



Instituto Politécnico
de Viana do Castelo

EQUALITY PLAN



Title: Equality Plan for the Polytechnic Institute of Viana do Castelo

Coordination: **Commission for Equality IPVC - CIG-IPVC** (Ana Sofia de Sá Gil Rodrigues; Ana Teresa Martins Ferreira de Oliveira-Coordinator for Equality of IPVC; Cíntia Costa Carones; Helena Sofia Ferreira Rodrigues; Manuel Pereira da Rocha Barros; Manuel José Serra da Fonseca; Márcia Cristina Matos da Cunha Amorim; Maria de La Salette Esteves Calvinho; Maria Filipa do Patrocínio Morais Cunha Silva; Mário Jorge Oliveira Barros; Sara Cristina Costa da Silva Militão Simões; Paula Cristina Ferreira da Silva; Paulo Jorge Gonçalves Rodrigues; Maria Teresa Martins Gonçalves)

Publisher: Polytechnic Institute of Viana do Castelo.

Issue: 2nd Edition

Edition Place: Viana do Castelo

Illustrations, Graphic Design and Pagination: IPVC

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MESSAGE FROM THE IPVC PRESIDENT



The starting point begins in conciliation and equality in professional and family life.

IPVC was a pioneer institution to assume the commitment of conciliation of the personal, professional and family life.

Only in this way we can graduate, with excellence, the professionals of the future, so that they leave, already committed with **equality** and **inclusion** issues.

President of IPVC



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EQUALITY PLAN

FRAMEWORK



The Polytechnic Institute of Viana do Castelo is committed to guarantee the right to equality, to value diversity and to protect our people in the exercise of parenthood.

[in IPVC Management Policy]

1. Framework

As part of the IPVC's Social Responsibility strategy, the [IPVConcilia Project](#) was implemented, which aims to invest in conditions that promote equality, inclusion, well-being and conciliation of professional life with family and personal life of IPVC's people, promoting involvement, commitment and motivation for active participation in the co-creation of value for an IPVC that is increasingly sustainable and inclusive and where people want and like to work.



In this framework, the Presidency of the IPVC considered reference documents for the guidance and development of the Equality Plan, under the IPVConcilia Project: the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030, in particular SDG 5-Gender Equality, SDG 8-Decent Work and Economic Growth, and SDG 10-Reducing Inequalities; the National Strategy for Equality and Non-Discrimination 2018-2030 Portugal + Equal (ENIND) established by the Resolution of the Council of Ministers No. 61/2018, of May 21, the Project Gender Equality in Higher Education Institutions, the GEAR program - Gender for Equality in Academia and Research of the European Institute for Gender Quality and the guidelines of the Directorate General for Research and Innovation of the European Commission and its strategic plan 2020-2024 which sets targets for international competitiveness for higher education institutions, particularly at the level of equality and non-discrimination; the Guide for the Elaboration of Plans for Equality, of the ISCED (2019).



The organizational competitiveness and productivity, attracting and retaining more talent in the IPVC, through measures that are attractive to people and that retain talent in the institution, is one of the great purposes of conciliation and equality, to be achieved by measures of conciliation between personal and professional life and with gains in more equality and opportunities, ensuring that all men and women can maximize their potential in the IPVC community.

Assuming the European Commission's guidelines, and in the context of IPVConcilia, the IPVC defined as a goal in its IPVC [Strategic Plan 2020-2024](#), the creation of a team that would organize and implement IPVC's Plan for Equality, a plan aligned with IPVC's [Code of Ethical Conduct, Values and Management Policy](#) and that considers the guidelines issued by the national and international organizations mentioned above.

1.1. Macro intervention areas of the IPVC's Plan for Equality

- Promoting and building gender equality and the right to self-determination of gender identity and gender expression;
- Non-discrimination on the basis of ethnic origin, color, nationality, ancestry, territory of origin, among others;
- A culture of zero tolerance for violence (gender-based violence, dating violence, domestic violence, violence in the workplace, sexual harassment, bullying, violence based on racial and ethnic origin, color, nationality, ancestry, and territory of origin);
- Recognition of maternity and paternity as eminent social values shared equally between parents - social protection in parenthood for the student/mother or the student/father - pregnant, postpartum, and breastfeeding students;
- Reconciliation of professional and private life;
- Identification of needs and creation of conditions for students with special educational needs (ENEE) and employees with disabilities.



1.2. Appointment of the Equality Commission of the IPVC

The [IPVC Equality Commission](#) was appointed and consists of the following members:

Ana Sofia de Sá Gil Rodrigues; Ana Teresa Martins Ferreira de Oliveira (Coordinator for Equality of IPVC); Cíntia Costa Carones; Helena Sofia Ferreira Rodrigues; Manuel Pereira da Rocha Barros; Manuel José Serra da Fonseca; Márcia Cristina Matos da Cunha Amorim; Maria de la Salette Esteves Calvinho; Maria Filipa do Patrocínio Morais Cunha Silva; Mário Jorge Oliveira Barros; Sara Cristina Costa da Silva Militão Simões; Paula Cristina Ferreira da Silva; Paulo Jorge Gonçalves Rodrigues; Maria Teresa Martins Gonçalves.





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IMPLEMENTATION

2. Implementation

The working methodology in implementing this purpose comprised the following phases:

Phase 1: Diagnosis

- 1.1 Documentary and secondary data analysis;
- 1.2 Collecting and analyzing primary data from the IPVC;
- 1.3 Interviews with privileged informants;
- 1.4. Application, with adaptations, of the Diagnostic Support Matrix of the ISCED Guide (2019).

Phase 2: Developing the action plan

- 2.1. Definition of the methodology for monitoring the measures foreseen in the action plan;
- 2.2 Support for the implementation of the action plan through capacity building in the area of gender equality (design and promotion of awareness and training activities).

2.1. Institutional Framework for the Diagnosis

- A. 13th Article of the Constitution of the Portuguese Republic, the Principle of equality:
 1. All citizens have the same social dignity and are equal before the law.
 2. No one shall be privileged, favoured, prejudiced, deprived of any right or exempted from any duty because of ancestry, sex, race, language, territory of origin, religion, political or ideological beliefs, education, economic situation, social condition or sexual orientation.
- B. Sustainable Development Goals (SDGs) of the United Nations Agenda 2030, in particular SDG 5 - Gender Equality and its formulated targets;
- C. National Strategy for Equality and Non-Discrimination 2018-2030 Portugal + Equal (ENIND), established by Council of Ministers Resolution No. 61/2018, of May 21, coordinated by the Commission for Citizenship and Gender Equality (CIG);



- D. The Project Gender Equality in Higher Education Institutions (GE-HEI, Gender Equality In Higher Education Institution 2019-2022), developed under the Programme "Conciliation and Gender Equality" EEA Grants 2014-2021, of which the IGC is the national operator (the Directorate General of Higher Education being the project promoter, in partnership with CIEG - Interdisciplinary Centre for Gender Studies, RIKK - Institute for Gender, Equality and Difference at the University of Iceland and A3ES, the Agency for Assessment and Accreditation of Higher Education);
- E. The GEAR Program - Gender Equality in Academia and Research, of the European Institute for Gender Equality (EIGE);
- F. Horizon Europe Guidance on Gender Equality Plans (GEPs) from the European Commission's Director General for Research and Innovation.

It was determined that the IPVC Equality Plan will additionally follow Horizon Europe procedural eligibility criteria.

2.2. Horizon Europe Guidance on Gender Equality Plans (GEPs) procedural eligibility criteria and alignment with IPVC Equality Plan

Public document

The IPVC Equality Plan will be public, formal and will be published on <http://www.ipvc.pt>, approved by the Presidency of the IPVC and actively communicated within the institution. It contains objectives and actions organized to achieve them.

Dedicated Resources

The IPVC has appointed an IPVC Equality Commission composed of researchers, teachers, directors and senior technicians with expertise dedicated to equality and non-discrimination to organize and implement the various phases of the plan. Assuming that the organizational change plan will be continuous, the current plan is considered as a first exercise and will be implemented during the duration of the current IPVC Strategic Plan 2020-2024.



Data collection and monitoring

The IPVC organized a primary and secondary data collection, as well as interviews and Focus Group with key stakeholders. Data were collected, integrating information in the current Management System, promoting a smooth change articulated with the new proposed objectives. Considering the context and the current IPVC Management System, objectives and indicators were harmonized and will be integrated in the IPVC Management System. In this way, the IPVC assumes the relevance and centrality of this matter, integrating it in its Management System, promoting continuous organizational change, empowering its internal actors and promoting strategic partnerships in this area. The annual monitoring and follow-up reports of the Plan will be published. This data will continue to inform the objectives and targets of the Equality Plan, as well as the monitoring of its progress.

Training

The IPVC's Plan for Equality already contains results regarding the awareness and training actions on equality issues that took place in 2020 and 2021.

These activities will continue in an effort to involve the entire organization. The training/capacity building that has already taken place covered gender equality training for the whole community and decision makers.

We highlight the Information Session NP4552 SGConciliation IPVC, the awareness session on Psychosocial Risks and INA Training on the same theme, the training under the Project BRIDGES: Alto-Minho *companies for Gender Equality* / *bridGEs: Alto-Minho Companies for Gender Equality* and the training / capacity building in Gender Equality in partnership with APEE (funded by project POISE-03-4436-FSE-000980).



