



GENDER EQUALITY PLAN

2022-2025



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GLOSSARY OF ACRONYMS

CAPIG	Monitoring Committee for the Gender Equality Plan
CA	Board of Directors
CP	Pedagogical Council
CPr	Permanent Council
CTC	Technical-Scientific Council
DEC	Department of Civil Engineering
DEEEA	Department of Electrotechnical Engineering, Energy and Automation
DEETC	Department of Electronical Engineering, Telecommunications and Computers
DEM	Department of Mechanical Engineering
DEQ	Department of Chemical Engineering
DF	Department of Physics
DM	Department of Mathematics
GIGP	Group for the Implementation of the Gender Equality Plan
ISEL	Instituto Superior de Engenharia de Lisboa
LEB	BSc Degree in Biomedical Engineering
LEC	BSc Degree in Civil Engineering
LEE	BSc Degree in Electrical Engineering
LEETC	BSc Degree in Electronics, Telecommunications and Computer Engineering
LEIC	BSc Degree in Computer Science and Engineering
LEIM	BSc Degree in Informatics and Multimedia Engineering
LEIRT	BSc Degree in Informatics, Networks and Telecommunications Engineering
LEM	BSc Degree in Mechanical Engineering
LEQB	BSc Degree in Chemical and Biological Engineering
LMATE	BSc Degree in Mathematics Applied to Technology and Enterprise
LTGM	BSc Degree in Municipal Technologies and Management
MEB	MSc Degree in Biomedical Engineering
MEC	MSc Degree in Civil Engineering
MEGI	MSc Degree in Industrial Engineering and Management
MEET	MSc Degree in Electronics and Telecommunications Engineering
MEE	MSc Degree in Electrical Engineering
MEIC	MSc Degree in Computer Science and Engineering
MEIM	MSc Degree in Informatics and Multimedia Engineering
MEM	MSc Degree in Mechanical Engineering
MEQA	MSc Degree in Quality and Environmental Engineering
MEQB	MSc Degree in Chemical and Biological Engineering
MMAI	MSc Degree in Applied Mathematics for Industry
SDGs	Sustainable Development Goals
UN	United Nations
PG CRC	Postgraduate course in Building Conservation and Rehabilitation
PG EGER	Postgraduate course in Renewable Energy Engineering and Management

GLOSSARY OF TERMS

Gender: disaggregated data: The collection, separation and processing of data by gender in order to isolate figures for men and women and enable comparisons between them. Gender-disaggregated data is a prerequisite for gender-sensitive planning. This term may also be referred to as "Sex-disaggregated data."

Empowerment: The process and outcome of enhancing autonomy and increasing power and control through access to knowledge, skills, and training. It involves an internal drive and the capacity to positively change a given situation. The acquired improvement is then applied to alter the individual's social, political, economic, or cultural status.

Gender balance: Refers to numerical equality between women and men. Achieving gender balance is a good first step in promoting gender equality, but it is not the same as attaining gender equality. Gender balance relates to the quantitative participation of women and men, but does not necessarily imply qualitative participation. This term may also be referred to as "Gender parity."

Gender: A set of culturally specific characteristics that define the social behaviour of women and men and the relations between them. Gender does not refer solely to women or men, but rather to the social construct that classifies a person as a woman, a man, or another gender identity.

Sex: Refers to the physical, biological, and physiological characteristics that define women and men. "Male" and "female" are sexual categories.

Gender equality: Gender equality means that women and men enjoy equal opportunities and conditions to realise their full human rights and potential to contribute to national, political, economic, social and cultural development, benefiting equally from the results. Gender equality involves society valuing equally the similarities and differences between women and men and their roles in both social production and the production of goods and services.

1. BACKGROUND

This document is the Gender Equality Plan for the Instituto Superior de Engenharia de Lisboa (hereinafter ISEL). This Plan aims to raise awareness and implement equal opportunities for women and men throughout the ISEL community.

2. INTRODUCTION

ISEL is a centre for the creation, transmission and diffusion of science, technology and culture whose mission is to promote excellence in higher education in engineering and scientific research. ISEL's mission is implemented based on freedom and plurality of thought, humanist principles and social responsibility, with knowledge, creativity and scientific and technological innovation as factors in society's growth and sustainable development. Gender equality between women and men is therefore a priority and an imperative for the fulfilment of its mission.

In addition - and particularly as it is a higher education institution involving the qualified training of young adults who will play a relevant role in society - the implementation of gender equality measures encourages changes in mentality, awareness and behaviour with widespread, lasting and indispensable impacts on a fairer, more inclusive and equitable society.

The Gender Equality Plan will provide ISEL with a set of mechanisms that will support and monitor the reduction of inequalities and the progressive equality of opportunities, choices, capacities, power, knowledge and parity between women and men, combating any form of discrimination at the various levels of ISEL's organisational structure, guaranteeing compliance with the national and EU legislation in force.

Gender equality is the fifth of the seventeen Sustainable Development Goals, "Gender equality and the empowerment of all women and girls", approved by world leaders at the United Nations General Assembly on 25 September 2015. The SDGs are a global call to action to end poverty, protect the planet and ensure that all people live in peace and prosperity, all of which are interrelated. In this way, this Plan also contributes to convergence with the targets set for the following SDGs (Figure 1):

- SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- SDG 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
- SDG 10 Reduce inequality within and among countries;
- SDG 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

With this *Plan for Gender Equality*, ISEL undertakes to use the necessary resources for the follow-up, monitoring and evaluation of the measures included in it, in order to pursue its objectives.

