

*Gender Equality,
Non-Discrimination,
and Inclusion
Plan*



2024-2028



Fact Sheet

Title:

Gender Equality, Non-Discrimination, and Inclusion Plan
2024/2028

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Summary:

Within the scope of the implementation of the Gender Equality, Non-Discrimination, and Inclusion Plan of the Polytechnic University of Leiria, a plan was developed for the 2024-2028 period. This plan encompasses six strategic dimensions for the academic community, focusing on the actions to be implemented with staff and students.

Keywords:

Plan; Gender; Equality; Inclusion; Leaders.

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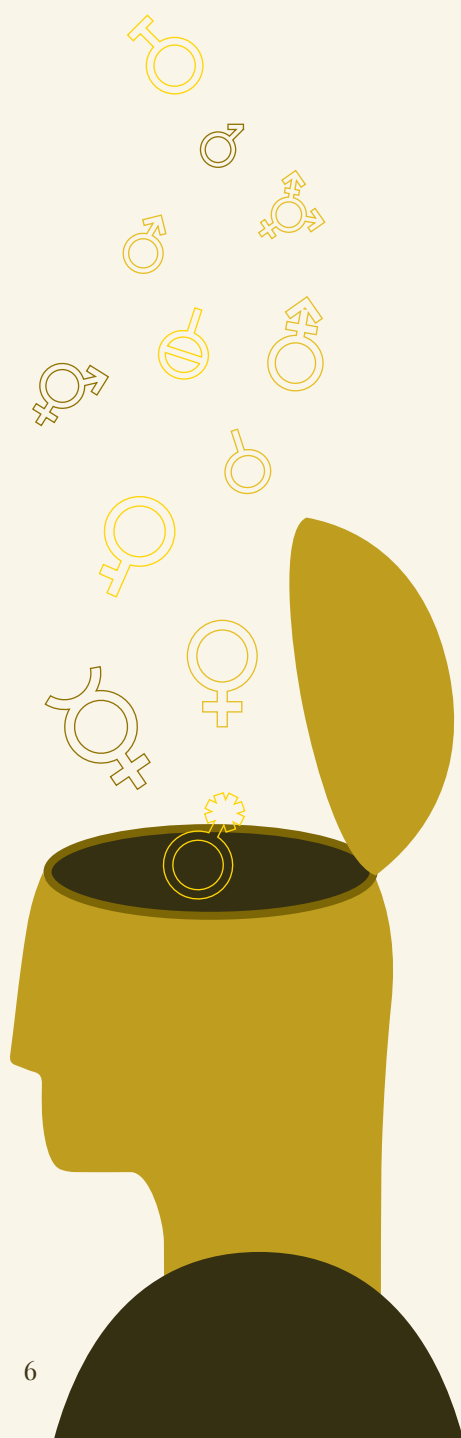
“In all its activities, the Union shall aim to eliminate inequalities and to promote equality between men and women.”

Article 8 of the Treaty on the Functioning of the European Union

“Gender equality is a fundamental principle of the European Union, but it is not yet a reality. In business, politics, and society in general, we can only fully realize our potential if we harness all our talents and diversity. Using only half of the population, half of the ideas, or half of the energy is not enough.”

Ursula Von Der Leyen
President of the European Commission

Introductory Note



In Portugal, equality has been recognized since the 1970s, with the establishment of the principle of equality in the Constitution of the Portuguese Republic.

According to the Universal Declaration of Human Rights, the Treaty on European Union, the European Pact for Gender Equality, as well as the provisions of the Constitution of the Portuguese Republic (Article 13) and Labour Code (Articles 23 to 65), gender equality is an essential human right for the development of society and for the full participation of men and women as individuals in society.

Various actions have been carried out regarding the implementation of these principles, particularly the approval of the 1st Global Plan for Equal Opportunities in 1997. This plan was followed by four editions of the National Plan for Equality between 2003 and 2014, and in 2018, the Action Plan for Equality between men and women was introduced.

In 2018, the National Strategy for Equality and Non-Discrimination 2018-2030 was established by the Resolution of the Council of Ministers No. 61/2018, of 21 May, and coordinated by the Commission for Citizenship and Gender Equality (CIG). This strategy, aimed at eliminating stereotypes, is outlined in three action plans: the Action Plan for Equality between Men and Women, the Action Plan for Preventing and Combatting Domestic Violence, and the Action Plan for Combatting Discrimination Based on Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics.

From a legal perspective, there has been additional progress concerning voluntary termination of pregnancy (Law No. 16/2007, of 17 April), same-sex marriage (Law No. 9/2010, of 31 May), and gender self-determination (Law No. 38/2018, of 7 August). Additionally, efforts have been made to promote greater equality between men and women, particularly regarding maternity and paternity rights and parity legislation.

The Polytechnic University of Leiria cannot remain indifferent to the National Strategy for Equality and Non-Discrimination - Portugal + Equal (ENIND), which launches a new cycle of programmes, aligned both temporally and substantively with the 2030 Agenda and supported by three action plans. These plans define strategic and specific objectives regarding non-discrimination based on gender and equality between women and men (IMH), the prevention

and combat of all forms of violence against women, gender-based violence, and domestic violence (VMVD), and the combat against discrimination based on sexual orientation, gender identity and expression, and sexual characteristics (OIEC). The 2030 Agenda is profoundly transformative and serves as a roadmap for the specified period, which aims to eliminate all structural barriers to equality between women and men, both nationally and within the framework of development cooperation (National Strategy for Equality and Non-Discrimination 2018–2030, approved by the Resolution of the Council of Ministers No. 61/2018, of 21 May).