2.3. Thematic areas of procedural eligibility of Horizon Europe Guidance on Gender Equality Plans (GEPs) and alignment with IPVC Equality Plan

2.3.1. Work-life balance and organizational culture

IPVC assumes this area as one of its key areas. The IPVC Equality Plan is based on the IPVC Code of Ethical Conduct ([Order No. 4690/2020](#)) and is aligned with the strategic objectives of the IPVC Strategic Plan 2020-2024.

The Development of the Equality Plan was framed within the funded project IPVConcilia (POCI-05-5762-FSE-000328).

The objectives of this IPVConcilia Project are oriented towards:

- To listen to the needs, expectations and suggestions of the people of the IPVC and implement actions to promote the conciliation of professional, family and personal life, seeking to contribute to the success in these three dimensions of their lives, in a logic of mutual benefit;
- Invest in people, promoting involvement, commitment and motivation for active participation in the co-creation of value for an IPVC that is increasingly sustainable and inclusive, and where people want and enjoy working;
- To adopt measures to improve the well-being and quality of life of the IPVC's collaborators, promoting their personal development and the adoption of favorable conditions for the Conciliation between professional, family and personal life;
- Train for Conciliation Management and implement a Conciliation Management System, according to NP 4552 (available at [ON.IPVC](#) in SG);
- Carrying out *benchmarking* actions to learn about processes, procedures and practices implemented in other family-responsible organizations in Portugal and Europe.



2.3.2. Gender balance in leadership and decision making

The IPVC in face of the current analysis of its data, has manifested gender balance in leadership and decision making, as can be verified in the results of associated indicators. It is important to continue to raise awareness and the continuity of the percentage of balanced gender in leadership and decision-making positions. Some of the measures that the IPVC has developed to ensure this dimension relate, but not exclusively, to gender-oriented training, the guarantee of compliance in electoral processes and the search for balance in the appointment of commissions, juries or directive or responsibility positions.

2.3.3. Gender equality in recruitment and career progression

Continuity measures for the development of organizational change in recruitment and career progression are part of the indicators, and this dimension is being worked on in the IPVC and is included in this plan.

2.3.4. Gender mainstreaming in research and teaching content

The Plan for Equality aims to incorporate the gender dimension in research and teaching in IPVC, working on capacity building of the academic community, identifying curricular programs linked to this theme, and promoting the support provided by the Project Management Unit to researchers to develop specific applications to promote research on equality issues but also ensuring the requirements of funding programs, regarding equality issues in the submitted applications.



2.3.5. Elimination of Violence

The IPVC has defined a zero tolerance policy against violence throughout its community:

- gender equality and the right to self-determination of gender identity and gender expression;
- non-discrimination on the basis of ethnic origin, color, nationality, ancestry, and territory of origin, among others;
- a culture of zero tolerance for violence (gender violence, dating violence, domestic violence, violence in the workplace, sexual harassment, bullying, violence based on racial and ethnic origin, color, nationality, ancestry, and territory of origin);

The IPVC also performed a diagnosis of psychosocial risks to the entire community of IPVC employees, through a questionnaire. The *Copenhagen Psychosocial Questionnaire - COPSQ*, a version validated for Portugal, was used.

The dimensions evaluated were:

1. Job Demands:
2. Work Organization and Content
3. Social relationships and leadership
4. Work-Individual Interface
5. Values in the workplace
6. Justice and respect
7. Personality
8. Health and Wellness

Relevant organizational procedures were redefined in this matter, namely the revision and dissemination of the Social Emergency Procedure. Several actions are integrated in this Plan for Equality. The IPVC is mobilizing its organization to establish a culture of zero tolerance towards all forms of violence, promoting a culture of inclusion.



This Plan for Equality aims to involve the entire IPVC community from the Presidency and all the leaders, students and stakeholders. It is a document capable of guiding the actions that transversally promote organizational diversity processes in the IPVC, valuing diversity and inclusion.

2.3.6. Student Community

The IPVC, as a Higher Education Institution, assumes in this Plan for IPVC Equality, a transversal plan to all its community, and establishes as priorities for its student community:

- gender equality and the right to self-determination of gender identity and gender expression;
- non-discrimination on the basis of ethnic origin, color, nationality, ancestry, and territory of origin, among others;
- a culture of zero tolerance for violence (gender violence, dating violence, domestic violence, violence in the workplace, sexual harassment, bullying, violence based on racial and ethnic origin, color, nationality, ancestry, and territory of origin);
- inclusion of students with special educational needs;
- reconciliation of professional and private life:
- recognition of motherhood and fatherhood as eminent social values shared between parents; social protection in parenthood for the student mother or the student father;
- support for pregnant and breastfeeding students;
- promoting equal opportunities in vocational choices, seeking to reduce gender inequalities in IPVC courses.





3. IPVC's commitments in national and international protocols and networks working on Equality / Relevant public documentation available in the IPVC portal

The IPVC assumes a set of commitments that impact its institutional policy and strategy for Equality, of which we highlight:

- Joining the ODS Portugal Alliance;
- Signing of the Pact for Conciliation - Government's 3 in a Row Program;
- Signatory of the Portuguese Charter for Diversity;
- Partner of the Alliance for Equality in ICT and member of the Women Engineers for a Day Project;
- Signing of the Letter of Commitment of the NATIONAL GOAL FOR GENDER EQUALITY, an initiative of the Global Compact Network Portugal, under the Target Gender Equality accelerator program.

This plan also considered the following supporting documents:

- Guide to Inclusive Communication- Inclusive Language, from the General Secretariat of the Council of the European Union, 2018
- Guide to Gender Equality in HEIs and Research, from the European Institute for Gender Equality (EIGE), 2017
- Resolution of the Portuguese Parliament no. 184/2019, recommends the Government to adopt measures to promote conciliation between professional, family and personal life

EQUALITY PLAN

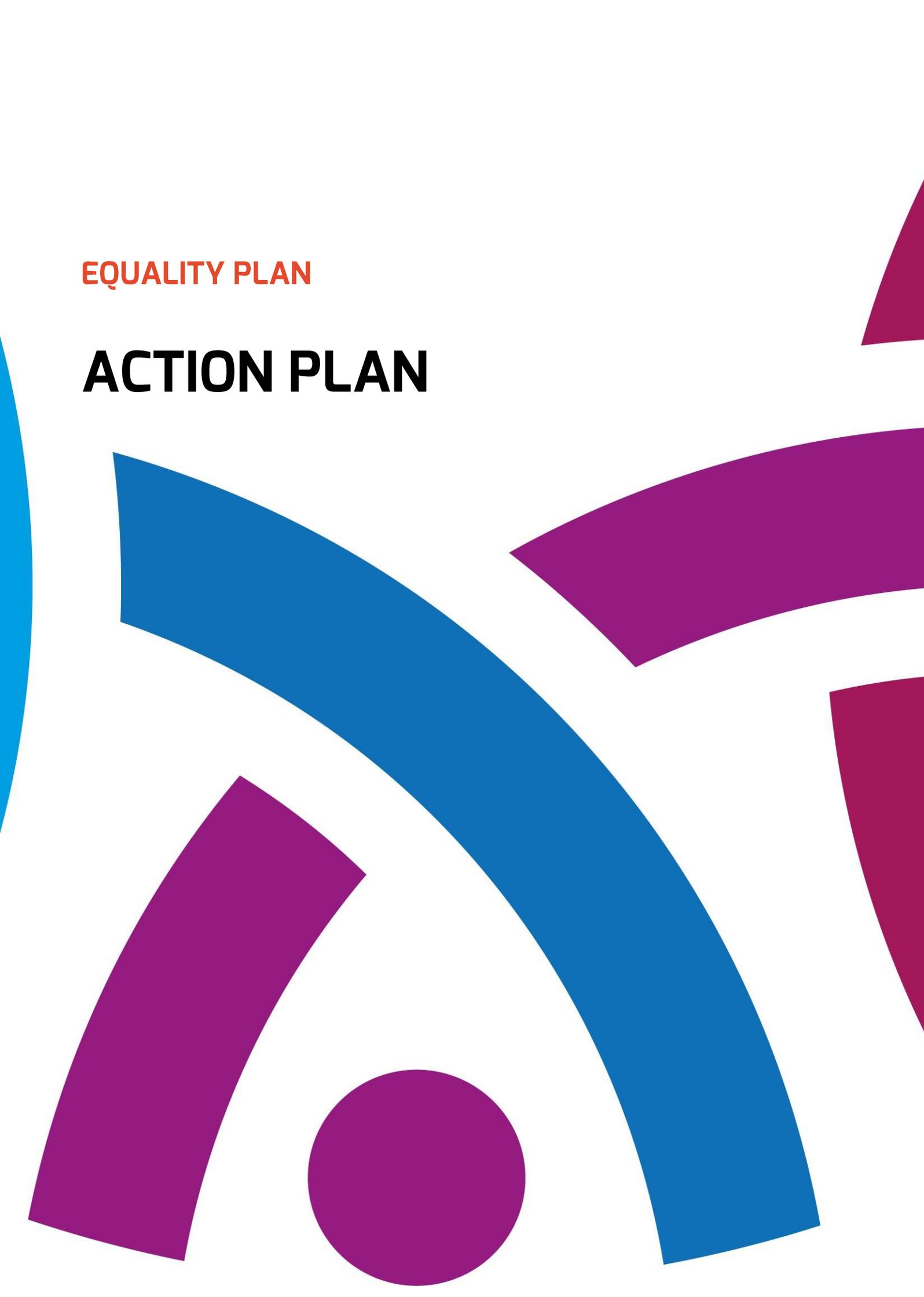
ENGAGEMENTS OF THE IPVC IN NATIONAL AND INTERNATIONAL PROTOCOLS AND NETWORKS WORKING ON EQUALITY / RELEVANT PUBLIC DOCUMENTATION AVAILABLE ON THE IPVC PORTAL

