as institutional principles/values, reflected in the management and strategic documents; 5. Integrate the issue of equality and diversity in decision making; 6. Create the IPS Letter/Policy for Equality and Diversity; 7. Create a code of conduct for the prevention and combat of harassment; **8.** Ensure the application of the equality principle in the selection, promotion and professional development processes of IPS employees.

Objective 2 – **Integrate the gender equality and diversity dimension in all scientific areas, curricula content and research**
1. Increase the number of research projects that include the dimension of gender equality and diversity; 2. Increase the number of scientific publications that include the gender equality and diversity dimension; 3. Build capacity of the IPS community for gender equality and diversity issues in teaching, research and knowledge transfer; 4. Promote and disseminate the themes of gender equality and diversity in teaching, research and knowledge transfer; 5. Promote the creation of Course Units dedicated to gender studies, accessible to the whole community, including through Microcredentials.

Objective 3 – Raise community awareness of equality and diversity
1. Implement a gender-sensitive institutional communication policy and inclusive language; 2. Create an area on the IPS Portal dedicated to equality and diversity; 3. Strengthen mechanisms to disseminate information on equality and diversity; 4. Promote debate on inequalities aimed at their mitigation; 5. Promote campaigns to prevent and combat all forms of violence against women, gender violence and domestic violence, dating violence and combat discrimination related to sexual orientation, gender identity and sexual and moral harassment; 6. Build capacity for inclusive communication; 7. Promote practices and projects in the area of equality and diversity; 8. Create a Guide for inclusive language.

Objective 4 – Promote the integration of men and women in scientific areas where they are under-represented and in the higher ranks of the teaching career
1. Promote an increase in the number of female students in the field of Engineering and ICT; 2. Create specific scholarships directed to women in the areas of CTEAM; 3. Award scholarships and prizes to school groups that best work on gender equality promotion among students in basic education; 4. Promote an increase in the number of male students in areas with less representation, such as Education and Health; 5. Continue to deconstruct gender stereotypes; 6. Promote examples of IPS Alumni in areas where their gender is underrepresented 7. Develop activities that promote the admission of students in areas where there are greater imbalances.

Objective 5 – Improve the balance between work/study and personal and family life
1. Promote the student mother/father status; 2. Creation of a breastfeeding room; 3. Strengthen protocols with kindergartens; 4. Raise awareness in the community about solutions to conciliate work/study and personal and family life.

Objective 6 – Promote gender equality with the surrounding community
1. Develop projects with community impact in partnership with organizations; 2. Establish partnerships with Organizations/Networks working on gender equality issues; 3. Promote enlightened and responsible citizenship.

3.1.2 Actions and Indicators

To achieve the defined objectives, we present the set of action measures for the realisation of the global objectives. For each action, indicator(s) are identified(s) for implementation.

The Presidency of IPS assumes its responsibility in the implementation of the Plan, in articulation with the School Directors and other services/divisions, by (i) publicly supporting gender equality as institutional principles/values, (ii) encouraging the integration of gender equality in all the institution's activity, such as teaching and research, (iii) making human and financial resources available for the implementation of the plan, and (iv) approving procedures and activities for institutional change.

It is important to highlight the role of the Commission for Equality in the implementation of the Plan through diagnosis, implementation and evaluation activities, allowing the monitoring of the whole process.

