

# Gender Equality Action Plan



INSTITUTO  
POLITÉCNICO  
DO CÁVADO  
E DO AVE





**“Gender equality is a core value of the EU, a fundamental right and key principle of the European Pillar of Social Rights. It is a reflection of who we are. It is also an essential condition for an innovative, competitive, and thriving European economy.”**

“Charter of Fundamental Rights of the European Union”,  
excerpt taken from the “Communication from the  
Commission to the European Parliament (...)” within the  
scope of the Gender Equality Strategy 2020-2025



**“Gender equality is the prerequisite for a better world.”**

**António Guterres**  
Secretary-General of the UN

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# 1.

## Introduction

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

This right has gained particular prominence and relevance within notable international entities in recent years, as well as in Portugal, the National Strategy for Equality and Non-Discrimination 2018-2030 having been established in 2018 by Resolution of the Council of Ministers no. 61/2018 and coordinated by the Commission for Citizenship and Gender Equality (CIG). This strategy provides a strategic vision for the sustainable future of Portugal as a country that effectively fulfils its human rights commitments.

These issues are addressed directly in Sustainable Development Goal (SDG) 5 — Achieve Gender Equality and Empower all women and girls - and are also integrated into other SDGs as a means through which to achieve all the goals in the 2030 Sustainable Development Agenda.

The Cávado e do Ave Polytechnic Institute (IPCA) seeks to actively contribute to this goal and as such, has drafted the Gender Equality Action Plan (GEAP), in which various measures are put forward with which to combat and prevent inequality between women and men, increase support provided to parents and families, improve work-life balance, combat various forms of harassment and raise awareness of and reflect upon gender balance, diversity and equality in academic and research circles.

As such, a Gender Equality Working Group will be set up, which will be responsible for implementing, following up on, and monitoring the implementation of the GEAP.

By doing so, the IPCA seeks to contribute to equal treatment and opportunities for all genders, respecting the principles of equality and non-discrimination across our operations.



## 2.

# About the IPCA

The Instituto Politécnico do Cávado e do Ave (IPCA) is a public higher education institution that was founded on the 19th of December 19 1994 by Decree-Law no. 304/94. Though it is headquartered in the city of Barcelos, the IPCA has also provided training in the form of Higher Professional Technical Courses (CTeSP) and short-term training courses in the municipalities of Braga (since 2014), Guimarães (since 2015), Famalicão (2019) and Esposende (2021).

### Mission

With its focus trained on its purpose and duty, the IPCA has established the following mission:

[C]ontributing to the sustainable development of society, stimulating cultural creation, applied investigation and research, and fostering reflective and humanistic thinking. A European institution of higher education, we provide courses in areas relevant to compelling job markets, both within Portugal and abroad, promoting mobility, employability, and reciprocity with the EU.

(Article 2(1) of the IPCA Statutes and Article 2 of the IPCA's Founding Statutes)

### Vision

Devised based on the institution's mission, the social and economic context within which it operates, and the multidisciplinary and multiculturalism by which it is characterised, the vision that guides the IPCA is as follows:

We aim for the IPCA to have been named a polytechnic university of excellence by 2025, with its study and research areas having been recognised for their quality and contributions to its region, Portugal, and the world. This aim includes boosting the desirability of the institution as a place to study, research, and work, providing cutting-edge facilities and infrastructures that promote the involvement of all through knowledge sharing to improve quality of life and promote sustainable development.

Firmly founded on the principles of social responsibility, the Institution holds itself accountable for impacting the communities within which it operates, seeking to contribute to their social cohesion and sustainable development.

The IPCA must now reinforce its sustainability policy and strategy, aligning its operations with the goals of the 2030 Agenda. It is the Institution's responsibility to ensure every action taken is able to impact positively, as it knows that this is the only path toward a freer, fairer, more inclusive society.

## Values

The following values underpin IPCA's mission and ability to achieve its strategic vision for 2025:

### I. Ethics and Excellence

Our pursuit of excellence is always guided by our ethical and moral principles; human values are always prioritised over economic values.