- Law no. 26/2019, of March 28 - D.R., IS, no. 62/2019
- Regime of balanced representation between men and women in the management staff and bodies of the Public Administration
- Directive (EU) 2019/1158 of the European Parliament and of the Council of 20 June 2019 on reconciliation between work and family life for parents and carers and repealing Council Directive 2010/18/EU
 - European Commission-Employment, Social Affairs and Inclusion-Working conditions-Work-life balance (<https://ec.europa.eu/social/>)
- Report on Progress on Equality between Women and Men at Work, in Employment and in Professional Training - 2018 (2019)
- GE-HEI Project - Gender Equality in Higher Education Institutions (<https://gehei.dges.gov.pt/>)
- Checklist of Transversal Principles of Gender Equality and Equal Opportunities and Non-Discrimination, used in different funding programs.



EQUALITY PLAN

ACTION PLAN



4. Action Plan

A. A Key Informant Survey

The Commission listened to Key Informants of the stakeholders from strategic areas of the IPVC Community for the Equality Plan, namely the Presidency, Directorates, Institutional Managers of Organizational Processes, Health and Welfare Office, faculty, non-teaching staff and students.

B. *Road Shows* for Equality

Diagnostic actions were carried out, as already mentioned, associated with the dissemination of the Equality Plan in the IPVC community, and three *Road Shows* for Equality were held in different organic units of the IPVC, including Directors of Organic Units, Course Coordinators, teachers and non-teaching staff.

C. Resources and organizational involvement

The Commission for Equality held several meetings during the course of this work. It was subdivided into working groups by the themes of the Plan. This involvement shows the commitment of the IPVC and the resources allocated to the development and implementation of the IPVC Equality Plan.

D. Commitment

The IPVC Equality Plan is more than a static document, it is a commitment and an ongoing model of joint construction that starts a path in identifying the problems we seek to prevent and solve in the IPVC community. It includes objectives and goals and details the set of actions needed to achieve those same objectives, and indicators to monitor progress.

E. Studies "IPVC Equality Plan"

The following studies were based on institutional data collection, with the particular collaboration of the IPVC Human Resources Division, Academic Services Division, Observatory and Project Management Unit. The information was collected by the Commission for Equality of IPVC, which compiled several international documents and contextualized, for the organizational reality of IPVC, the most relevant ones.



EQUALITY PLAN

**STUDIES CARRIED OUT FOR THE IPVC
EQUALITY PLAN**



5. Studies carried out for the IPVC Equality Plan

5.1. Human Resources Diagnosis at the IPVC

The distribution of teaching staff (PD) by gender in the different professional categories is relatively balanced, with 195 female and 219 male teachers (Table 1). However, in some categories it is possible to observe some imbalance, namely when we purchase information from 2020 and 2021. With regard to the category of Visiting Assistant, there was an increase in the contractual percentage of some employees, which resulted in a reduction in absolute number, but an increase in the effective working time (FTE). As for the Adjunct Professor category, there was a reduction resulting from career progression, which had repercussions on the percentage of Coordinator Professor.

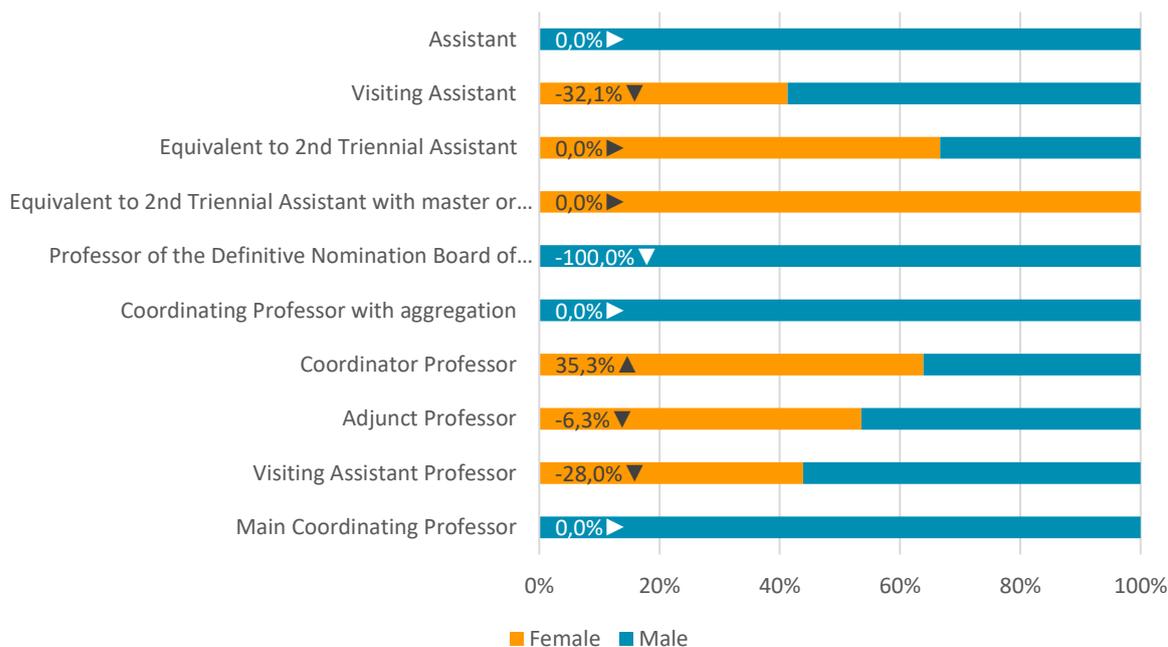
Within the non-teaching staff there are significantly more female professionals (122) compared to male professionals (63) (Table 2). This difference is particularly more accentuated in two professional categories: Operations' Assistant (43 women and 15 men) and Technical Assistant (31 women and 11 men). In the remaining categories there is a balance, including categories associated with middle and senior management. The predominance of female professionals in less valued categories in terms of remuneration, operational assistants and technical assistants, undermines the intended balance in the valuing of all professionals regardless of their sociological classification (Table 3). It should be noted that there was a decrease in the number of employees in the Operations' Assistant category as a result of career progression. No remuneration values are presented for the totality of the IPVC workers and not for teachers in particular, but taking into account the balanced distribution of both genders by the various professional categories of teachers, it is assumed that there are no significant differences at this point either.



Table 1. Number of teaching staff, by professional category and gender

PROFESSIONAL CATEGORY	2020			2021		
	F	M	Total	F	M	Total
Assistant	0	2	2	0	2	2
Visiting Assistant	112	121	233	76	108	184
Equivalent to 2nd Triennial Assistant	2	1	3	2	1	3
Equivalent to 2nd Triennial Assistant with master or PHD	1	0	1	1	0	1
Professor of the Definitive Nomination Board of primary and secondary education	1	1	2	0	1	1
Coordinating Professor with aggregation	0	2	2	0	4	4
Coordinator Professor	17	13	30	23	13	36
Adjunct Professor	80	71	151	75	65	140
Visiting Assistant Professor	25	24	49	18	23	41
Main Coordinating Professor	0	2	2	0	2	2
Overall Total	238	237	475	195	219	414

Teaching staff by professional category and gender (2021)
Female gender trend compared to 2020