Objective 1 – Integrate equality and diversity into the IPS structures and policies, ensuring its sustainability		
	Action	**Indicator**
1.1	Creation of the Commission for Equality	Degree of execution
1.2	Define indicators for the preparation of regular monitoring and evaluation reports on the institution's situation in terms of equality and diversity	Report template defined number of monitored indicators
1.3	Creation of the IPS Letter/Policy for Equality and Diversity	Degree of execution
1.4	Explicitly assume equality and diversity as IPS principles/values and integrate them into strategic documents	Values integrated in strategic documents
1.5	Integrate equality and diversity objectives and goals into the IPS Strategic Plan	Number of objectives and targets in the SP
1.6	Create a Code of Ethics for the entire IPS and sensitize the community to the topic	Degree of execution
1.7	Create a code of conduct for preventing and combating harassment	Degree of execution
1.8	Promote gender equality in the constitution of working groups	% of gender balance in the constituted working groups
Objective 2 – Integrate the dimension of gender equality and diversity in all scientific areas, in curriculum content and in research		
	Action	**Indicator**
2.1	Integrate the perspective/theme of gender equality in the scope of existing programs, to promote academic choices of future students free from gender stereotypes	Number of programs and initiatives that integrate this perspective
2.2	Carry out workshops and training sessions for teachers on integration in pedagogical practice from a gender perspective, the principles of equality and diversity	Number of participants, by gender and by school Training volume
2.3	Carry out workshops and training sessions for researchers on integration in research from the gender perspective, the principles of equality and diversity	Number of participants, by gender and by school Training volume
2.4	Create curricular units in gender studies, available to the entire community	Number of courses/microcredentials created Number of students enrolled by sex and course
2.5	Integrate equality and diversity into training plans	Number of actions and specific training hours, by type of recipient Number of trainees
2.6	Promote gender studies and projects in this area, supporting the dissemination of their results	Number and type of disclosure actions Number of studies and projects in the area

Goal 3 – Raise awareness in the community about equality and diversity		
	Action	**Indicator**
3.1	Include inclusive language and the gender variable in all IPS data and statistics and official and public reports and documents, allowing for the assessment of gender equality	Number of reports and documents with data and statistics in inclusive language and by gender Number of Units and Services to include the gender variable
3.2	Promote the carrying out of training actions on inclusive communication, aimed at staff involved in internal and external communication processes	Number of actions and hours of training Number of participants, by gender and by group and Unit / Service
3.3	Promote the application of inclusive language in all processes, procedures, documents	% of IPS documents published in 2022 that apply inclusive language
3.4	Review forms and communication tools, with all interested parties, to include inclusive language	Number of documents with inclusive language
3.5	Communicate the policy and objectives of equality, equity and diversity to the entire community	Creating a page on the IPS Portal Number of communication initiatives
3.6	Create and disseminate a page on the IPS Portal dedicated to equality and diversity	Creating a page on the IPS Portal Number of visits
3.7	Contribute to equality and diversity in cultural, artistic and editorial initiatives	Number of cultural, artistic and editorial initiatives incorporating the values of equality, equity and diversity
3.8	Promote the holding of seminars, conferences and other public initiatives on equality and diversity	Number of events held Number of participants, by gender and by group
3.9	Disseminate the gender equality report and the plan for equality and diversity throughout the academic community	Number of dissemination initiatives
3.10	Continue to carry out campaigns to prevent and combat all forms of violence against women, gender and domestic violence, dating violence and combat discrimination based on sexual orientation, gender identity and expression, and sexual and moral harassment	Number of initiatives Audience Covered Indicator
Objective 4 - Promote the integration of Men and Women in scientific areas where they are under-represented and in the highest categories of the teaching career		
	Action	**Indicator**
4.1	Develop and promote actions in secondary and professional education to reduce stereotypes and gender imbalances in different areas	Number of developed actions
4.2	Promote training that increases the number of women in the areas of Engineering and ICT	Number of formations
4.3	Develop a communication campaign giving visibility to researchers and relevant figures of the under-represented sex in each scientific area	Number of campaign initiatives
4.4	Create scholarships and prizes aimed at women and primary schools	Number of scholarships and prizes awarded
4.5	Increase the number of women in the highest categories of the teaching career	Number of women in the Coordinating Professor and Main Coordinating Professor categories