In light of this, the Polytechnic University of Leiria presents the new edition of the Gender Equality, Non-Discrimination, and Inclusion Plan (GENDI) – for the five-year period of 2024–2028, which analyses various strategic areas. It proposes the adoption of different measures to combat and prevent inequality between women and men. Specifically, it focuses on non-discriminatory access to working conditions and employment based on sex, protection of parenthood and family assistance, work-life balance, prevention of various forms of harassment at work, and the promotion and reflection on gender balance, diversity, and equality in academic and research areas. Moreover, a new approach was developed through an objective and more comprehensive operational plan, with measures to be implemented among our students and the academic community.

In summary, the aim is to promote greater awareness within the organisational ecosystem regarding matters of Gender Equality, Non-Discrimination, and Inclusion, encouraging an adaptation of the organisational culture to integrate the principle of equal treatment and inclusion into its practices.

The President,
Carlos Manuel da Silva Rabadão

1. *Characterisation of the Polytechnic University of Leiria*

The Polytechnic University of Leiria is a public higher education institution founded in 1980 through Decree-Law No. 303/80 of August 16. Its headquarters are in Leiria, and its higher education schools and research units are located in various parts of the Leiria and Western region (see Table 1), in the cities of Leiria, Caldas da Rainha, Peniche, Marinha Grande, Torres Vedras, and Pombal. Its higher education schools are:

School of Education and Social Sciences, of Leiria (ESECS)

School of Technology and Management, of Leiria (ESTG)

School of Arts and Design, of Caldas da Rainha (ESAD.CR)

School of Tourism and Maritime Technology, of Peniche (ESTM)

School of Health Sciences, of Leiria (ESSLei)

CAMPI	INFRASTRUCTURES
Headquarters Building - Leiria	Centralized Services
<i>Campus 1</i> - Leiria	ESECS + Research Units
<i>Campus 2</i> - Leiria	ESTG + ESSLei + Research Units + Social Services
<i>Campus 3</i> - Caldas da Rainha	ESAD.CR + Research Unit
<i>Campus 4</i> - Peniche	ESTM + Research Units
<i>Campus 5</i> - Leiria	Health Innovation Hub
Building CDRsp - Marinha Grande	CDRsp
Building Cetemares - Peniche	MARE - IPLeia
Training Center - Torres Vedras	Lab Center
Training Center - Pombal	

Table 1 - Campuses of the Polytechnic University of Leiria

According to its Statutes, the Polytechnic University of Leiria is an inclusive public higher education institution committed to education and training of citizens, research, and innovation. It empowers citizens with skills relevant to society and generates knowledge that contributes to a regional and global sustainable development.

The Polytechnic University of Leiria promotes the internationalization of its activities and the effective mobility of its community, both nationally and internationally, particularly within the European higher education area and the community of Portuguese-speaking countries and regions. The Polytechnic

University of Leiria engages in activities connected to society, focusing on the dissemination and sharing of knowledge, as well as the economic, social, and cultural valorisation of scientific and artistic knowledge.

The Polytechnic University of Leiria has the Sustainable Development Office within its structure. The Sustainable Development Office operates in the fields of sustainability and social responsibility, namely in the conception and implementation of a culture of health, well-being, and social awareness in its academic community (Article 13, of Order No. 41/2024, Organic Regulation of the Services of the Polytechnic

University of Leiria).

The Polytechnic University of Leiria is a leader in one of the most ambitious transnational alliances of higher education institutions: a European university focused on sustainable regional development. Founded under the European Universities Initiative and co-funded by the Erasmus+ Programme of the European Union (EU), the Regional University Network – European University (RUN-EU) offers joint curricular programmes and a unique international mobility experience. The approval of the RUN-EU European University, co-led by the Polytechnic University of Leiria, represents an important milestone, which creates several institutional opportunities in the main strategic investment areas in higher education at the European level. Among the several challenges in transforming and strengthening the European identity, supported by innovation and knowledge in higher education, key aspects include pedagogical innovation, flexible curricular pathways, and short courses promoting requalification and advanced qualifications, as well as the creation of European Degrees.

Mission

The Polytechnic University of Leiria's mission reflects the commitment of the entire community to the path followed, the current institutional characteristics, and the challenges of the future, within a national and international framework. For the duration of the current strategic plan, the following mission has been defined:

THE POLYTECHNIC UNIVERSITY OF LEIRIA IS A MULTICULTURAL HIGHER EDUCATION INSTITUTION COMMITTED TO EDUCATION, TRAINING, RESEARCH, AND INNOVATION, WHICH EMPOWERS CITIZENS WITH THE RELEVANT SKILLS TO CONTRIBUTE TO SOCIETY AND GENERATES KNOWLEDGE WITH AN IMPACT ON REGIONAL AND GLOBAL SUSTAINABLE DEVELOPMENT.” (SP2030)

This mission starts by highlighting the **multicultural** nature that prevails on the campuses, whose identity guideline is supported by the diversity of cultures, and where the coexistence and socialisation among citizens from different parts of the world are a source of plurality, learning, and growth for everyone, inside and outside the academic community.

In its pillars of action, **education, training, research,** and **innovation** appear at the same level, making it clear that the Polytechnic University of Leiria's commitment is to empower citizens to make a difference in **society** and to generate value as professionals of the future, whether at an individual, institutional, or business level.