▼ negative trend ▲ positive trend ► no change trend

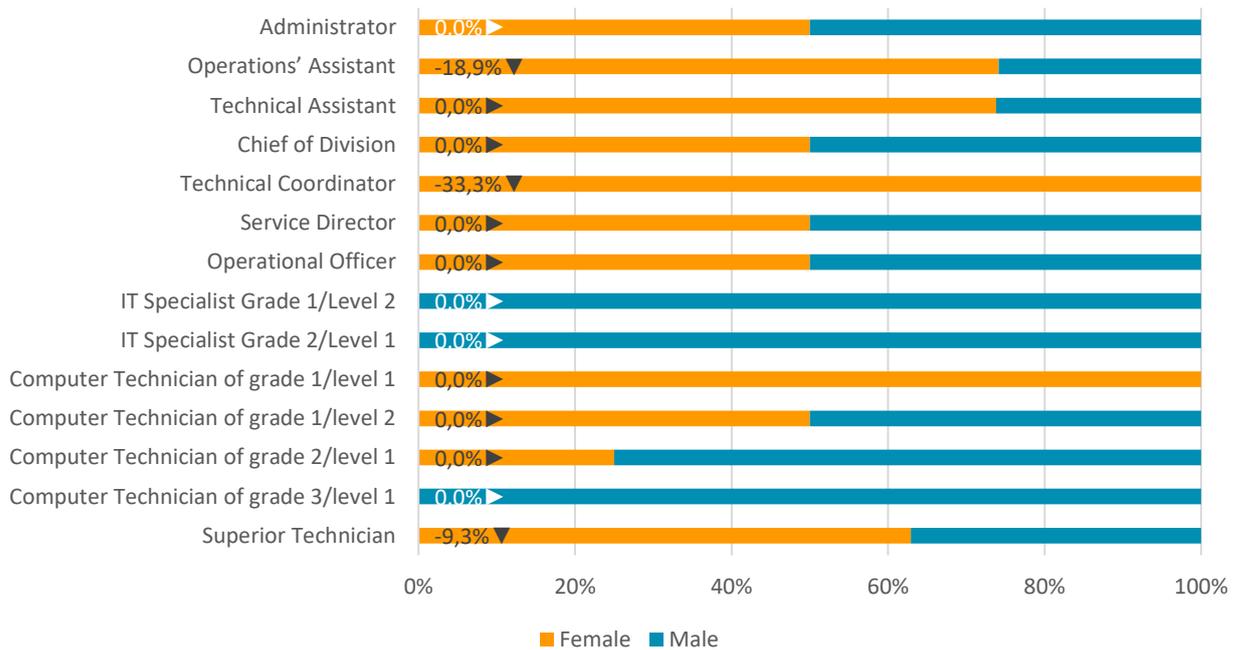
Chart 1 - Teaching staff by professional category and gender (2021)



Table 2. Number of non-teaching staff, by professional category and gender

PROFESSIONAL CATEGORY	2020			2021		
	Female	Male	Total	Female	Male	Total
Administrator	1	1	2	1	1	2
Operations' Assistant	53	21	74	43	15	58
Technical Assistant	31	8	39	31	11	42
Chief of Division	1	1	2	1	1	2
Technical Coordinator	3	0	3	2	0	2
Service Director	1	0	1	1	1	2
Operational Officer	1	1	2	1	1	2
IT Specialist Grade 1/Level 2	0	1	1	0	4	4
IT Specialist Grade 2/Level 1	0	1	1	0	1	1
Computer Technician of grade 1/level 1	1	0	1	1	0	1
Computer Technician of grade 1/level 2	1	1	2	1	1	2
Computer Technician of grade 2/level 1	1	3	4	1	3	4
Computer Technician of grade 3/level 1	0	1	1	0	1	1
Superior Technician	43	25	68	39	23	62
Overall Total	137	64	201	122	63	185

Non-teaching staff by professional category and gender (2021)
Female gender trend compared to 2020



▼ negative trend ▲ positive trend ► no change trend

Chart 2 - Non-teaching staff by professional category and gender (2021)



Table 3. Balance of global remuneration differences in non-teaching staff

PAY GRADE	2020				2021			
	Female		Male		Female		Male	
	n°	%	n°	%	n°	%	n°	%
up to 500€	0	0	0	0	0	0,0	0	0,0
501-1000€	84	42	30	15	73	39,7	27	14,7
1001-1250€	25	12	16	8	19	10,3	12	6,5
1251-1500€	15	7	6	3	16	8,7	9	4,9
1501-1750€	5	2	4	2	2	1,1	7	3,8
1751-2000€	3	1	2	1	6	3,3	2	1,1
2001-2250€	1	0	1	0	2	1,1	0	0,0
2251-2500€	0	0	1	0	0	0,0	2	1,1
2501-2750€	2	1	2	1	1	0,5	2	1,1
2751-3000€	1	0	0	0	2	1,1	1	0,5
3001-3250€	1	0	2	1	0	0,0	1	0,5
more than 3251	0	0	0	0	0	0,0	0	0,0

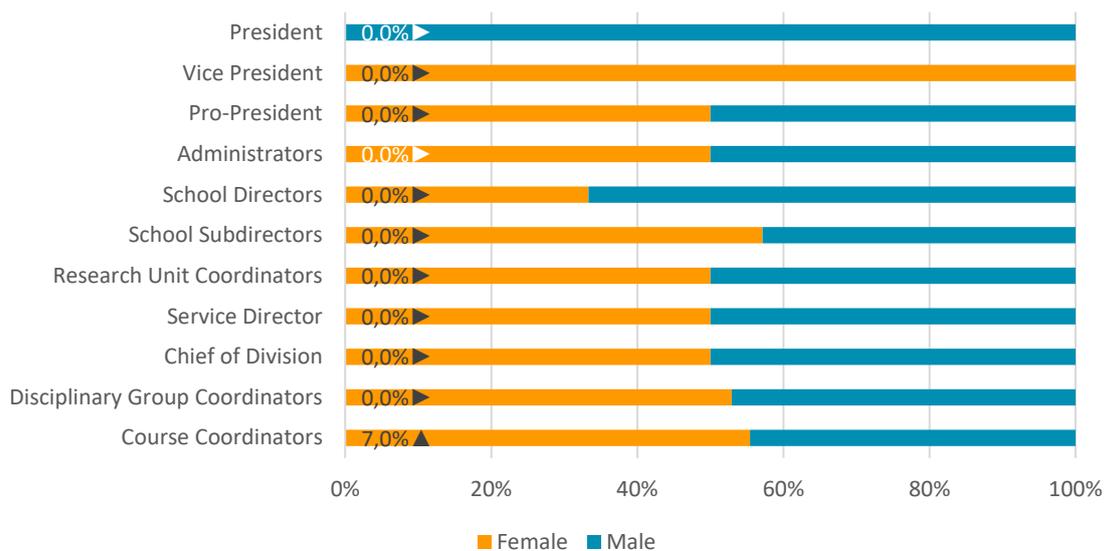
In the different management and body positions, from Course Coordinators to the Presidency, there is once again a balance between female and male employees: 126 in the total of management members, 67 female and 59 male (Table 4). This equal situation, both in the teaching staff and in the members of the management bodies, seems to reflect two situations: on the one hand, the balanced existence of the body of employees who are the main source of management members and, on the other hand, a management culture which does not discriminate by gender in the selection of its managers. This culture of non-discrimination is transversal to all members of the IPVC because the balance is verified both in nominated positions (Vice-president, Pro-presidents, School Directors, Administrators, Service Directors, Chief of Division) and elected by peers (Course Coordinators, Research Unit Coordinators and Disciplinary Group Coordinators) or elected by proper bodies (President).



Table 4. Number of personnel in management and bodies positions by gender

CATEGORY	2020			2021		
	Female	Male	Total	Female	Male	Total
President	0	1	1	0	1	1
Vice President	1	0	1	1	0	1
Pro-President	2	2	4	2	2	4
Administrators	1	1	2	1	1	2
School Directors	2	4	6	2	4	6
School Subdirectors	4	3	7	4	3	7
Research Unit Coordinators	1	1	2	1	1	2
Service Director	1	0	1	1	1	2
Chief of Division	1	1	2	1	1	2
Disciplinary Group Coordinators	9	8	17	9	8	17
Course Coordinators	43	43	86	46	37	83
Overall Total	65	64	129	68	59	127

Personnel in management and bodies positions by gender (2021)
Female gender trend compared to 2020



▼ negative trend ▲ positive trend ► no change trend

Chart 3 - Staff in management positions by professional category and gender (2021)



The great majority of the employees (teaching and non-teaching) is resident in the district of Viana do Castelo (Table 5 and Table 6), which is predictable because all the organic units of the IPVC are located and dispersed in this same district. Among the teaching staff, 85 reside in the district of Braga and 98 reside in the district of Porto, 12 reside in the district of Aveiro and 11 reside in other geographical areas. This geographic dispersion should deserve attention in the organization's decision making in order to allow a conciliation between the personal and family life of the IPVC workers and their labour productivity.

Table 5. Number of teaching staff by region and gender

DISTRICT	2020			2021		
	Female	Male	Total	Female	Male	Total
Aveiro	6	7	13	5	7	12
Braga	50	52	102	37	48	85
Bragança	0	0	0	1	0	1
Castelo Branco	0	0	0	1	0	1
Coimbra	1	1	2	0	1	1
Evora	1	0	1	1	0	1
Leiria	0	1	1	0	1	1
Lisbon	1	1	2	1	0	1
Portalegre	0	1	1	0	0	0
Porto	43	60	103	39	59	98
Setubal	0	1	1	0	0	0
Viana do Castelo	134	110	244	106	102	208
Vila Real	1	1	2	3	0	3
Viseu	0	1	1	0	1	1
Spain	1	1	2	1	0	1
Overall Total	238	237	475	195	219	414

In the non-teaching staff, there are 11 residents in the district of Braga, of which 7 are female.

Table 6. Number of non-teaching staff by region and gender

DISTRICT	2020			2021		
	Female	Male	Total	Female	Male	Total
Braga	7	3	10	7	4	11
Porto	1	0	1	1	0	1
Viana do Castelo	129	60	189	113	58	171
Spain	0	1	1	0	1	1
Overall Total	137	64	201	121	63	184

Another important data in the characterization of the IPVC workers is the age distribution. Most of the teaching staff is between 40 and 49 years old, in a balanced way in both genders



(Table 7) and most of the non-teaching staff is between 40 and 59 years old (Table 8); this age group, like each of the others, has specificities both in personal and family issues.