### II. Proximity and Inclusion

Proximity continues to be a hallmark of the IPCA, characterised by the inclusion of the entire community; we are all IPCA, and we are all part of this common cause.

### III. Diligence and Responsibility

IPCA governance and operations are guided by diligence and a sense of (educational, scientific, cultural, social, and financial) responsibility to communities both within and outside the institution.

### IV. Transparency

We continually strive to provide clear, specific information relating to the use of public resources and their impact on the results achieved.

### V. Creativity and Innovation

Promoting creativity and innovation are fundamental pillars to the success of any HEI; as an entity operating in a dynamic, developed society in constant change, the IPCA is aware of the importance of promoting these values.

### VI. Competitiveness and Entrepreneurship

entrepreneurial skills involved in presenting alternative solutions to problems and contributing to development is a fundamental pillar to the progress of any HEI.

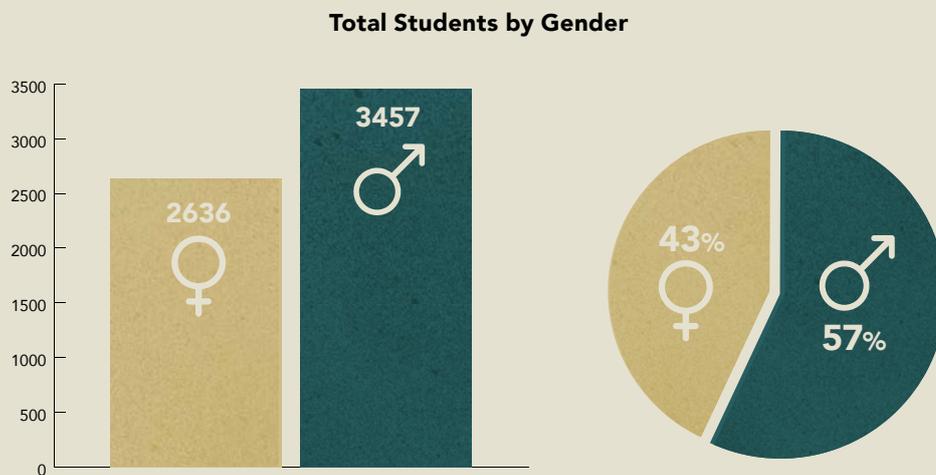


# 3.

## Indicators Relating to People

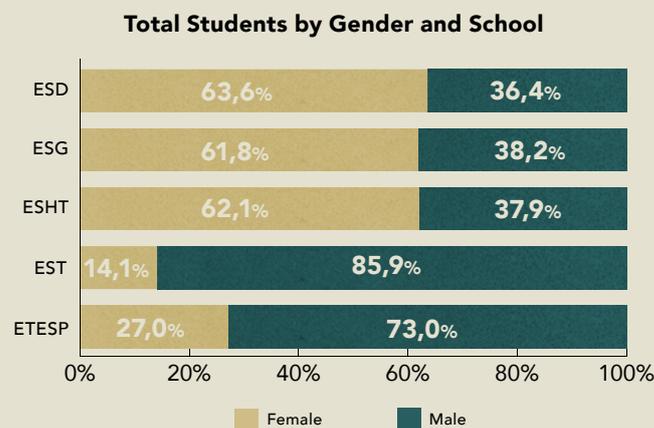
### Students by Gender

An analysis of the distribution of IPCA students by gender as of the 31st of December 2021 shows a predominance of male students (57%) compared to female students (43%).