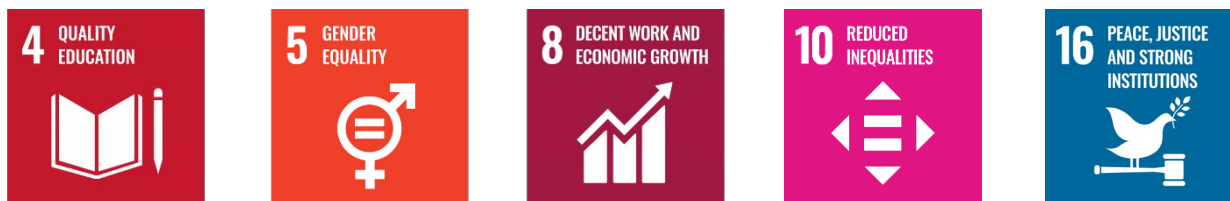


Figure 1 – Sustainable Development Goals involved in *the Gender Equality Plan*
(Source: National Commission for UNESCO, Ministry of Foreign Affairs)

3. DIAGNOSIS OF THE CURRENT SITUATION

The data presented in this section characterises the ISEL community on 31 December 2021.

All the data is distributed by gender, in binary Male/Female format, since data collection by public higher education institutions has, to date, been systematised in this way.

This data allows for a diagnosis of ISEL's population in terms of gender, and marks the start of annual data collection, with the aim of monitoring and following up on the performance of the measures to be implemented as a result of this *Gender Equality Plan*.

3.1. STUDENTS

On the 31st December 2021, ISEL's student population was 4,147. The student body is mostly male (81.5 %), with the female population accounting for less than a fifth of the total (18.5 %) (**Erro! A origem da referência não foi encontrada.**).

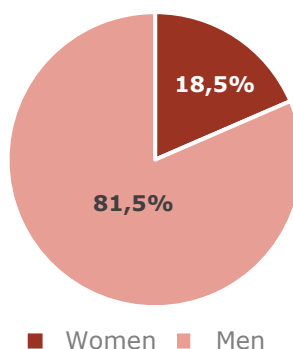


Figure 2 – Distribution of ISEL' s student population by gender.

3.1.1. STUDENTS BY CYCLE OF STUDIES (BACHELOR'S, MASTER'S, POST-GRADUATE)

There is a greater representation of women in the more advanced study cycles (Figure 3).

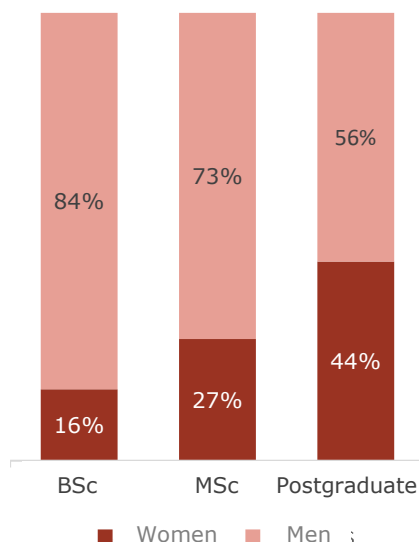


Figure 3 – Distribution of the student population by gender and by cycle of studies.

3.1.2. BY DEPARTMENT

Regarding the distribution of the student population among the institution's departments (Figure 4), it can be observed that there is a strong presence of women in the Chemical Engineering Department, where men are the minority group at 35%. In the Maths Department, women represent 45% of the population, which means that there is gender parity in this department.

In all the other departments, female representation is less than or equal to 20%.

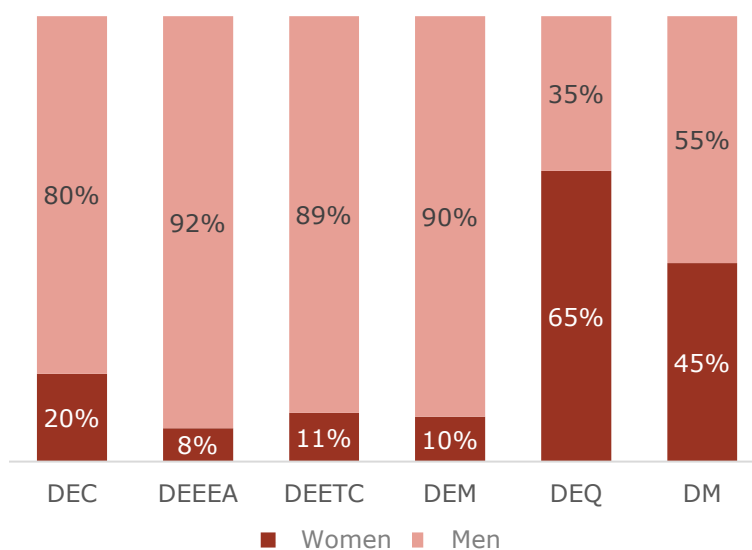


Figure 4 – Distribution of the student population by gender and by department

3.1.3. BY COURSE

In the Chemical Engineering Department's first cycle programmes, men are the minority group, with less than 40 % representation in the two degrees offered by the department. The degree in Mathematics Applied to Technology and Enterprise is the only first cycle course with a gender balance, with representation of both genders between 40 and 60 %. In the remaining courses in this cycle, there is a clear under-representation of women, with the number of women being less than 20 per cent in the degrees offered by the Departments of Civil Engineering, Electrical Engineering, Telecommunications and Computers, Electrotechnical Engineering, Energy and Automation, and Mechanical Engineering (Figure 5).