Table 7. Number of teaching staff by age and gender

AGE RATE	2020			2021		
	Female	Male	Total	Female	Male	Total
< 20 years	0	0	0	0	0	0
20-24	0	1	1	1	3	4
25-29	4	8	12	4	7	11
30-34	7	12	19	11	10	21
35-39	35	19	54	21	20	41
40-44	53	44	97	39	45	84
45-49	56	50	106	47	50	97
50-54	32	42	74	27	36	63
55-59	21	31	52	18	25	43
60-64	25	21	46	24	17	41
65-69	5	9	14	3	6	9
≥ 70 years old	0	0	0	0	0	0

Table 8. Number of non-teaching staff by age and gender

AGE RATE	2020			2021		
	Female	Male	Total	Female	Male	Total
< 20 years	0	0	0	0	0	0
20-24	0	1	1	0	1	1
25-29	3	3	6	2	3	5
30-34	6	5	11	5	3	8
35-39	11	8	19	10	9	19
40-44	21	11	32	18	12	30
45-49	19	9	28	18	7	25
50-54	35	7	42	29	5	34
55-59	21	7	28	25	10	35
60-64	12	11	23	12	11	23
65-69	9	2	11	2	2	4
≥ 70 years old	0	0	0	0	0	0

The IPVC should be aware of the characteristics of this group of employees, namely their individual physical and psychological conditions and their needs for family accompaniment of both offspring and ascendants. There are 110 employees, 77 teaching and 33 non-teaching, in the age group below 40 years old in which the aspects of pregnancy and accompaniment of newborns and children are more likely; this situation should deserve the attention of the IPVC human resources management. Above 55 years old, there is also a very important group of 155 workers (93 teaching staff and 62 non-teaching staff).



A group that deserves even closer attention is that of workers with more than 60% disability. They are 13 people, 8 teachers, 6 of whom are female, and 5 non-teaching staff, 4 of whom are female. The infrastructures and processes must take into account and be adequate to the use of these workers and others who may join the IPVC. This attention is all the more important because the number of beneficiaries is much larger due to the large community of students that can also benefit from the existence of physical and organizational conditions suitable to all kinds of individuals.

As for the working hours of non-teaching staff (Table 9), flexible working hours are preferred, followed by continuous and rigid working hours; continuous working hours are significantly more relevant among the female population. Only male workers are represented in the shift work modality.

Table 9. Number of non-teaching staff in the various modalities of working hours, by gender

TIME MODE	2020			2021		
	Female	Male	Total	Female	Male	Total
DESFASADO	18	2	20	11	0	11
FLEXIBLE	37	29	66	51	32	83
TIME EXEMPTION	4	2	6	3	3	6
ONGOING JOURNEY	39	4	43	40	7	47
HALF DAY	0	1	1	0	0	0
RIGID TIME	30	14	44	16	15	31
SHIFT SCHEDULE	0	6	6	0	6	6

In 2021 approximately 1.094 hours were attended in training and capacity building in areas such as management, leadership, conciliation and equality. It should be noted that, given the containment measures motivated by the COVID-19 pandemic, it was not possible to carry out several planned actions. Faced with this adversity, the allocation of the annual ceiling made available by the institution to the non-teaching staff in the amount of EUR 500.00 per employee was crucial to ensure self-training and the combination between private life and training needs, and the use of this measure was more significant among women (Table 10).

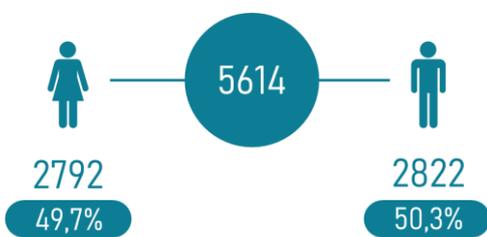


Table 10. Number of non-teaching staff that benefited from a training allowance, by gender

ENJOYMENT OF TRAINING PLAFOND	2020			2021		
	Female	Male	Total	Female	Male	Total
	37	18	55	16	16	32

As far as the teaching staff is concerned, a significant part of the training carried out relates to advanced training for degrees, particularly PhDs, and for developing skills in pedagogical innovation and in areas of scientific specialty to which they are associated.

5.2. Student Community Diagnosis at the IPVC

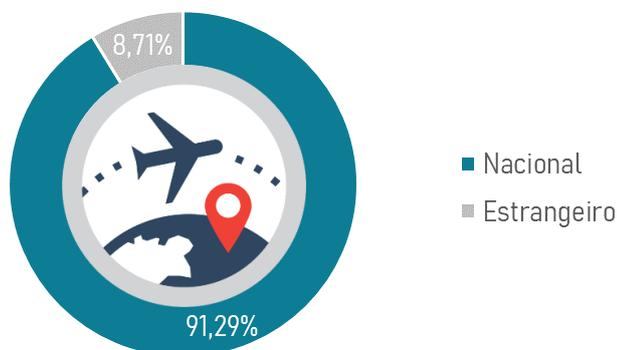


With regard to the characterization of the student community, the total number of students of the Polytechnic Institute of Viana do Castelo, in the academic year 2021/2022, reached 5 614, covering all types of training and attendance. In terms of gender distribution, 49.7% were women.

By unit, the highest percentage of students is found in the ESTG, with 46.0% of the total. Observing also the gender by organic unit, the ESE presents the highest percentage of women, with 83.2%, while the ESDL had the highest percentage of men (77.3%).



Regarding nationality, in the academic year 2021/2022, 8.71% of the students are of foreign nationality.



Graphic 4 - Proportion of national and foreign students in the IPVC in 2021/2022

The distribution of students enrolled in the academic year 2021/2022 by IPVC Schools and by gender (Table 11) shows a slightly higher percentage of male students (50.3%) compared to female students (49.7%); regarding the number of students with student worker status, the position is inverted, with more women (376) than men (335); in the students with special educational needs (ENEE), there is a total of 14 female and 15 male students. In the total of 5614 students, only 3 students are enrolled with special maternity/paternity status.

Table 11. Students enrolled in the IPVC, by gender by school, in the 2021/2022 academic year

SCHOOL	TOTAL TRAINING OFFER							TOTAL
	FEMALE				MALE			
	GENERAL	TE	ENEE	EEMP	GENERAL	TE	ENEE	
ESA	373	71	4	1	305	69	4	678
ESE	593	69	6	0	120	9	2	713
ESTG	897	85	3	1	1684	173	8	2581
ESCE	436	67	1	0	263	29	0	699
ESS	388	72	0	1	93	29	0	481
ESDL	105	12	0	0	357	26	1	462
Total	2792	376	14	3	2822	335	15	5614

TE: Student Worker Status

ENEE: Students with Special Educational Needs

EEMP: Special Maternity/Paternity Status

With regard to students attending single course units (CUs) (Table 12), there is a very balanced distribution of women (44) and men (41). As far as students from the Erasmus programme are concerned, women are the ones who most participated in this type of mobility in 2021/22.

Table 12. Erasmus students and students enrolled in isolated courses at the IPVC, by gender and school, in the academic year 2021/2022

SCHOOL	ERASMUS		ISOLATED	
	MALE	FEMALE	MALE	FEMALE
ESA	2	3	6	11
ESE	2	6	1	5
ESTG	35	51	24	9
ESCE	5	8	3	3
ESS	2	4	0	9
ESDL	1	3	7	7
Total	47	75	41	44

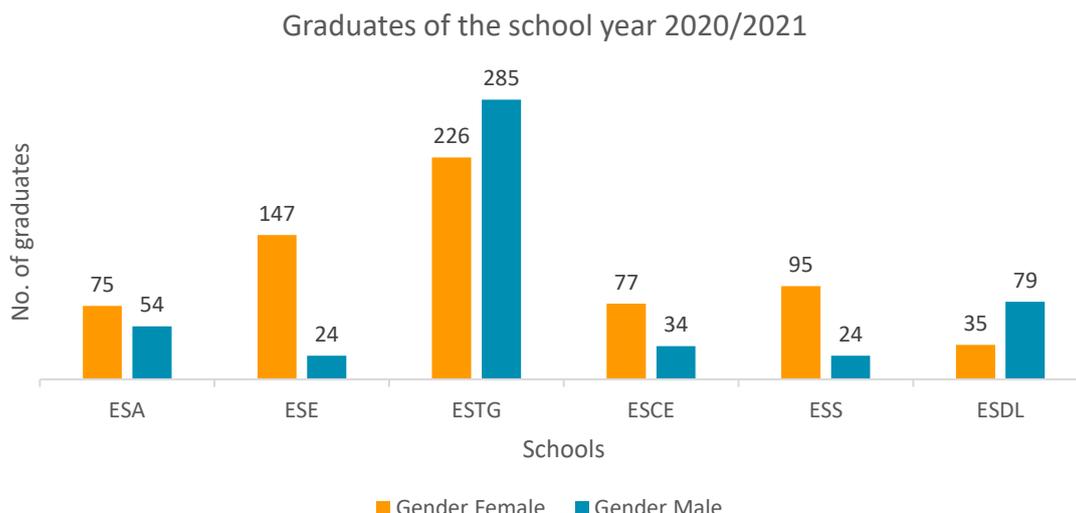
Regarding the number of graduates in 2020/2021, by organic unit of the IPVC (Table 13), it can be seen that, out of 1155 students who graduated in the different IPVC schools, women represent 56.7% and men 43.3%.