Objective 5 – Improve the reconciliation between work/study and personal and family life		
	Action	**Indicator**
5.1	Signing Protocols with Kindergartens/Nursery	Number of protocols
5.2	Promote campaigns to sensitize the academic community to the importance of sharing parental leave by father and by mother	Number of initiatives
5.3	Establishment of teleworking mode when functions allow for workers who meet certain criteria	Number of people covered
5.4	Promote actions to disseminate information on existing work/family conciliation rights, appropriate to the various internal actors of the IPS	Number of actions
Goal 6 – Promote gender equality with the surrounding community		
	Action	**Indicator**
6.1	Strengthen social responsibility and civic action in the academic community, sharing good practices and developing common actions with social impact	Participation rate in social responsibility initiatives
6.2	Signing Protocols with Organizations/Networks that work on the theme of gender equality	Number of protocols
6.3	Develop initiatives with the surrounding community	Number of initiatives

ANNEX

Student Body

Table 1 - Students enrolled in the IPS in the academic year 2020/2021, by gender

Students enrolled in the IPS 2020/2021		
School	Male	Female
ESCE	1050	1449
ESE	310	623
ESS	261	722
ESTB	375	253
ESTS	2153	333
Total Schools	4539	3290

Source: IPS Management

Student Body

Table 2 - Students enrolled by courses at the IPS in the academic year 2020/2021, by gender

Students enrolled by **School / Course**	**Female**	**Male**
ESCE		
CTeSP	153	89
Professional Superior Technical Course in Management of Social Organizations	38	15
Superior Professional Technical Course in Logistics - ETLA	9	13
Professional Superior Technical Course in Management Consulting	31	16
Professional Superior Technical Course in Tourism Management	42	8
Professional Superior Technical Course in Tourism Management – Grândola	7	5
Superior Professional Technical Course in Logistics	26	32
L	1045	807
Degree in Accounting and Finance	183	122
Degree in Accounting and Finance (Night System)	102	72
Degree in Distribution and Logistics Management	107	122
Degree in Distribution and Logistics Management (Post-Labor)	94	116
Degree in Human Resource Management	201	58
Degree in Human Resource Management (Post-Labor)	154	62
Degree in Information Systems Management	70	176
Degree in Marketing	134	79
M	251	154
Master in Business Sciences	43	41
Master in Accounting and Finance	41	20
Master in Marketing Management	23	12
Master in Information Systems Management	15	16
Master in School Management and Administration	28	12
Master in Hospitality Management in Health and Wellness	13	4
Mestrado em Gestão Estratégica de Recursos Humanos	51	10
Master in Strategic Human Resources Management	11	14
Master's Degree in Occupational Safety and Hygiene	26	25
ESE		
CteSP	76	61
Professional Superior Technical Course in Nature Sports	22	39
Professional Superior Technical Course in Audiovisual Production	19	22
Professional Superior Technical Course in Family and Community Service	35	0
L	385	245
Degree in Animation and Sociocultural Intervention	106	25
Degree in Social Communication	95	38
Degree in Sport	26	116
Degree in Basic Education	168	7

Degree in Translation and Interpretation of Portuguese Sign Language	51	8
M	142	1
Master in Preschool Education	56	0
Master in Pre-School Education and Teaching of the 1st cycle of Basic Education	86	1
PG	20	3
Postgraduate in "Special Education - Cognitive and Motor Domain"	20	3
ESS		
L	449	106
Degree in Acupuncture	52	9
Degree in Nursing	174	29
Degree in Physiotherapy	138	61
Degree in Speech Therapy	85	7
M	273	155
Master in Perioperative Nursing	246	132
Master's Degree in Physiotherapy	27	23
ESTB		
CteSP	43	45
Professional Superior Technical Course in Civil Construction	4	17
Professional Superior Technical Course in Energy Rehabilitation and Building Conservation	1	3
Professional Superior Technical Course in Chemical and Biological Laboratory Technologies	38	25
L	176	263
Degree in Bioinformatics	17	70
Degree in Biotechnology	106	84
Degree in Civil Engineering (Day Regimen)	10	23
Degree in Civil Engineering (Night Regiment)	14	42
Degree in Petroleum Technology	29	43
M	34	67
Master in Conservation and Rehabilitation of Buildings	8	15
Master in Biological and Chemical Engineering	24	24
Master in Civil Engineering	2	28
ESTS		
CteSP	53	583
Professional Superior Technical Course in Automation, Robotics and Industrial Control	1	42
Professional Superior Technical Course in Automation, Robotics and Industrial Control – ETLA (Sines)	2	24
Professional Superior Technical Course in Air Conditioning and Energy	1	19
Professional Superior Technical Course in Video Game Development and Multimedia Applications	3	28
Professional Superior Technical Course in Industrial Maintenance	4	39
Professional Superior Technical Course in Aeronautical Production	4	39
Professional Superior Technical Course in Web Programming, Devices and Mobile Applications	1	45