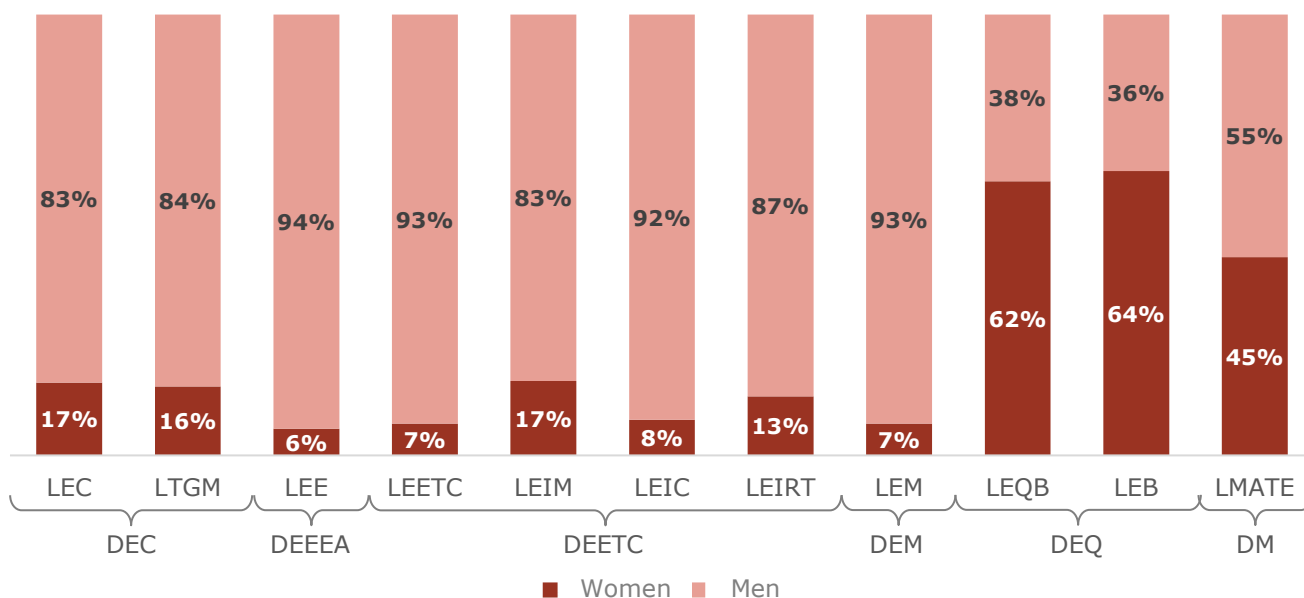


Figure 5 – Distribution of the 1st cycle student population, by gender and by course.

In general, there was an increase in the representation of women in the second cycle and postgraduate courses offered by the departments where the underrepresentation of this group was observed in the undergraduate courses (Figure 6). The underrepresentation of men in the courses offered by the Department of Chemical Engineering is accentuated.