The qualification of **citizens with relevant skills** is fostered by the promotion of current and high-quality complete study cycles, as well as by lifelong training strategies, and international cooperation and mobility programmes in the field of teaching, training, research, and innovation. This strategy is further reinforced by the idea of promoting a strong relationship with society that generates **knowledge** with an impact. Hence, the Polytechnic University of Leiria stimulates the creation of knowledge and innovation of high value, with a transforming impact on society and **global sustainable development**, in response to the societal challenges that arise over time.

Finally, the Polytechnic University of Leiria's mission

reinforces its position as a public higher education institution of **global** reference, yet it does not lose its strategic focus on **regional** development.

Vision

The Polytechnic University of Leiria's vision expresses the way in which it intends to consolidate its prestige as a public higher education institution, and also how the institution intends to be recognized in the future, both at national and international level. It necessarily has to be an ambitious vision that simultaneously portrays future actions and aspirations, motivating the entire community to unite and pursue the defined goals. For the duration of this current Strategic Plan, the vision that guides the Polytechnic University of Leiria is as follows:

IN 2030, WE WILL BE A POLYTECHNIC UNIVERSITY RECOGNISED, AT NATIONAL AND INTERNATIONAL LEVEL, FOR THE QUALITY AND UP-TO-DATE TRAINING WHICH IS SUPPORTED BY THE FLEXIBILITY AND PEDAGOGICAL INNOVATION OF ACADEMIC PATHS, FOR OUR KNOWLEDGE AT THE SERVICE OF SOCIETY, FOR OUR CREATIVE AND CULTURAL CENTRALITY AND FOR OUR CONTRIBUTIONS TO SUSTAINABLE GLOBAL DEVELOPMENT.

Within this vision, the Polytechnic University of Leiria explicitly expresses the will to finally be known and recognised as a **University**, due to its **clear and distinctive, social, national, and international recognition and perception, reflecting its universal nature.**

In line with the European Education Area strategy, the future positioning of the Polytechnic University of Leiria is based on the recognition of **quality and up-to-date training**, supported by greater **pedagogical innovation** and by learning models centred on students which promote flexible curricular paths. Based on these principles, national and international students will be able to design their training paths and obtain micro-credentials recognised throughout Europe. By leading the Regional University Network – European University (RUN-EU), some of these goals will be closer to being achieved.

Finally, its vision reflects the will to be an aggregating and transformative agent in the region, due to its ability to generate, share, and **value knowledge that is at the service of society and citizens.** It plays a

relevant role in employment and **global sustainable development** while establishing itself as the engine of **creative and cultural centrality** in the region, making it more attractive and integrated into a sustainable global context which is essential for quality of life.

Values

The values are our principles, behaviours, and attitudes adopted by all members of the Polytechnic University of Leiria community, guiding this institution's activities collectively and individually. Here are the main values that drive us:

Quality

The quality of teaching, training, research, and innovation is a fundamental premise in the daily lives of students, professors, researchers, technicians, and administrative staff. Quality also implies providing services with high standards of rigor, demand, competence, professionalism, and humanity, within the scope of higher education, while providing the academy with an environment that is appropriate, safe, comfortable, and supportive.

Creativity and Innovation

To be a creative and innovative institution is to be an organisation that has the capacity to renew itself, to be bold, to anticipate solutions and to carry them out. This is a fundamental value that we want to encourage at the Polytechnic University of Leiria. To be creative is to question our present and be able to envision our future. It is to dream. It is to stimulate new, creative and innovative ideas in teaching, training and research, which contribute to the creation of knowledge with an impact on society and with a connection to the regional and global business sector. For this reason, to be creative and innovative becomes even more relevant when that creativity is converted into innovation with a social, environmental, economic, artistic, and cultural impact.

Ethics and Responsibility

To abide by ethical and moral principles in its intervention in society, promoting a relationship of mutual trust, as a basic element of teaching, training, research, and innovation. To develop all actions with a high

sense of responsibility and transparency, from a scientific, pedagogical, financial, cultural, artistic, and social perspective.

Sustainability

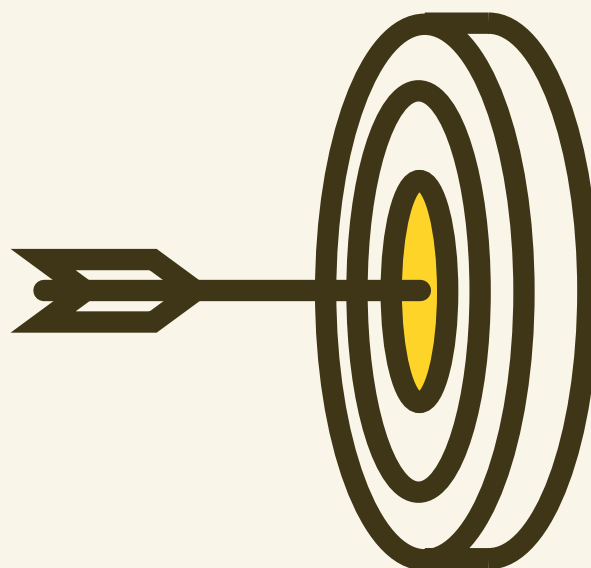
To contribute to global sustainable development, in alignment with social transformation, digital transformation and green transformation, promoting a more rational use of human, material, environmental, and financial resources.