Professional Superior Technical Course in Environmental and Food Quality	20	17
Professional Superior Technical Course in Networks and Computer Systems	2	41
Professional Superior Technical Course in Intelligent Electric Networks and Home Automation	2	36
Professional Superior Technical Course in Electronic and Computer Systems	1	54
Professional Superior Technical Course in Automotive Technology and Management	0	42
Professional Superior Technical Course in Technologies and Information Systems Programming – ESTBarreiro	4	40
Professional Superior Technical Course in Technologies and Information Systems Programming – ESTSetúbal	5	62
Professional Superior Technical Course in Technologies and Information Systems Programming - IPE (Lisbon)	1	4
Professional Superior Technical Course in Computer Technologies (Class of the BrightStart Program)	0	18
Professional Superior Technical Course in Electric Vehicles	2	33
L	255	1426
Degree in Automation, Control and Instrumentation Engineering	21	157
Degree in Electrical and Computer Engineering	11	198
Degree in Computer Engineering	35	432
Degree in Mechanical Engineering	22	245
Degree in Biomedical Technology	93	65
Degree in Technology and Industrial Management	24	169
Degree in Energy Technologies	5	96
Degree in Environmental and Marine Technologies	44	64
M	25	144
Master in Production Engineering	10	54
Master in Software Engineering	2	36
Master in Engineering and Energy Management in Industry and Buildings	9	26
Master in Electrical and Computer Engineering	3	27
Master in Management Informatics	1	1

Source: IPS Management

IPS's Teacher and Staff Body

Table 3 - Type of Contract, by teacher, by sex

Contract	Men	Women	Total
Political office/Mandate	10	9	19
WC in public functions indefinitely	170	240	410
WC in public functions by certain resolutive term	223	167	390
Service commission under the LTFP	0	6	6
Total	403	422	825

Source: IPS 2020 Social Balance Sheet

Table 4 - Age Distribution of the teaching and staff population, by sex

Age	Men	Women	Total
Under 20 years	0	0	0
20-24 years	6	1	7
25-29 years	14	10	24
30-34 years	22	10	32
35-39 years	41	38	79
40-44 years	61	84	145
45-49 years	77	101	178
50-54 years	65	75	140
55-59 years	75	63	138
60-64 years	35	32	67
65-69 years	7	8	15
>= 70 years	0	0	0
Total	403	422	825

Source: IPS 2020 Social Balance Sheet

Table 5 - Seniority level, by sex

Years	Men	Women	Total
Up to 5 years	156	125	281
5 a 9	74	72	146
10 a 14	21	37	58
15 a 19	16	40	56
20 a 24	59	85	144
25 a 29	41	29	70
30 a 34	17	14	31
35 a 39	15	12	27
40 or more years	4	8	12

Source: IPS 2020 Social Balance Sheet

Table 6 - Level of education, by sex

Years of schooling	Men	Women	Total
< 4 years of schooling	0	1	1
4 years of schooling	2	3	5
6 years of schooling	3	2	5
9th grade or equivalent	3	8	11
11th year	1	7	8
12th grade or equivalent	13	41	54
Bachelor's Degree	0	1	1
Undergraduate Degrees	137	121	258
Master's degree	108	86	194
Doctorate	136	152	288
Total	403	422	825