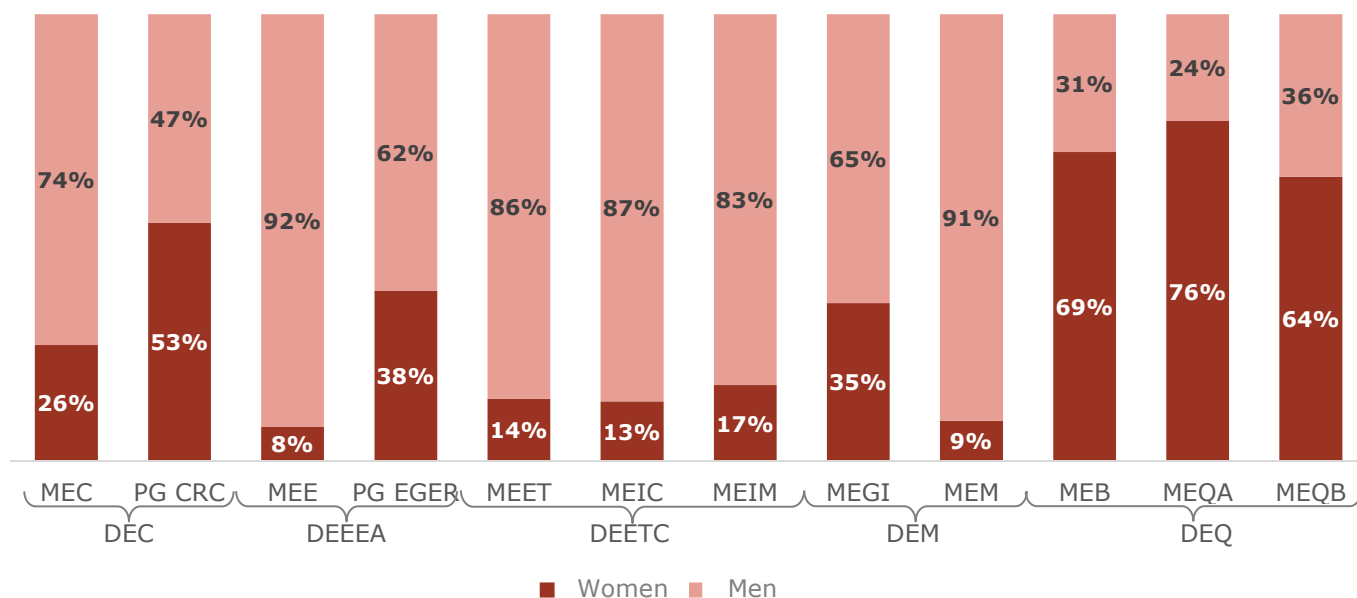


Figure 6 – Distribution of the 2nd cycle and postgraduate student population, by gender and by course.

3.2. COLLABORATORS

3.2.1. ACADEMIC STAFF

On 31 December 2021, ISEL's teaching staff comprised 363 individuals. Most of this population is male (76.6 %), with the female population accounting for less than a quarter of the total (23.4 %) (Figure 7).

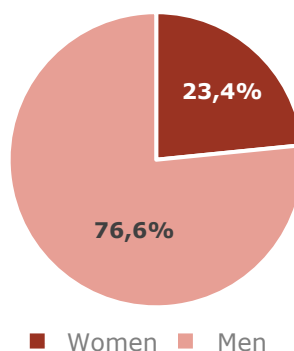


Figure 7 – Distribution of teaching staff by gender.

3.2.1.1 BY DEPARTMENT

There are great asymmetries in the distribution of teachers by the institution's departments, with greater relevance in the Departments of Electronical Engineering, Telecommunications and Computers, Electrotechnical Engineering, Energy and Automation, Mechanical Engineering, and Physics, where the representation of women is less than 20% (Figure 8). In the Departments of Chemical Engineering and Mathematics, women are represented with 45% of the population.

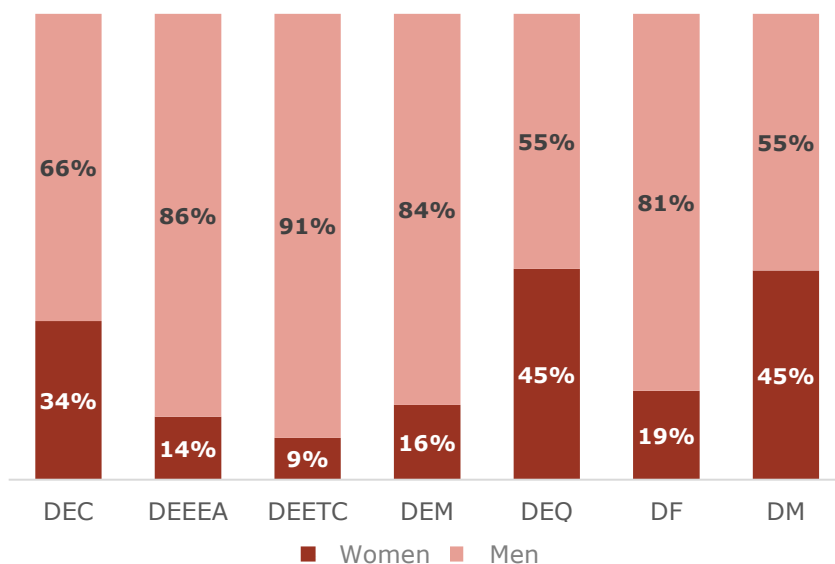


Figure 8 – Distribution of teaching staff by gender and department.

3.2.1.2 BY CATEGORY

Figure 9 shows the actual distribution of teaching staff by category. The conclusions drawn from reading the graph in Figure 9 alone can be misleading, as it does not include the asymmetry between women and men in the institution's teaching staff. The actual figures for each gender in each category were therefore normalised in relation to their representation in the teaching staff (23.4 % of women and 76.6 % of men) - Figure 10.

When processing data on the distribution of teaching staff by category, the Assistant category was not considered because the small number of teaching staff with this category does not ensure the necessary representativeness.