Plurality

Freedom of thought, diversity and multiculturalism are fundamental factors in higher education and contribute to the valorisation of experiences and learning contexts, as well as to the ability to share experiences and create new knowledge. By fostering an integrative, inclusive, intercultural and global approach, the Polytechnic University of Leiria considers plurality as a fundamental value.

Inclusion

The Polytechnic University of Leiria is an institution at the service of all. It values higher education that integrates, welcomes and cares for everyone, particularly members of its academic community, regardless of their unique characteristics, and it strives to adapt its action in order to create conditions for the full integration of all.



2. *People*

In order to successfully implement the measures defined in the **GENDER EQUALITY, NON-DISCRIMINATION, AND INCLUSION PLAN**, it is essential to understand the reality of the people for whom the plan is intended and provide an integrated vision of the people associated with the institution and its students.

Thus, the development of the plan began with the collection and analysis of sex-disaggregated statistical data regarding teaching staff, researchers, and technical and administrative staff, concerning the situation as of **31/12/2023**.

According to the data, and in a global approach to the IPEiria staff, there is a balance with a difference of less than **10%**, with **54.0%** being female (no.=839) and **46.0%** being male (no.=714). The predominance of females is particularly evident among **technical and administrative staff** (Figure 1).

IPEiria Employees - teaching staff, researchers, technical and administrative staff

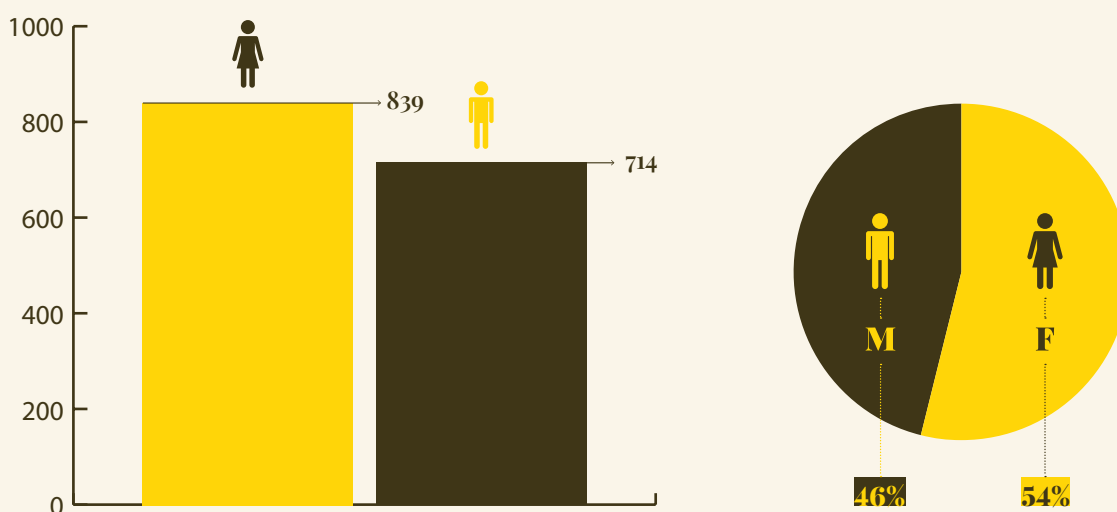


Figure 1. IPEiria Employees by sex – teaching staff, researchers, technical and administrative staff

Regarding **teaching staff and researchers**, there is a higher percentage of male employees, with 53% being male (no.=610) and 47% being female (no.=541) (Figure 2).

IPLeiria Employees- teaching staff and researchers

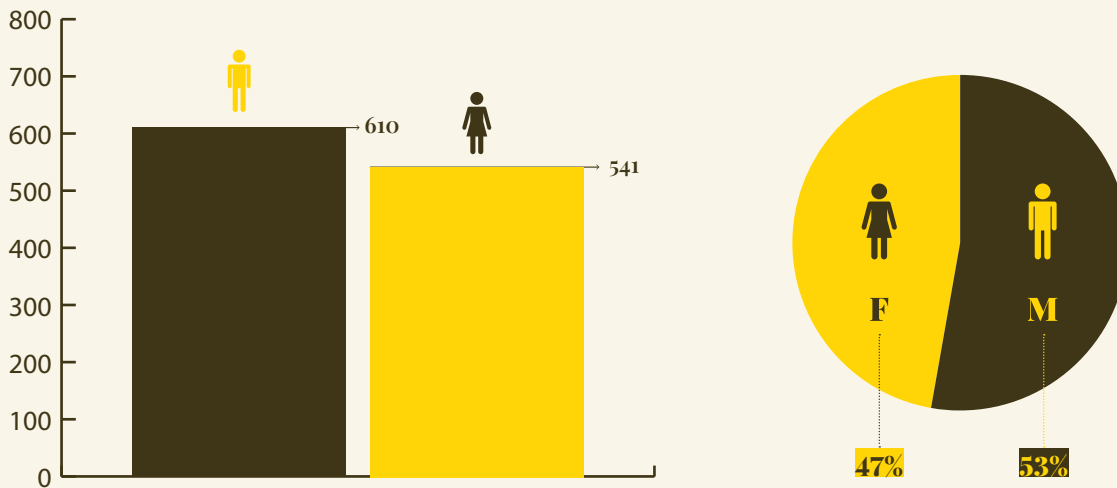


Figure 2. IPLeiria Employees – teaching staff and researchers by sex.