Source: IPS 2020 Social Balance Sheet

Table 7 - Foreign workers by nationality, by sex

Nationality	Men	Women	Total
European Union	3	1	4
Other countries	0	2	2
Total	3	3	6

Source: IPS 2020 Social Balance Sheet

Table 8 - People with disabilities, by sex

Age	Men	Women	Total
Under 20 years	0	0	0
20-24	0	0	0
25-29	0	0	0
30-34	0	1	1
35-39	0	0	0
40-44	2	1	3
45-49	2	4	6
50-54	1	3	4
55-59	2	2	4
60-64	2	0	2
65-69	1	0	1
>= 70 years	0	0	0
Total	10	11	21

Source: IPS 2020 Social Balance Sheet

Table 9 - Admitted and Returned Persons, by sex

Admissions and returns	Men	Women	Total
Operational Assistant	1	1	2
Intermediate manager 2nd degree	0	1	1
2nd degree senior manager	1	0	1
Polytechnic higher education teacher	103	106	209
Tecnical assistent	1	3	4
Senior Technician	0	3	3
Total	106	114	220

Source: IPS 2020 Social Balance Sheet

Table 10 - Type of schedule, by sex

Type of Schedule / Professional Group	Stiff Schedule		Flexible Schedule		Out of phase		Continued Journey		Shift work Schedule		Specific		Exemption In Time		Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Senior 1st degree manager													0	1	1
2nd degree senior manager													3	2	5
Intermediate manager 2nd degree													4	0	4
Intermediate manager 3rd degree													1	0	1
Senior Technician			34	7			4	0							45
Tecnical assistent			53	11			3	0							67
Operational Assistant	0	2	9	9			2	0							22
Computer Technician			7	11											18
Scientific research person	1	0													1
Polytechnic higher education teacher	300	359													659
Education Childhood and Doc, primary and secondary education		1													2
		1													
Total	302	362	103	38	0		9		0		0		8	3	825

Source: IPS 2020 Social Balance Sheet

Table 11- Overtime work, by sex

Supplementary work	Men	Women	Total
Daytime overtime	332:33:00	894:49:00	1226:82:00
Overtime night work	0:00	0:00	0:00
Work on mandatory weekly rest days	5:00	14:00	19:00:00
Work on complementary weekly rest days	205:58:00	929:17:00	1134:75:00
Work on public holidays	24:00:00	25:50:00	49:50:00
Total	566:91:00	1863:16:00	2430:07:00

Source: IPS 2020 Social Balance Sheet

Table 12 - Remuneration Grade, by sex

Pay Grade	Men	Women	Total
Up to 500€	69	53	122
501-1000€	135	132	267
1001-1250€	22	38	60
1251-1500€	3	15	18
1501-1750€	14	27	41
1751-2000€	6	5	11
2001-2250€	9	12	21
2251-2500€	6	3	9
2501-2750€	0	4	4
2751-3000€	0	0	0
3001-3250€	77	94	171
3251-3500€	13	7	21
3501-3750€	23	14	37
3751-4000€	8	8	16
4001-4250€	8	9	17
4251-4500€	3	0	3
+4501€	6	2	8
Total	402	423	825

Source: IPS 2020 Social Balance Sheet

Table 13 - Internal and External Training, according to Professional Group

Staff group	Internal training	External training	Total Participations	Total Participants
Senior 1st degree manager	0	4	4	1
2nd degree senior manager	1	30	31	5
Intermediate manager 2nd degree	2	22	24	4
Intermediate manager 3rd degree	1	11	12	1
Senior Technician	23	246	269	38
Tecnical assistent	39	155	194	47
Operational Assistant	0	5	5	4
Computer technician	4	84	88	16
Polytechnic higher education teacher	276	771	1047	346
Total	346	1328	1674	462

Source: IPS 2020 Social Balance Sheet

Table 14 - Professional Group, by sex

Staff group	Men	Women	Total
Senior manager	3	3	5
Intermediate manager	0	5	5
Superior Technician	7	38	45
Technical assistant	11	56	67
Operational Assistant	11	11	22
Computer technician	11	7	18
Teacher	360	301	661
Scientific research staff	0	1	1
Total	403	422	825