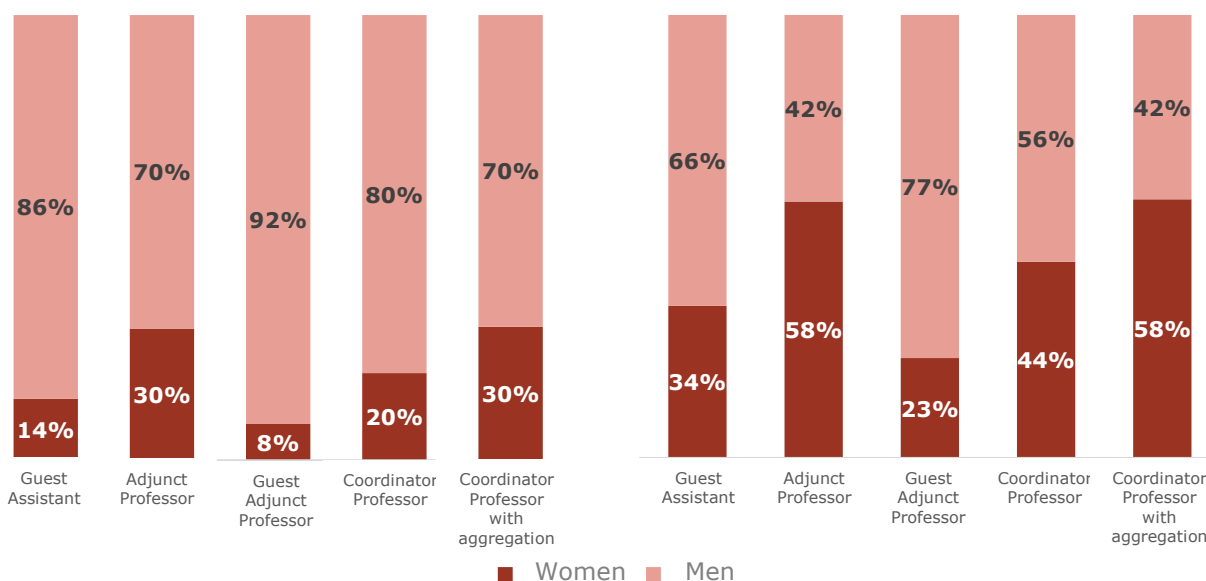


Figure 9 – Distribution of teaching staff by gender and category.

Figure 10 – Standardised distribution of teaching staff to faculty by gender and category.

3.2.1.3 IN GOVERNING STRUCTURES, COUCILS AND COMMITTEES

In the case of the gender distribution of the teaching staff in the governing structures and departmental committees, the same standardisation criterion was used as in the previous point.

Regarding the gender distribution in the governing bodies, Figure 11 shows the actual percentages of each gender and Figure 12 shows the percentages normalised to the representation of each gender in the teaching staff (23.4 % of women and 76.6 % of men).

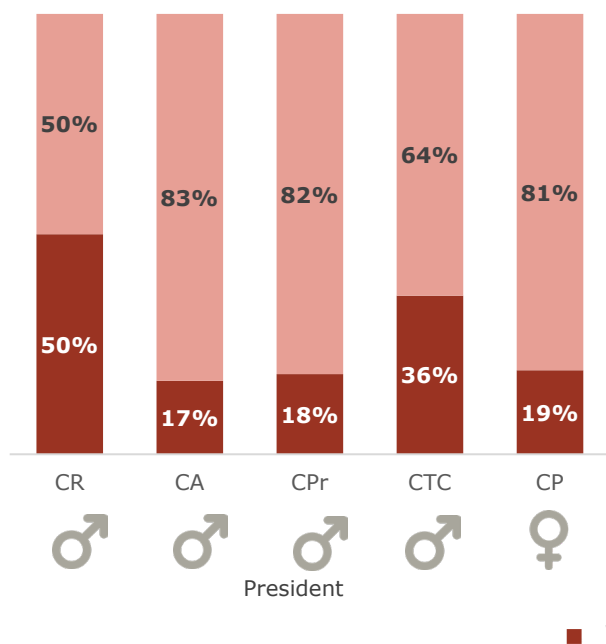


Figure 11– Distribution of teaching staff by gender on the institution's governing structures (including the gender of the respective President).

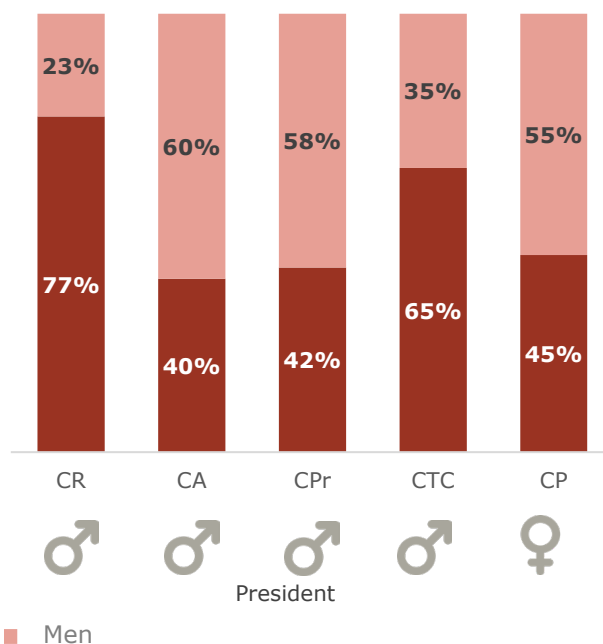


Figure 12– Standardised distribution of teaching staff by gender on the institution's governing structures (including the gender of the respective President).

Figure 13 reflects the actual percentages of each gender on the boards of each ISEL department, and Figure 14 shows the percentages normalised to the representativeness of each gender of the teaching staff in each department (DEC - 34 % women and 66 % men; DEEEA - 14 % women and 86 % men; DEM - 16 % women and 84 % men; DEQ - 45 % women and 55 % men; DEEEA - 14 % women and 86 % men; DEETC - 9 % women and 91 % men; DEM - 16 % women and 84 % men; DEQ - 45 % women and 55 % men; DF - 19 % women and 81 % men; and DM - 45 % women and 55 % men). Normalisation was carried out as explained in 3.5.1.3.