As for leadership roles, the top management positions are held by 55.3% (no.=26) females and 44.7% (no.=21) males. However, the data must be analysed in a disaggregated manner (Figure 3).

Leadership Roles by gender

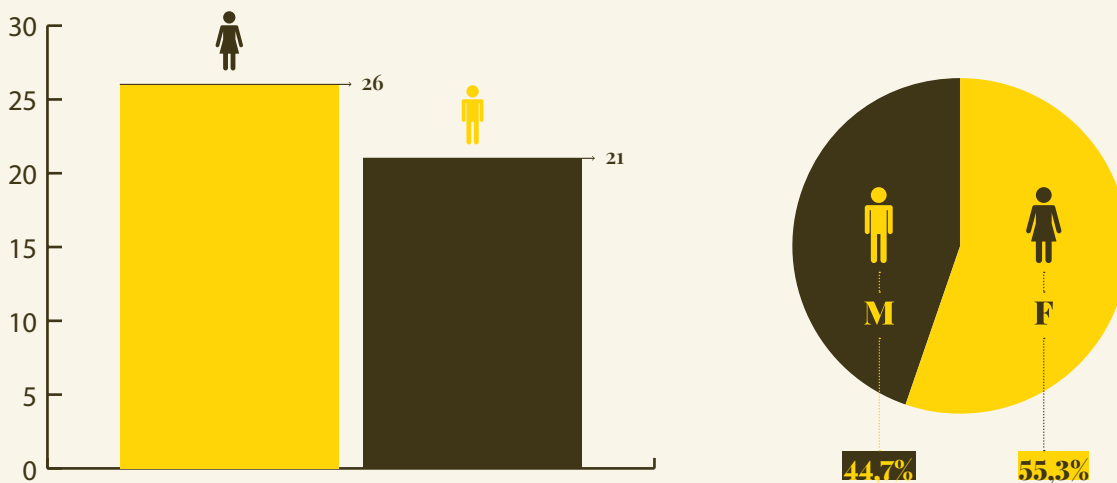


Figure 3. Exercise of Leadership Roles at IPLeiria by sex.

When disaggregated, the data shows that in **leadership roles within technical and administrative support structures** (directors of services, units, offices, and other functional structures), there is a significant number of women in these roles, which aligns with the data shown in Figure 1. Thus, according to the Leadership Staff Statute of Public Administration Services and Institutions, we have 16 female employees and 5 male employees in the exercise of leadership roles (Figure 4).

Leadership roles in technical and administrative support structures

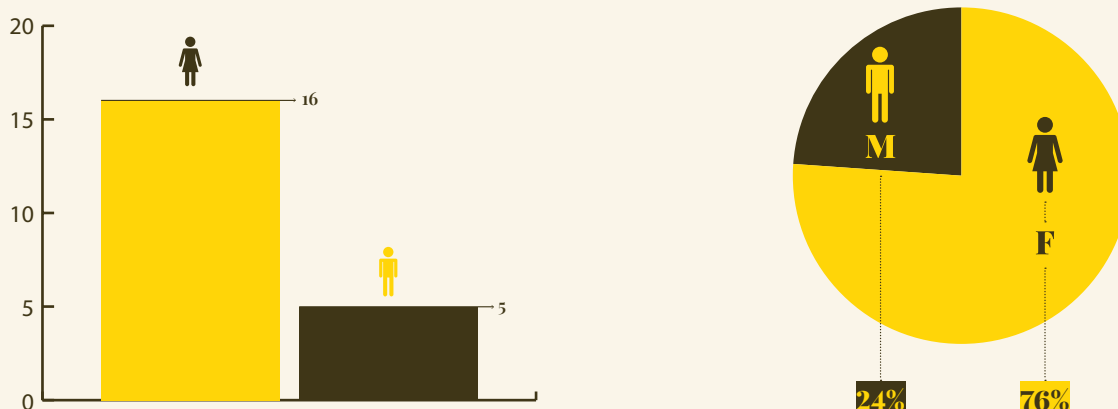


Figure 4. Exercise of Leadership Roles according to the Leadership Staff Statute of Public Administration Services and Institutions at the IPLeiria by sex.

When disaggregating the data by elected leadership roles, such as the Presidency of IPLeiria (President, Vice-Presidents) and the Heads of teaching and research organic units (Directors and Subdirectors) at the Polytechnic University of Leiria, it shows that there are 13 males and 9 females in leadership roles, comprising a total of 22. It is important to note that at the time of data collection, the top leadership positions of the schools (Directors) were held by males (Figure 5).

The Presidency of the Polytechnic University of Leiria is composed of 3 male members (1 President and 2 Vice-Presidents) and 1 female member (1 Vice-President).