Table 13. Graduated students in the IPVC, by gender and school, in the academic year 2020/2021

SCHOOL	SEX		TOTAL
	MALE	FEMALE	
ESA	54	75	129
ESE	24	147	171
ESTG	285	226	511
ESCE	34	77	111
ESS	24	95	119
ESDL	79	35	114
Total	500	655	1155

Graph 5 is presented here to better illustrate this same distribution.





Graphic 5 – Graduated students from the IPVC, by gender and school, in the academic year 2020/2021

In the IPVC, first cycle training in health, social protection and education are chosen in more than 85% of the cases by women. In engineering and technology more than 80% of the vacancies are occupied by men. Examples of CTESP, Degree and Masters courses in the IPVC with strong inequalities are the degree courses in Computer Engineering, Mechanical Engineering, Network Engineering and Computer Systems, Mechatronics Engineering, Masters in Computer Engineering, CTESP in Electronic and Computer Systems, Information Systems Technology and Programming, Mechatronics, Automobile Mechanics, Mechanical Maintenance, all with more than 90% male students (Tables 14.1, 14. 2 and 14.3).

Table 14.1 - Proportion of students enrolled in IPVC's TESP courses, by gender, in the 2021/2022 academic year

Course	%F	%M
Arts and Technology	40,9%	59,1%
Construction and Rehabilitation	24,0%	76,0%
Veterinary Care	81,0%	19,0%
Web Development and Multimedia	16,7%	83,3%
Fruit, Viticulture and Enology	32,4%	67,6%
Agricultural Business Management	18,2%	81,8%
Rural Tourism Management	100,0%	0,0%
Management and Continuous Improvement in Companies	54,5%	45,5%
Hotel Management	61,5%	38,5%
Illustration and Graphic Production	54,3%	45,7%
Biotechnology Industries	89,5%	10,5%
Educational Intervention in Daycare	96,8%	3,2%
Mechanical Maintenance	4,9%	95,1%
Automobile Mechanics	0,0%	100,0%

Mechatronics	3,1%	96,9%
Quality and Food Safety	72,0%	28,0%
Risks and Civil Protection	30,0%	70,0%
Educational Services and Local Heritage	100,0%	0,0%
Electronic Systems and Computers	1,4%	98,6%
Information Systems Technology and Programming	5,2%	94,8%
Thermalism and Wellness	91,1%	8,9%
Work at Height and Rope Access	9,1%	90,9%
Transportation and Logistics	45,2%	54,8%
Sports Training	14,8%	85,2%
Rural and Nature Tourism	61,5%	38,5%

Table 14.2 - Proportion of students enrolled in the IPVC's undergraduate degree programs, by gender, in the 2021/2022 academic year

Course	%F	%M
Agronomy	28,7%	71,3%
Fine Arts and Artistic Technologies	68,8%	31,2%
Biotechnology	49,3%	50,7%
Accounting and Taxation	68,8%	31,3%
Environment Design	73,1%	26,9%
Product Design	49,3%	50,7%
Sports and Leisure	21,6%	78,4%
Basic Education	90,3%	9,7%
Gerontological Social Education	87,4%	12,6%
Nursing	81,2%	18,8%
Veterinary Nursing	86,2%	13,8%
Food Engineering	71,9%	28,1%
Civil and Environmental Engineering	21,1%	78,9%
Computer Graphics and Multimedia Engineering	14,4%	85,6%
Network and Computer Systems Engineering	4,6%	95,4%
Environmental Engineering and Geoinformatics	27,9%	72,1%
Electronic Engineering and Computer Networks	0,0%	100,0%
Computer Engineering	7,9%	92,1%
Mechanical Engineering	5,8%	94,2%
Mechatronic Engineering	3,8%	96,2%
Management	65,5%	34,5%
Management (evening)	39,9%	60,1%
Distribution and Logistics Management	50,8%	49,2%
Marketing and Corporate Communication	68,0%	32,0%
Business Organization and Management	63,4%	36,6%
Tourism	68,0%	32,0%
Tourism (post-labor regime)	50,8%	49,2%

Table 14.3 - Proportion of students enrolled in IPVC's Master's degree courses, by gender, in the academic year 2021/2022

Course	%F	%M
Organic Agriculture	38,9%	61,1%
Fitness Activities	58,6%	41,4%
Cybersecurity	14,3%	85,7%
Accounting and Finance	71,7%	28,3%
Integrated Design	67,4%	32,6%
Nature Sports	30,8%	69,2%
Art Education	58,1%	41,9%
Motor education in the early ages	37,5%	62,5%
Pre-school and Primary School Education	98,1%	1,9%



Palliative Care Nursing	89,5%	10,5%
Community Nursing	88,9%	11,1%
Rehabilitation Nursing	80,0%	20,0%
Medical-Surgical Nursing	66,7%	33,3%
Veterinary Nursing in Companion Animals	75,0%	25,0%
Agricultural Engineering	34,3%	65,7%
Food Engineering	78,9%	21,1%
Civil and Environmental Engineering	13,3%	86,7%
Environmental and Land Engineering	50,0%	50,0%
Computer Engineering	8,3%	91,7%
Teaching 1st Cycle of Primary School and Portuguese and History and Geography of Portugal in the 2nd Cycle of Primary School.	86,7%	13,3%
Teaching 1st Cycle E.B. and Mathematics and Natural Sciences in 2nd Cycle E.B.	100,0%	0,0%
Social Gerontology	100,0%	0,0%
Organizational Management: Healthcare Facilities Management Branch.	64,3%	35,7%
Organizational Management: Business Management Branch	69,5%	30,5%
Logistics	71,8%	28,2%
Marketing	67,4%	32,6%
Information and Communication Technologies in Education	56,3%	43,8%
Sports Training	15,4%	84,6%
Tourism, Innovation and Development	70,0%	30,0%
Zootechnics	50,0%	50,0%

The intention is to reduce inequalities, including in the IPVC course options, particularly in the courses with the greatest imbalance (over 90% of the same gender), believing in the impact of the Mentoring Programs in Vocational Choices and Professional Guidance, with the implementation of the Alto-Minho Ser + Equal Project and of the STEAM Weeks / Open Days and integration in the Project Engineers for a Day, developing these activities in partnership with the Regular and the Professional Schools of Alto-Minho region, partners of the IPVC in these initiatives.



5.3. Infrastructure Diagnostic and Elimination of Architectural Barriers at the IPVC

We present IPVC projects and initiatives regarding the work that has been developed to promote equal accessibility in the infrastructures, taking into account the elimination of architectural barriers in the IPVC buildings.

Central Services

Executed:

- Adaptation of sanitary facilities on the ground floor for handicapped people (handicapped people);
- Elevator.

Professor Lima de Carvalho Auditorium

Executed:

- Access to the stage and access to the audience through emergency exits;
- Execution of granite ramps in the accesses;

In perspective:

- Adaptation of sanitary facilities for PPMC.

Agrarian School (ESA)

Executed:

- Elevator for vertical mobility to all floors;
- Adaptation of sanitary facilities for PPMC;
- Ramps at the ESA Convent.

In perspective:

- Access ramp to laboratory; leveling of floor in friars' kitchen.

ESA Campus Residence

Executed:

- Adaptation of IS for PPMC in the bar and canteen area;
- Access ramp to the bar/canteen directly outside;



- Room and toilet facilities for PPMC.

In perspective:

- Replacement of the elevator with a larger one.

School of Business Sciences

In perspective:

- Access ramp to the auditorium stage (already designed in 2016);
- Access ramp to the library hall and school reception.

School of Sports and Leisure

In perspective:

- Mark the steps of the main hall stairway with a non-slip strip; place a handrail in the middle of the stairway.

School of Health:

Running:

- Remodeling of the main access to the primitive part.

School of Technology and Management

Executed:

- Sanitary facilities for PPMC;
- Auditorium stage ramp;
- You climb stairs to the lower part of the auditorium;
- Ramps outside and at the emergency exit of the auditorium.

In perspective:

- Remodeling of the main entrances;
- Decrease the rebound of the main entrance;
- Adapting a sanitary facility for PPMC per floor;
- Ramps at emergency exits from horizontal escape routes;
- Anti-skid treads on interior ramps;
- Replacing the manual elevator landing doors with automatic doors;



- Adaptation of toilet facilities for PPMC in the workshop block;
- Unevenness expiration ramp inside the Workshop Block.

SAS-IPVC

In perspective: Creation of 3 new student residences and restructuring of another student residence to meet the needs of students and promote greater equity in access and attendance at higher education.





EQUALITY PLAN

**INDICATOR MATRIX
AND ACTION PLAN**

6. Indicator Matrix and Action Plan

The Matrix of Indicators and Action Plan is intended to be implemented during the IPVC Strategic Plan 2020-2024.

A Strategic and Institutional Management

Strategic Goal: Promote organizational change and a Culture for Equality.

Operational Objectives: Develop internal policies and practices to promote equality and diversity; publicly assume the commitment to the promotion of equality; ensure the implementation of the Equality Plan, its monitoring, follow-up and sustainability; develop internal management practices and applied studies that organize information disaggregated by profiles and that contribute to an inclusive, safe and healthy organization.