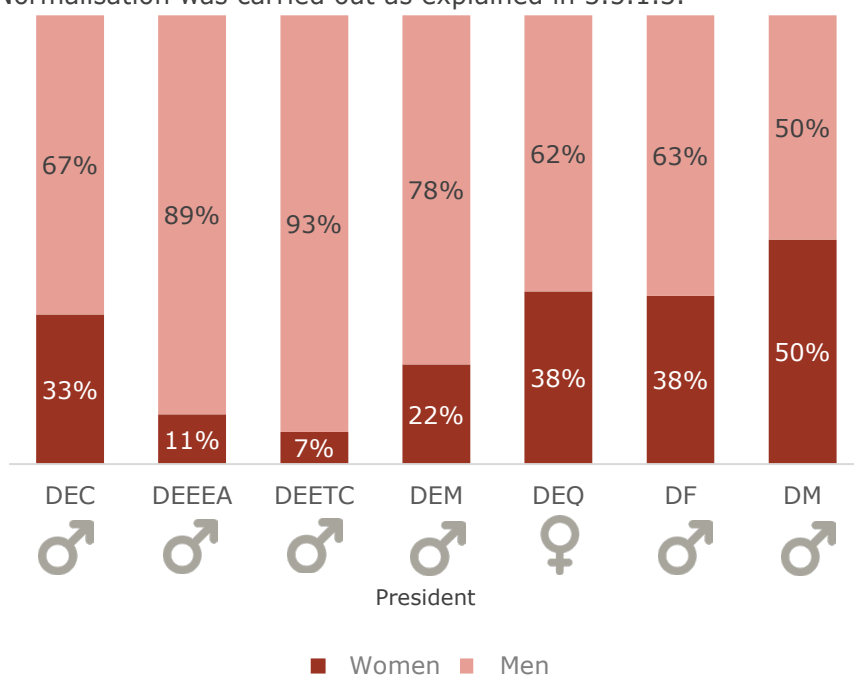


Figure 13 – Distribution of teaching staff by gender on ISEL's departmental councils) (including the gender of the respective President of the board).

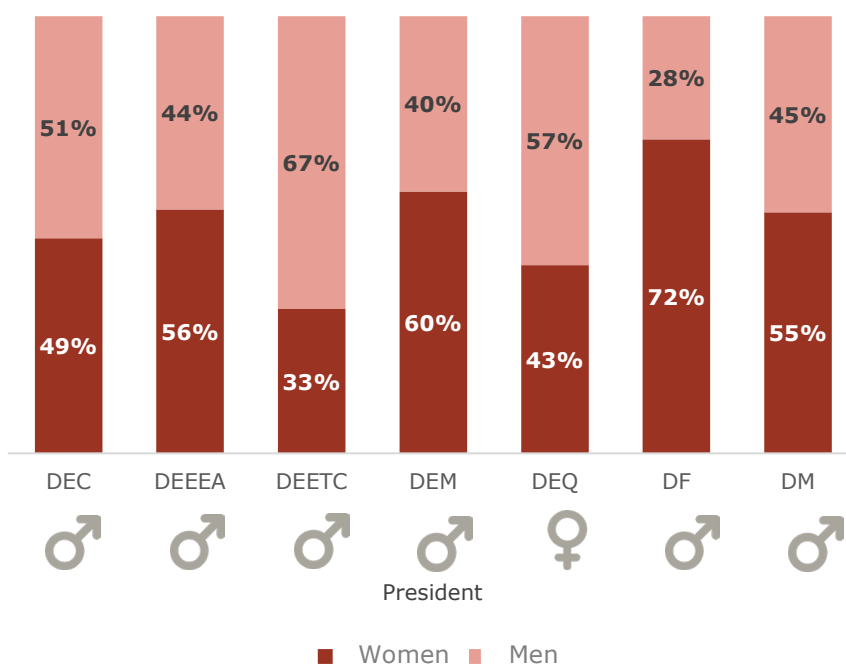


Figure 14 – Standardised distribution of teaching staff by gender on ISEL's departmental councils (including the gender of the respective President).

3.2.2. ADMINISTRATIVE AND SUPPORT STAFF

The number of non-teaching staff at ISEL on 31 December 2021 was 91 individuals, with the female gender predominating at 62.6 %.

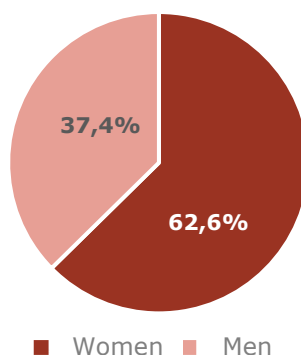


Figure 15 – Distribution of non-teaching staff by gender.

3.2.2.1 BY CATEGORY

In accordance with the procedure already mentioned in section 0., Figure 16 shows the actual percentages of each gender in each category, and Figure 17 shows the percentages standardised to the representativeness of each gender in the non-teaching staff (37.4% women and 62.2% men).

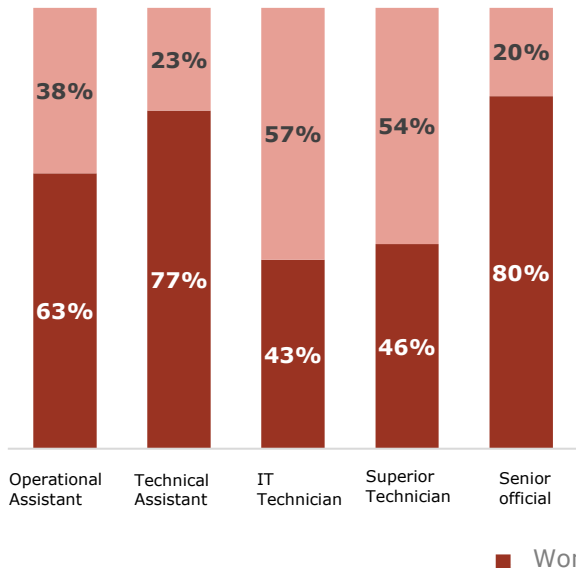


Figure 16 – Distribution of non-teaching staff by gender and by category.