Leadership in the Presidency and School Management of IPLeiria

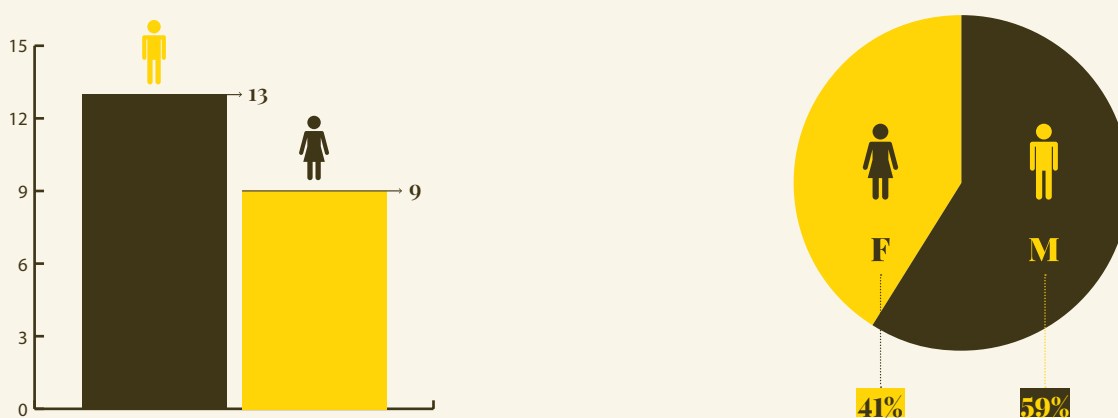


Figure 5. Exercise of Leadership roles by members of the Presidency (President and Vice-Presidents) and School Directors at the IPLeiria by sex.

Regarding the **data by sex within the student community (2023/2024)** of the Polytechnic University of Leiria, as of 05/04/2024, it shows that there are 7274 female students and 6546 male students in total. The table below provides a more detailed analysis of the distribution of students by sex in each organic unit (Table 1).

Students

OU/LEVEL OF EDUCATION	SEX		
	Female	Male	Total
ESAD.CR	1013	599	1612
Open Access Training	7	3	10
1st Cycle – Post Bologna Bachelor’s Degree	785	408	1193
Master’s Degree	171	97	268
Level V – NQF	50	91	141
ESECS	2054	696	2750
Open Access Training	147	112	259
1st Cycle – Post Bologna Bachelor’s Degree	1116	348	1464
Master’s Degree	471	97	568
Level V – NQF	281	111	392
Post-Doctorate Degree	1		1
Post-Graduate Degree	38	28	66
ESSLEI	1361	271	1632
Open Access Training	5	2	7
1st Cycle – Post Bologna Bachelor’s Degree	922	169	1091
Master’s Degree	204	45	249
Level V – NQF	175	38	213

Post-Doctorate Degree		1	1
Post-Graduate Degree	55	16	71
ESTG	1858	4377	6235
Short-term courses	1	2	3
Open Access Training	51	119	170
1st Cycle – Post Bologna Bachelor’s Degree	1209	2587	3796
Master’s Degree	412	667	1079
Level V – NQF	125	978	1103
Post-Doctorate Degree	1	3	4
Post-Graduate Degree	59	21	80
ESTM	988	603	1591
Short-term courses	2	3	5
Open Access Training	17	5	22
1st Cycle – Post Bologna Bachelor’s Degree	680	394	1074
Master’s Degree	180	100	280
Level V – NQF	109	101	210
TOTAL	7274	6546	13820

Table 2: Distribution of students by sex according to organic unit and level of education

1 Short-term courses: these are courses taught at ESTG and ESTM, namely: Advanced Research Course (ARC) in Engineering Sciences, ARC in Marine Science and Technology, ARC in Business and Legal Sciences, ARC in Tourism, Leisure and Hospitality

Open Access Training includes the following courses: Immersive Course in Portuguese Language and Culture; Intensive Course in Portuguese as a Foreign Language – Level B2; Portuguese Language and Culture; Preparatory Course for M23 Exams; 60+ Programme; Business Relations between China and Portuguese-speaking Countries; Isolated Curricular Units.

3. *Concepts*

To effectively develop and implement the Gender Equality, Non-Discrimination, and Inclusion Plan, it is crucial to adapt and share key concepts in this area. Therefore, we have aimed to follow European guidelines as well as national documents which provide guidance on this matter:

*Gender Equality*²

Equal rights, responsibilities, and opportunities for women and men and girls and boys.

Sex And Gender-Based Discrimination

Discrimination occurring due to interaction between sex (as the biological characteristics of women and men) and their socially constructed identities, attributes, and roles, and society's social and cultural meaning for biological differences between women and men.

Gender-Sensitive Language

Is gender equality made manifest through language. Gender equality in language is attained when women and men – and those who do not conform to the binary gender system – are addressed through language as persons of equal value, dignity, integrity, and respect.

Harrasment

Unwanted conduct related to the sex of a person occurring with the purpose or effect of violating the dignity of that person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment.

Gender-Based Violence

Violence directed against a person because of that person's gender, gender identity or gender expression, or which affects persons of a particular gender disproportionately.

2 In the original: "Equal rights, responsibilities and opportunities of women and men and girls and boys". (Available at: <https://eige.europa.eu/thesaurus/terms/1168>)

3 In the original: "Discrimination occurring due to interaction between sex (as the biological characteristics of women and men) and their socially constructed identities, attributes and roles and society's social and cultural meaning for biological differences between women and men". (Available at: <https://eige.europa.eu/thesaurus/terms/1363>)

4 In the original: "Is gender equality made manifest through language. Gender equality in language is attained when women and men – and those who do not conform to the binary gender system – are addressed through language as persons of equal value, dignity, integrity and respect". (Available at: <https://eige.europa.eu/thesaurus/terms/1215>)

5 In the original: "Unwanted conduct related to the sex of a person occurring with the purpose or effect of violating the dignity of that person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment". (Available at: <https://eige.europa.eu/thesaurus/terms/1232>)

6 In the original: "Violence directed against a person because of that person's gender, gender identity or gender expression, or which affects persons of a particular gender disproportionately". (Available at: <https://eige.europa.eu/thesaurus/terms/1153>)

4.