ACTION	RESPONSIBLE	INDICATOR	GOAL	SCHEDULING			Activities to be developed	AREAS INVOLVED in the activities to be developed
				2022	2023	2024		
Set up the Commission for Equality	Presidency	Order issued (2021)	-	-	-	-		-
		Creation of internal operating regulations	Regulation published	X			Propose internal operating regulations for approval	Cig-IPVC
Disseminate and promote the IPVC's Plan for Equality	Cig-IPVC	Number of dissemination actions	2 per year	X	X	X	Cig-IPVC+GCI: Activity Plan with Ephemerides, FAQ (e.g. Father's Day, Women's Day, SEN Person's Day, etc.) Cig-IPVC: Collection of suggestions for activities associated with commemorative days/ephemerides	GCI



Carry out training actions in the areas of Citizenship, Equality, Equity and Diversity	HR	Number of training actions	1 per year	X	X	X	Identify needs and opportunities	Cig-IPVC
Verify compliance with Law 26/2019, of March 28, in the positions of Chair of Bodies, School Directors, Research Unit Coordinations and Service Directors and Managers (analyze interest in including others), which establishes the minimum threshold of 40% women and men as senior managers in the direct and indirect administration of the State.	Presidency	Global Compact Network Target: National Target for Gender Equality; 40% of Women in Decision-making Positions by 2030		X	x	x	Reporting to the Global Compact Network	Cig-IPVC
		Proportion of IPVC leaders by gender (at least = national target)	≥40%	X	X	X		
Integrate equality, equity and diversity policies into the actions of the IPVC's governing and management bodies	Presidency	Issue recommendation for the integration of equality, equity and diversity policies in the action of the IPVC's governing and management bodies	Recommendation issued	X				
Review the IPVC Management Policy, considering Equality issues and Integrate objectives, indicators, procedures and actions for the promotion of Equality in the Management System	Presidency	Management Policy and SG reviewed	Policy and SG reviewed	X				GAQ Cig-IPVC
Include the topic of conciliation on the agenda of the bodies (meetings)	Cig-IPVC	Number of body meetings addressing aspects that impact on equality and conciliation	1 per year	X	X	X	Request to the General Council, Pedagogical Councils and GAQ a meeting to present the Equality Plan. Each Body should provide an extract of the minutes with reference to the Conciliation theme. Clarification of legislation (e.g. on the Pedagogic Council, clarification regarding the status of student mothers and fathers)	



Adapt information collection systems in order to integrate information about students' family situation (existence of minor children and ages)	Academics	Adapted information collection systems (Academic enrollment)	Enrollment platform with optional fields	X	X	X	Insert information about students' family situation (existence of minor children and ages) in the enrollment form and information about the possibility of applying for a certain status (e.g. student mothers and fathers).	SI
Include inclusive language and the variable gender in all IPVC data and statistics and public reports and documents, enabling the assessment of gender equality in all areas	GAQ	Data and statistics and reports and public documents (Annual Course Reports, Annual Process Reports, Management Balances; IPVC Plans and Activity Reports, Platform Indicators, News, Online and Offline Platforms) with disaggregated information (e.g. by gender, age, geographical origin (students and IPVC employees)	Inclusive Language Compliance and Disaggregated Information	X	X	X	Check in sample audit	
Elaborate Follow-up Report on the Equality Plan	Clg-IPVC All areas involved for the actions	Monitoring Report of the Equality Plan Approved	Published Report		X	X		
Explicitly assume equality and equity as a fundamental value and objective of the IPVC, making it a clear part of the strategy documents	Presidency	Values integrated into strategy documents	Values integrated into Policy, MG, Plans and Reports	X	X	X	Considering the upcoming election period in 2023	
Integrate equality, equity and diversity objectives and goals in the IPVC Activity Plan and adjust BSC-IPVC	GAQ	Number of Goals and Indicators associated with Equality	Integrated goals and indicators	X	X	X	The following are considered in the BSC-IPVC	
Integrate actions/initiatives for equality, equity and diversity in the activity plans of the Schools, IU, Services, IPVC	Clg-IPVC	Issue recommendation for integration of the actions/initiatives in the sectorial activity plans	Recommendation issued	X			To suggest to those responsible the activity plans of the Schools, the IU, the Services, the IPVC, Academic Federation, Academic Associations	



B. Science Management

Strategic goals: To promote and raise awareness of scientific activity favoring a Culture for Equality.

Operational Objectives: Develop knowledge for transfer and research that contributes to Equality; promote the commitment of science developed in the IPVC to equality; stimulate, create mechanisms and tools and monitor nº of projects in the area; promote capacity building of the scientific community in the area; recognize the scientific teams that develop research in equality.

ACTION	RESPONSIBLE	INDICATOR	GOAL	SCHEDULING			Activities to be developed	AREAS INVOLVED in the activities to be developed
				2022	2023	2024		
Monitor number of research projects carried out in the scope of Equality, Diversity or Inclusion	PMU	Number of research projects carried out under the scope of Equality, Diversity or Inclusion	1 per year	X	X	X	In the PMU-ON-IPVC functionality create a column with SDGs associated with the project (maximum 2).	PMU
Conduct by the PMU training actions in the preparation of applications	PMU	Number of actions/training hours for project application preparation (eligibility conditions, working teams, ...)	1 per year	X	X	X	The training action must contemplate criteria from the funding entities	
Include in the procedures of the PMU and IU the research and dissemination of specific funding lines for equality, diversity and inclusion.	PMU	Number of funding opportunities identified by the PMU for Equality, Diversity and Inclusion	1 per year	X	X	X		
Stimulate the dissemination of scientific research in the field of Equality	PMU	Number of indexed scientific publications made under Equality	2 per triennial	-	X	X		
Create internal mechanism to encourage the creation of work teams that promote gender equality	PMU (GIP_GIN)	Alteration to the Idea of Funded Project form GIN-01/01, to include the monitoring of the proportion of men and women in the research team	Publication and dissemination	X	X	X		
Collect data on research teams	PMU (GIP-GIN)	Proportion of men and women in the coordination of R&D projects	≥40%	-	X	X		



Create a mechanism for monitoring PUCs and RACs associated with the SDGs	SI	Number of PUCs and RACs, associated with SDG 5, 8 and 10	Implemented	X	X	X	Automate accounting of PUCs and RACs linked to the indicator platform ON:IPVC	GAQ and CC
Create digital tools at ONIPVC (linked to the PMU) and in the Scientific Repository that promote the identification of publications, theses and projects on Equality, Diversity and Inclusion.	SI	Integrated digital tool in the ON	Implemented		X	X		

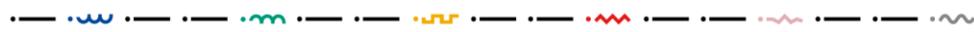


C. Culture of Elimination of Violence (Zero Tolerance)

Strategic goals: Raise awareness in the academic community about equality, fairness, diversity and combating economic deprivation; promote inclusion policies and protection of minorities; prevent discrimination and combat harassment and violence at all levels (racial, sexual, sexist and moral).

Operational objectives: Systematically evaluate and combat psychosocial risks at work; combat social emergencies in the academic community.

ACTION	RESPONSIBLE	INDICATOR	GOAL	SCHEDULING			Activities to be developed	AREAS INVOLVED in the activities to be developed
				2022	2023	2024		
Implement psychosocial risk diagnosis within the health process (conduct tri-annual questionnaire with involvement of relevant parties)	SAU Process/Health Office	Proportion of answers	1 every 3 years	X		X		
Evaluate the psychosocial risk items according to the ACT checklists (four) in the diagnosis prior to the occupational medicine consultation	SAU Process/Health Office	Number of respondents; Number of reports of anomalous situations/Number of respondents	Implementation	X	X	X		
Implementation and management of whistleblowing channels (Law #93/2021 of December 20 - whistleblower protection regime); Register and respond to reports of harassment, violence, discrimination or others.	Presidency	Number of reports	0	X	X	X	Create support for denunciation, associated procedure, dissemination and awareness actions	SI

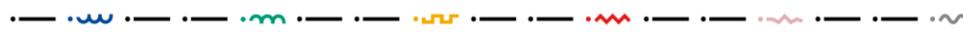


D. Student community

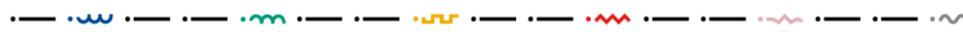
Strategic goals: Promote inclusion policies and minority protection, prevent discrimination.

Operational Goals: Sensitize to inclusion, create awareness, promote actions that reduce gender inequalities in vocational choices and career guidance.