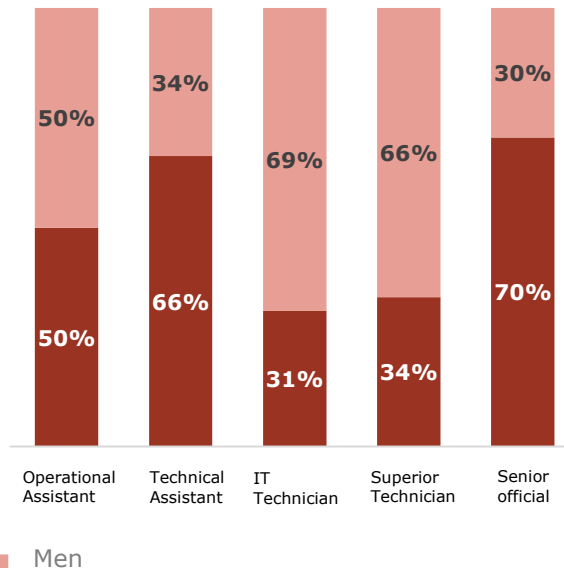


Figure 17 – Standardised distribution of non-teaching staff by gender and by category.

4. ACTION PLAN

ISEL's Gender Equality Plan is structured around 4 intervention areas:

- Organisational culture of gender equality;
- Equal opportunities in employment and labour relations;
- Recognition of the gender dimension in teaching and research;
- Gender balance in reconciling professional, family and personal life.

Tables 1 to 4 show the goals set in each of the areas of intervention in the Plan, as well as the measures to be implemented in order to realise them, the members of the community they are aimed at and the indicators that make it possible to monitor the Plan's successful implementation and the ISEL working group or entity responsible for monitoring and/or implementing the measure.

Table 1 – Organisational culture of gender equality

Goals	Actions	Target group	Indicators	Responsible for monitoring and/or implementing the measure
Defining commitments and policies for gender equality	Gender Equality Policy Document and Approval of the <i>Plan</i>	ISEL community	Commitment to gender equality; Gender Equality Plan	Monitoring Committee for the Gender Equality Plan
Characterize the reality of ISEL in terms of gender equality	Carry out an annual diagnosis in January of each year on the gender balance of the ISEL population	ISEL community	Diagnosis completed	Monitoring Committee for the Gender Equality Plan
	Prepare the annual monitoring report on the implementation of the <i>Gender Equality Plan</i>	ISEL community	Annual monitoring report of the <i>Gender Equality Plan</i>	Monitoring Committee for the Gender Equality Plan
Promote and ensure a culture and values of parity	Publicising the <i>Plan</i> to the entire Academic Community and its annual monitoring	ISEL community	Number of views of the <i>Plan</i> on the ISEL page	Communication and Image Service
	Publish annual monitoring report on the implementation of the <i>Gender Equality Plan</i>	ISEL community	Number of views of the <i>Plan</i> on the ISEL page	Communication and Image Service
Inclusive language recommendation	Draw up a document to promote awareness of the use of inclusive language	ISEL community	Date of document finalisation	Monitoring Committee for the Gender Equality Plan
	Change the templates of internal and external documents by introducing the gender equality dimension	ISEL community	Dates for finalising the new document templates	Evaluation, Quality and Planning Service

Table 2 – Equality of opportunity in employment and labour relations

Goals	Actions	Target group	Indicators	Responsible for monitoring and/or implementing the measure
Promote balanced representation in governing and management structures	Develop a guide of good practices in relation to the gender dimension in government and management structures	Collaborators	Date of conclusion of the good practice guide	Monitoring Committee for the Gender Equality Plan
	Promote and disseminate the parity policy	Collaborators	Evolution of the gender metric in the different boards (% women and % men in relation to the proportion of women and men in a position to occupy the position)	Monitoring Committee for the Gender Equality Plan Communication and Image Service
Promoting gender equality in employee recruitment	Establish guidelines for the evaluation of candidates, avoiding unconscious prejudice	Members of management boards and recruitment teams	Date of conclusion of the Code of Good Practice	Monitoring Committee for the Gender Equality Plan Human Resource Management Service Departments
	Promote equality or minimum number of minority gender in recruitment and promotion committees	Members of management boards and recruitment teams	Gender metrics in the constitution of recruitment teams	Monitoring Committee for the Gender Equality Plan Human Resource Management Service Departments
Equal treatment and protection against discrimination and harassment of the minority gender	Creation and development of mechanisms focused on raising awareness and disseminating the culture of gender equality at the different levels of the institution	Collaborators	Date of conclusion of the mechanism definition.	Monitoring Committee for the Gender Equality Plan