Dimensions of the IPLeiria's Gender Equality, Non-Discrimination, and Inclusion Plan

The guideline created by CITE – Commission for Equality in Labour and Employment, in collaboration with CIG – The Commission for Citizenship and Gender Equality, was used to support the development of this document. It also serves as a support tool for the internal assessment of the following mandatory and optional dimensions. **IPLeiria's Gender Equality, Non-Discrimination, and Inclusion Plan** is organized into six (6) dimensions, which are defined below. Each of the dimensions under assessment provides a greater understanding of the framework and organisational practices that require improvement and intervention measures

Dimension 1: Strategy, Mission and Values

Incorporate Principles of Gender Equality, Non-Discrimination, and Inclusion in its mission and values and implement practices in this area, based on a coherent strategy that acknowledges the equal social value of men and women and their respective status in society, aiming to balance the indicators.

Dimension 2: Equality in Working Conditions

Ensure equality and non-discrimination between men and women in policies regarding remuneration, promotions, and career progression, as well as in the following aspects: equal pay for equal work or work of equal value, without gender discrimination; the existence of promotion and career progression criteria that ensure equal access to higher categories or hierarchical levels; and the possibility of equitable career management for men and women.

Dimension 3: Equal Access to Employment

Know the people management policy concerning the recruitment and selection of employees, equally valuing

the skills, aspirations, needs, and responsibilities of both women and men.

Dimension 4: Parental Protection and Work-Life Balance

Ensure maternity and paternity protection and the right to family assistance, aiming to promote a balanced relationship between professional and family life. In addition to complying with legal provisions, it is important to ensure that the organisational culture incorporates values that do not hinder the use of these rights and that the organization's policies include various incentives directed at both mothers and fathers, as well as those caring for family members. This dimension aims to verify whether the organization equally supports the exercise of maternity and paternity rights by employees, further contributing to a work-life balance.

Dimension 5: Harassment Prevention at Work

Ensure the existence of ethical principles and standards that guarantee the dignity of workers and protect them in cases of unwanted behaviour, whether it is verbal, non-verbal, physical, sexual, or any other. Respect for women and men in the workplace is mandatory and should be ensured by defining and implementing stan-

dards and mechanisms that result in attitudes and behaviours that do not compromise the dignity of workers.

Dimension 6: Integration of the gender dimension in teaching and research, which involves the students and the community

Promote a reflection on gender balance, diversity, and gender equality, through awareness-raising campaigns in order to improve the understanding of diversity and equality issues, as well as communication and pedagogical skills, among the academic staff and researchers of the Polytechnic University of Leiria.

Prevent the Leaky pipeline in scientific fields, contributing to the attraction and retention of talent through effective recognition and promotion based on merit.

In this sense, the purpose is to develop and implement positive practices to combat all forms of discrimination and inequalities between women and men at the Polytechnic University of Leiria, and simultaneously promote greater sensitivity about these issues within the organisational ecosystem. This will encourage an adaptation of the organisational culture to integrate the principle of equal treatment and inclusion into its practices.

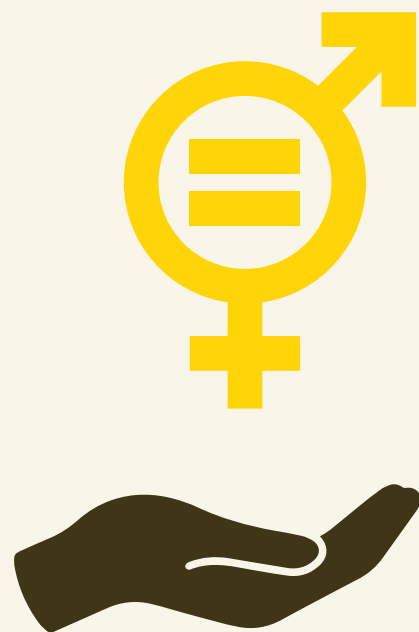
The main objective of the Polytechnic University of Leiria's Gender Equality, Non-Discrimination, and Inclusion Plan is to create a tool that provides support and a guideline to promote equality. It aims to identify the best existing practices and highlight areas where the Polytechnic University of Leiria should develop measures to reduce previously identified inequalities.

7 Metaphor used to refer to the way women leave their careers in the areas related to science, technology, engineering and mathematics, leading to their underrepresentation

Polytechnic University of Leiria's Gender Equality, Non-Discrimination, and Inclusion Plan

For the development of the Polytechnic University of Leiria's Gender Equality, Non-Discrimination, and Inclusion Plan, the specific nature of being a public higher education institution was taken into consideration, along with all the characteristics and potentialities that this implies.