Source: IPS 2020 Social Balance Sheet

Table 15 - Department, by sex

Department	Men	Women	Total
Information Systems Department	21	4	25
Organizational Behavior and HR Management Department	9	19	28
Accounting and Finance Department	15	19	34
Department of Economics and Management	22	31	23
Marketing and Logistics Department	25	7	32
Arts Department	14	1	15
Department of Sciences of the Com. and Ling.	5	16	21
Department of Science and Technology	25	15	40
Department of Social and Pedagogical Sciences	4	20	24
Department of Biomedical Sciences	8	18	26
Department of Sciences of the Com. and Ling.	2	10	12
Department of Social and Human Sciences	2	5	7
Nursing Department	15	22	37
Physiotherapy Department	8	21	29
Construction and Environment Section	7	4	11
Chemical and Biological Engineering Section	8	24	32
Structures and Geotechnics Section	7	2	9
Mathematics and Management Section	6	7	13
Dept. of Electrotechnical Engineering	36	6	42
Dept. of Mechanical Engineering	47	10	57
Department of Mathematics	5	13	18
Department of Systems and Inf.	63	19	82
Autonomous Section Business Sciences	6	7	13
Total	360	300	660

Source: DI

Table 16 - Department by Sex

Departamento	Men	Women	Total
Information Systems Department	5	3	8
Organizational Behavior and HR Management Department	4	6	10
Accounting and Finance Department	5	8	13
Department of Economics and Management	8	14	22
Marketing and Logistics Department	7	1	8
Arts Department	7	0	7
Department of Sciences of the Com. and Ling.	2	8	10
Department of Science and Technology	4	9	13
Department of Social and Pedagogical Sciences	4	8	12
Department of Biomedical Sciences	0	1	1
Department of Sciences of the Com. and Ling.	1	6	7
Department of Social and Human Sciences	1	2	3
Nursing Department	4	8	12
Physiotherapy Department	2	9	11
Construction and Environment Section	3	3	6
Chemical and Biological Engineering Section	1	6	7
Structures and Geotechnics Section	4	2	6
Mathematics and Management Section	0	5	5
Dept. of Electrotechnical Engineering	22	6	28
Dept. of Mechanical Engineering	20	6	26
Department of Mathematics	5	12	17
Department of Systems and Inf.	25	8	33
Autonomous Section Business Sciences	4	4	8
Total	138	135	273

Source: DI

Table 17 - Positions by sex at ESCE

Positions	Women	Men
Director	1	0
Deputy Directors	0	2
CTC Presidents	1	0
CP Presidents	1	0
CoR Presidents	1	0
Department Presidents/Coordinators	3	2
Total	7	4

Source*: Website IPS*

Table 18 - Positions by sex at ESE

Positions	Women	Men
Director	1	0
Deputy Directors	1	1
CTC Presidents	1	0
CP Presidents	0	1
CoR Presidents	0	1
Department Presidents/Coordinators	2	2
Total	5	5

Source*: Website IPS*

Table 19 - Positions by sex at ESS

Positions	Women	Men
Director	0	1
Deputy Directors	1	1
CTC Presidents	0	1
CP Presidents	1	0
CoR Presidents	1	0
Department Presidents/Coordinators	5	0
Total	9	2

Source*: Website IPS*

Table 20 - Positions by sex at ESTB

Positions	Women	Men
Director	0	1
Deputy Directors	2	0
CTC Presidents	1	0
CP Presidents	0	1
CoR Presidents	1	0
Department Presidents/Coordinators	2	2
Total	6	4

Source*: Website IPS*

Table 21 - Positions by sex at ESTS

Positions	Women	Men
Director	0	1
Deputy Directors	1	1
CTC Presidents	0	1
CP Presidents	0	1
CoR Presidents	0	1
Department Presidents/Coordinators	1	4
Total	2	9

Source*: Website IPS*