Table 3 – Recognition of the gender dimension in teaching and research

Goals	Actions	Target group	Indicators	Responsible for monitoring and/or implementing the measure
Promoting the gender dimension in education and teaching	Promote gender equality training, including unconscious prejudice	ISEL community	No. of training activities carried out	Monitoring Committee for the Gender Equality Plan Human Resource Management Service
	Projecting the image of women in STEM (by holding institutional lectures or publicising projects/initiatives developed by women who have distinguished themselves in the field)	Students and teaching staff	No. of lectures and promotional activities	Monitoring Committee for the Gender Equality Plan Communication and Image Service
	Organise mentoring and training courses to improve visibility, self-confidence, negotiation and leadership skills, especially dedicated to the under-represented gender.	ISEL community	No. of courses	Monitoring Committee for the Gender Equality Plan
	Encourage gender-balanced representation on academic, supervisory and evaluation juries	Teaching staff	Gender metrics on juries (% women and % men in relation to the proportion of women and men in a position to hold the position)	Technical-Scientific Council Departments
	Promote actions to attract students from underrepresented genders	Primary and secondary school students	No. of fundraising actions	Monitoring Committee for the Gender Equality Plan External Relations and Internationalization Service
Promoting the gender dimension in research	Promote awareness-raising actions for balanced gender representation in the integration and coordination of project teams and research units	Teaching staff and researchers	Gender metrics in teams and units	Technical-Scientific Council Departments

Table 4 – Gender balance in the reconciliation of professional, family, and personal life

Goals	Actions	Target group	Indicators	Responsible for monitoring and/or implementing the measure
Promote measures to make space and time more flexible	Develop a work policy compatible with the distribution of family responsibilities, making working hours more flexible in order to favor shared family management, in a plan of parity	Collaborators	Document preparation Date of definition of the policy of compatibility of professional and family/personal life	Monitoring Committee for the Gender Equality Plan Administrator Departments
			Employee satisfaction level with existing measures (obtained by survey)	Monitoring Committee for the Gender Equality Plan Evaluation, Quality and Planning Service
Disseminate and encourage the use of measures to support parenting and its combination with professional life	Include topics related to parenting protection, work-life balance, and family protection in leadership trainings with a focus on gender parity	Collaborators	Number of hours of training in this subject and number of trainees	Monitoring Committee for the Gender Equality Plan

5. IMPLEMENTATION AND MONITORING OF THE PLAN

The *Plan* supports the process of continuous convergence towards gender equality, to the benefit of the entire institution (Figure 18). In this context, ISEL has diagnosed and assessed the current institutional panorama in relation to gender parity, designed an action plan in which it has established objectives, measures to be implemented, as well as the working group or organisation responsible, and identified the appropriate indicators that it will collect and with which it will produce an annual report.

The systematised data included in these progress reports will be the evidence for widespread internal reflection at ISEL, namely by the different management bodies and decision-making structures for continuous evaluation of the process as well as setting priorities and defining corrective measures to achieve the objectives proposed in the Plan.

The annual report on gender parity should support the assessment of progress in relation to the goals and objectives set out in the Gender Equality Plan, and promote its review, as well as the identification of priorities as the situation evolves.

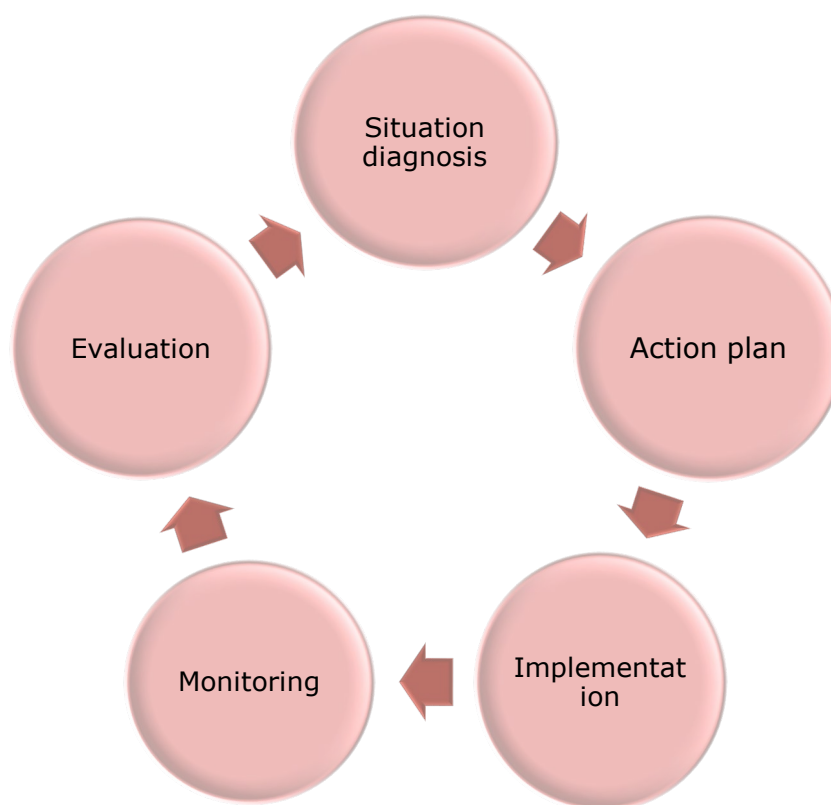


Figure 18 – Steps in the ongoing convergence process for gender equality

6. REFERENCES

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