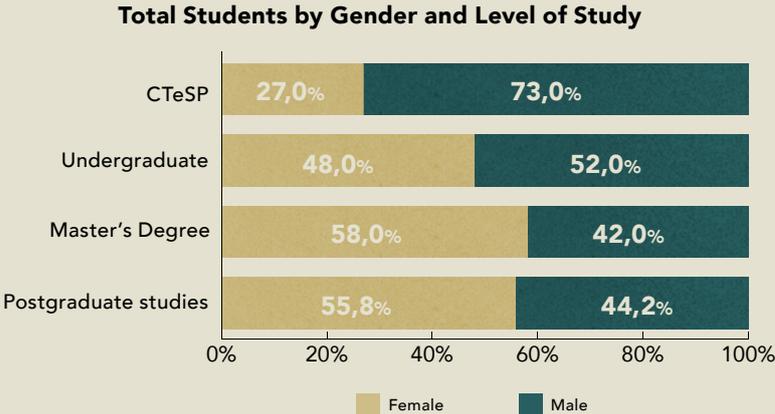
This predominance can be put down to courses run by the School of Technology and School of Technical Short Cycles, in which 85.9% and 73% of the students, respectively, are male. This gender disparity results from high numbers of male students enrolled in engineering and ICT courses.

In contrast, there is a predominance of female students in the Schools of Design, Management, and Hospitality and Tourism, though the percentage of female to male students is far more balanced.



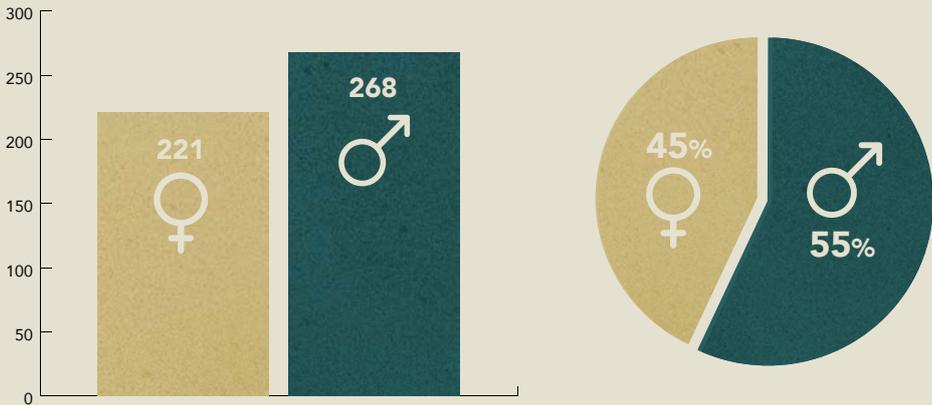
Where the level of education is concerned, a more significant predominance of female students was registered for master's and postgraduate degrees. In contrast, professional higher technical courses and undergraduate degrees were found to have higher numbers of male students, this predominance being most pronounced for CTeSP.

Undergraduates make up the highest number of students (3150). Though there is a higher number of male (1639) to female (1511) students, the disparity only registers at 4% and can therefore be considered gender parity.

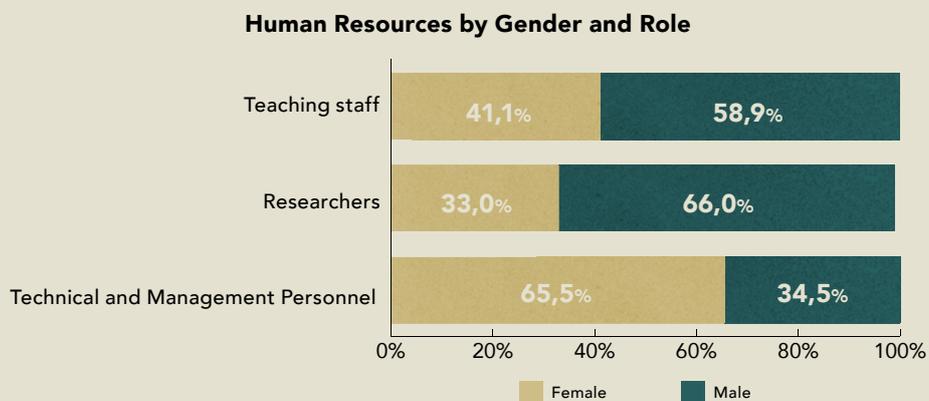


**Human Resources by Gender**

To accomplish its mission, as of the 31st of December 2021, the IPCA employs a total of 486 members of staff, including teaching staff, researchers, technical and administrative staff, and managers. Gender parity was registered among the IPCA's human resources, with a difference of only 10% between male (55%) and female (45%) employees.