2024-2028



DIMENSIONS	OBJECTIVES	actions	RESPONSABILITY	ASSESSMENT INDICATORS	PERIOD
					2024-2028
Dimension 1: Strategy, Mission and Values	Reinforce a gender-sensitive perspective in the IPLeiria Strategy	Produce a diagnosis on gender equality, non-discrimination, and inclusion (leaders, students, teaching staff, researchers, technical staff, and administrative staff), which characterizes the institution and provides impactful data, published in reports accessible to the institution's academic community.	Work Group for GENDI ; GDS	no. of reports produced	x
		Ensure the implementation of the GENDI Plan, its monitoring, follow-up, and sustainability	Work Group for GENDI; GDS	Public disclosure and dissemination within the Community of IPLeiria's GENDI Plan Publication of the meeting minutes of the Work Group that ensures the monitoring, follow-up, and sustainability	x
		Promote awareness-raising training sessions to for the introduction of gender-sensitive language in the institutional communication channels of the Polytechnic University of Leiria.	DSGP	no. of awareness-raising training sessions	x
		Ensure the commitment of the Polytechnic University of Leiria to the principles of gender equality, non-discrimination, and inclusion by integrating them into medium and long-term strategic documents	GDS	Analysis and follow-up of the strategic documents in what concerns GENDI	x
		Disseminate the Polytechnic University of Leiria's GENDI Plan to all staff.	Image and Communication Office (GIC); GDS	Public disclosure and dissemination of the GENDI Plan within IPLeiria's Community Creation of a tab on the institutional website regarding Gender Equality, Non-Discrimination, and Inclusion for the publication of material produced in this area.	x

		Maintain and reinforce gender balance in leadership and decision-making, ensuring compliance with gender representation of at least 40%.	Presidency	Compliance with equal gender representation (33-40%)	x
Dimension 2: Equality in Working Conditions	Ensure gender equality in recruitment and career progression	Continue promoting awareness-raising training sessions for equality in working conditions, without discrimination and based on gender, including the training for leaders	DSGP	no. of awareness-raising training sessions	x
		Develop guidelines, in order to promote a culture of gender equality	Work Group for GENDI	Public disclosure and dissemination of the GENDI Plan within IPLeiria's Community	x
Dimension 3: Equal Access to Employment	Ensure principles of equality and non-discrimination in access to employment	Comply with the guidelines/good practices of gender integration, non-discrimination, and inclusion in order to, whenever possible, ensure equity in gender representation in selection and recruitment committees, as well as the use of inclusive language in the public notices	DSGP	Creation and application of a Checklist to verify the implementation of these indicators	x
Dimension 4: Parental Protection and Work-Life Balance	Protect and promote policies for maternity and paternity protection and the right to family assistance.	Monitor the return of employees who were absent for extended periods due to parental leave and ensure their reintegration into the team, facilitating access to training when necessary.	DSGP	Creation and implementation of an Employee Onboarding, Integration, and Reintegration Handbook (to be revised every two years)	x
		Consult employees in order to identify and implement additional measures that can facilitate work-life balance	GDS; DSGP	Creation and application of a questionnaire to full-time employees on potential measures that could help improve work-life balance, and the main difficulties they experience	x
	Promote employees' work-life balance.	Create conditions that allow employees to manage their family, personal and professional lives healthily, by promoting activities and spaces that encourage this balance.	Presidency; GDS; DSGP	no. of flexible schedules assigned; no. of remote work requests assigned; no. of actions/training sessions aimed at organisational well-being	x

<p>Dimension 5: Harassment Prevention at Work</p>	Develop measures against gender-based violence	Creation of a specific email for communicating/ reporting incidents and a multidisciplinary team to handle the reports	Presidency	Semi-annual dissemination of the reporting channel to the employees	x
	Combat harassment at work, ensuring respect for women and men in the workplace			Semi-annual dissemination of the reporting channel to the employees	
	Actively promote a culture and practices to prevent and combat harassment, discrimination, or intimidation	Carry out training and/or awareness-raising sessions related to the topics of harassment, discrimination, or intimidation	DSGP; GDS	no. of awareness-raising training sessions	x
	Create conditions to improve the health and well-being of employees	Implement and disseminate the Saudavelmente IPEiria programme, which promotes employee well-being by addressing its different dimensions	DSGP; GDS	no. of sessions developed under the Saudavelmente IPEiria programme	x
		Promote a culture of health and well-being through the IPEiria Healthy Campus programme	Healthy Campus	no. of sessions developed under the IPEiria Healthy Campus programme	x
		Ensure proper health monitoring of the IPEiria employees through regular consultations with the occupational nurse and doctor	GDS	no. of consultations conducted with employees	x
<p>Dimension 6: Integration of the gender dimension in teaching and research, which involves the students and the community</p>	Promote a gender perspective and the principles of equality, equity, and diversity in all scientific areas, educational content, and research	Carry out awareness-raising sessions on the need to integrate research projects that include perspectives of gender, sex, equity, equality and diversity	Organic Units / Research Units	no. of awareness-raising training sessions	x

Dimension 6: Integration of the gender dimension in teaching and research, which involves the students and the community		Raise awareness among the research units on the topics that include perspectives of gender, sex, equity, equality, and diversity	Presidency	no. of awareness-raising training sessions	x
	Integrate the gender dimension into teaching and curricula	Disseminate and promote the availability and attendance in CUs on gender and diversity among students from the different OUs of IPLeiria	Organic Units	no. of curricular units that integrate the gender dimensions, non-discrimination, or inclusion in their programme content/by organic unit	x
	Actively promote a culture of awareness regarding gender equality, inclusion, and non-discrimination among the IPLeiria students	Carry out awareness-raising. sessions related to gender equality, inclusion, and non-discrimination among the IPLeiria students	Organic Units	no. of awareness-raising training sessions	x



Promoting gender equality, non-discrimination, and inclusion is essential to build more just, peaceful, and prosperous societies. This not only requires policies and laws that protect people's rights, but also a cultural and social change that challenges prejudice and fosters acceptance of diversity in all its forms. The Polytechnic University of Leiria is strongly committed to all members of our academic community, as well as to the possibility of building a better society and a better world.

Carlos Manuel da Silva Rabadão