ACTION	RESPONSIBLE	INDICATOR	GOAL	SCHEDULING			Activities to be developed	AREAS INVOLVED in the activities to be developed
				2022	2023	2024		
Disseminate procedures of Social Support Grants and the GMS-06 (Social Emergency); register and respond to social emergency requests.	SAS	No. of students with social support grants	2 per year	X	X	X	Strengthen dissemination on the IPVC portal	GCI
		No. of requests for social emergency support	---	X	X	X		
		Rate of resolution-oriented situations	90%	X	X	X		
Creation of complementary support mechanisms for students in vulnerable situations	SAS	No. of students with installation grant		X	X	X	Create installation scholarship for international students, migrants and refugees (PRR-BAITS)	
		No. of students with scholarships for internships			X	X	Create Scholarship for Internship Travel (PRR-BAITS)	
Produce statistical data of enrolled students disaggregated by gender and student profile and monitor their evolution	SAC	Proportion of students enrolled disaggregated by gender and student profile	1 per year	X	X	X	Make disaggregated information available on the indicators platform; provide listings of statistical data of enrollees with all the characterization of profiles, regimes, statuses, origin, etc.	SI
		Number of courses with entrance imbalance	1 per year	X	X	X		
Produce statistical data on graduates and dropouts disaggregated by gender and type of student (working students, students with SEN, foreign students) and monitor their evolution	SAC	Sex-disaggregated data	1 per year	X	X	X	Make disaggregated information available on the indicators platform; make available statistical data listings of graduates with all the	



							characterization of profiles, regimes, statuses, origin, etc.	
Raise awareness of students about the values of equality and diversity inclusion (gender, sexual orientation, SEN, religious, cultural...)	Directorates, CC and FA/AE	Actions taken (when welcoming new students or in other significant moments)	1 per year	X	X	X	Review the Welcome Guide and include information about the Equality Plan	GCI
		Support for student initiatives aligned with equality and diversity inclusion	Whenever requested	X	X	X	Promote suggestions through the adaptation of the Sustainable Ideas questionnaire	OBS CIG-IPVC
Disclose student/mother or father status	SAC	No. of communication pieces for dissemination	3 per year	X	X	X	Include in Portal, FAQs, social networks, email, Welcome Guide	GCI
Define guidelines for good practice in serving students in vulnerable situations (minority students, students with SEN, foreign students, students at psychosocial risk...)	SAS	Nº of awareness-raising actions for course coordinators, services and other key people identified	1 per year	X	X	X	Contact associations and other entities related to special needs/disabilities to hold clarification sessions for the IPVC community (e.g. AMA, APCVC, APPACDM...)	CIG-IPVC
	Directorates, ENEE Steering Committees	% ENEE satisfaction with follow-up	>80%		X	X	Create questionnaire to assess satisfaction with IPVC's follow-up	
Identify courses with gender disproportion and promote measures to promote vocational Choices that reduce gender inequalities in vocational choices (Alto-Minho Ser + Igual)	SAS	No. of courses with gender disproportion greater than 90%	< than previous year	X	X	X	Create incentive grant to decrease list of professions targeted for markup (PRR-BAITS)	
Introduce communicational elements associated with equality in the vocational choices of the training offer	GCI	Revised communication material aimed at the underrepresented audience in gender disproportionate courses	Revised Material	X	X	X	Observatory provide information to GCI about courses with gender disproportion for revision of communication material accordingly. Make reference to SDG 5, 8 and 10 in all news and other	OBS CIG-IPVC



							communications related to the topic.	
Participate in the study of the Bridges Project - Attitudes towards the Promotion of Equality and Non-Discrimination at Work among Students of Higher Education in Alto Minho	Project team	Consultation Report with critical analysis	Published Report	X			Dissemination of survey results to IPVC students. Closing Seminar.	OBS Clg-IPVC



E Human Resource Management

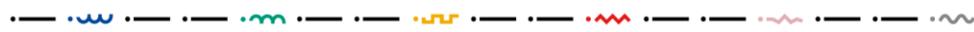
Strategic objectives: Empower people, enhance skills, and strengthen functions; structure and enhance careers in a perspective of progression and rejuvenation; recognize merit, motivate, and reconcile professional, family, and personal life.

Operational objectives: Ensure the principle of equality between women and men and non-discrimination in access to employment, vocational training and career progression; contribute to a fair and objective selection and recruitment process for women and men; ensure information to male and female workers regarding rights and duties in the field of equality and non-discrimination.

ACTION	RESPONSIBLE	INDICATOR	GOAL	SCHEDULING			Activities to be developed	AREAS INVOLVED in the activities to be developed
				2022	2023	2024		
Implement an internal procedure to promote, whenever possible, the balanced presence of women and men on selection and evaluation boards	HR	% proportion of balance of women and men on selection and evaluation boards	40%	X			Periodically monitor and alert to disproportionate situations	HR
Review the Functions Manual and its respective sheets, using neutral, inclusive and non-discriminatory language	HR	Revised Function Manual	Function Manual released	X	X		Monitor implementation of job sheets and planned evaluation mechanisms	HR
Introduce monitoring mechanisms on conciliation of family, personal and professional life that significantly interfere in the quality of life of teaching and non-teaching staff (e.g. working night shifts or after hours)	HR	Proportion of employees (teaching and non-teaching) and number of hours worked at night or after hours	Monitoring mechanisms in place	X	X	X	Create mechanism in the DSD in ON.IPVC that lists the number of daytime, post-labor and nighttime hours of each teacher and respective percentages (SI). Define criteria for conciliation actions (GD and Timetable Committees).	SI GD and Time Commissions



Collect and process HR statistical data (PD and PND) disaggregated by gender, age, disability, category, qualification, district of origin, nationality, working hours and other characteristics that may impact on conciliation and equal opportunities, in compliance with the RGPD.	HR	Study for the Equality Plan and its continuous revision	Collected disaggregated statistical data	X	X	X	Integrate information in RAP-GRH with history and respective critical analysis. Associate HRM process indicators.	HR
		Proportion of workers that have flexible working hours, staggered working hours and continuous working hours	>70%	X	X	X		
Promote training actions in the areas of Citizenship, Equality, Equity and Diversity	HR	Number of training/capacity building/awareness raising actions in the areas of citizenship, equality, equity and diversity.	≥2 per year	X	X	X	Identify needs and opportunities	Cig-IPVC
Seek partnerships with local institutions, providers or promoters of health and welfare, sports, culture and citizenship services	SAS	Number of active protocols	≥5 per year		X	X	Disclose active protocols, with the creation of a space in the portal, broken down by student community and collaborators.	GCI



F. Occupational Health and Safety

Strategic goals: To promote health and well-being in the IPVC Academic Community and to stimulate an equal and inclusive occupational health and safety culture.

Operational objectives: Raise awareness and build capacity for health and safety; reduce occupational and psychosocial risks.

ACTION	RESPONSIBLE	INDICATOR	GOAL	SCHEDULING			Activities to be developed	AREAS INVOLVED in the activities to be developed
				2022	2023	2024		
Disaggregate information on occupational health and safety indicators, by PD and PND category, by gender, age, disability and others, to allow targeted analysis and strategy definition, with compliance with the RGPD.	GIP-SAU	SAU RAP and survey reports with disaggregated information	Published Reports	X	X	X	Associate SAU process indicators.	SAU
Perform diagnosis of Psychosocial Risks	Health and GAQ	Diagnosis and report carried out and critical situations signaled	Action plan defined	X			Disseminate results.	SAU
Implement actions based on results of psychosocial risk report	SAU	Monitor implementation of actions based on results.	Action plan defined		X	X	Monitor implementation of actions based on results.	SAU

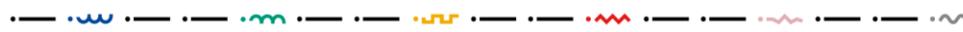


G. Communication and Image

Strategic goals: Raise awareness in the academic community about equality, fairness and diversity.

Operational objectives: Develop institutional communication tools that create awareness and promote the Plan for Equality; promote the gender perspective in IPVC's organizational culture; promote *engagement* with stakeholders.

ACTION	RESPONSIBLE	INDICATOR	GOAL	SCHEDULING			Activities to be developed	AREAS INVOLVED in the activities to be developed
				2022	2023	2024		
Create periodic content for social networks	ICg-IPVC + ICM	Number of publications/communication actions	1 publication per month	X	X	X	Include actions in the ICG's Plan of Activities (e.g.: ephemerides and commemorative days linked to equality, inclusion, diversity, conciliation)	CIg-IPVC
Creating content for IPVC TV	ICg-IPVC + ICM	Number of communication content/actions	1 related content per month		X	X	Include actions in the ICG's Plan of Activities (e.g.: ephemerides and commemorative days linked to equality, inclusion, diversity, conciliation)	CIg-IPVC
Promote events based on the values of Citizenship, Equality, Equity and Diversity	Presidency, Directorates, Inclusive School, SAS, GCI, FA	No. of events held	2 events per year		X	X	Create mechanism for identifying and monitoring SDGs associated with each event in the ICM functionality and indicator platform.	SI



Adapt the portal to users with disabilities in compliance with DL n°83/2018	IS and ICM	Realization of the adaptation	Portal Adaptation			X	Publish accessibility statement. Consider list of requirements provided by AMA for usability and accessibility seal. Conduct periodic testing to verify compliance.	
Define guidelines for the application of inclusive language in all institutional documentation (e.g., edicts, reports, dispatches, news, procedures, printed matter, and communication tools).	Administrator + Cig-IPVC + GCI	Style manual production	Publication of the Style Manual			X	Create, implement, and disseminate "Style Manual" regarding institutional use of inclusive or neutral language in document management and online and offline platforms.	GCI
Promotion of academic works allusive to the values of Citizenship, Equality, Equity and Diversity	CC	Number of academic works allusive to the values of Citizenship, Equality, Equity and Diversity	Performing 2 jobs per year			X	Include monitoring mechanism in the ODS association scientific repository.	SI





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