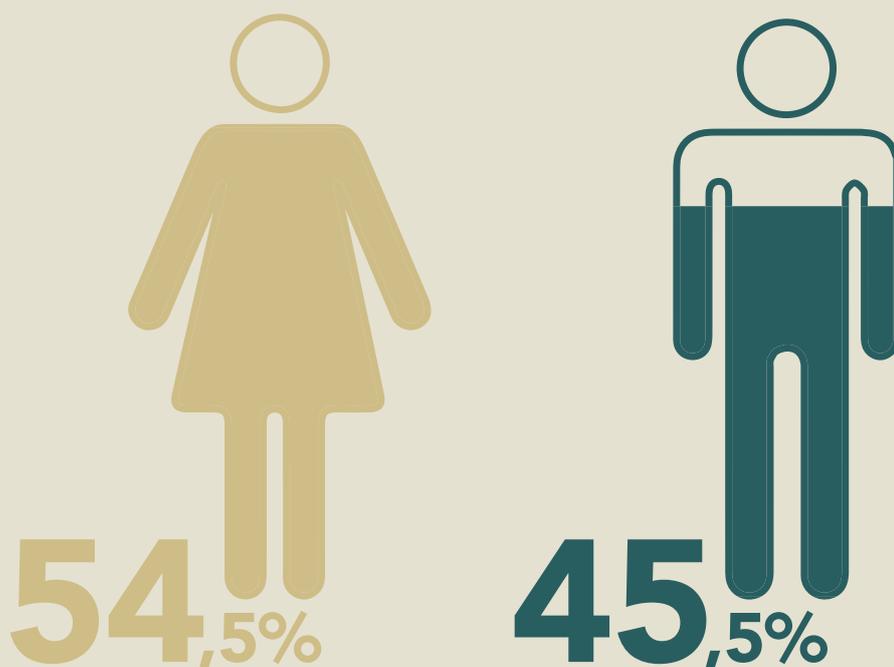
However, a predominance of male teaching staff and researchers was registered, with a total of 241 men compared to only 168 women in these roles. The opposite trend was registered among the technical and management personnel at 65.5% female and 34.5% male.



### Managers by Gender

Of the total directors in 2021, 15 were female, and 7 were male - 68.2% and 31.8%, respectively. However, among top-level management positions, the disparity was less pronounced, with women in 54.5% of the positions and men in 45.5%. As such, the institution is found to comply with the rules of gender parity applied to management personnel in Public Administration Organisations.

### Top management by gender



# 4.

## Plan for Gender Equality

### 4.1 General Objectives of the Plan

The IPCA Action Plan for Gender Equality is divided into four strategic areas: Strategic Management; Gender equality; Work-life balance; Combating Discrimination and Harassment, and Promoting Diversity. The following objectives underpin this Gender Equality Action Plan:

- Working gender equality, combating discrimination, and respecting diversity into the IPCA's strategic planning;
- Developing a culture of gender equality and diversity in the academic community;
- Establishing and adopting good practices to promote equality between men and women, complying with applicable regulations and relevant international references.
- Encouraging measures that facilitate achieving a work-life balance;
- Combatting any form of discrimination related to sex, but also race, colour, ethnicity or social origin, genetic characteristics, language, religion or beliefs, political or other standing, belonging to a minority, whether due to nationality, birth, disability or incapacity, age or sexual orientation.

### 4.2 Measures to be Implemented to Promote Gender Equality

The objectives and actions envisioned for each of the strategic areas are presented below in a table, as well as expected implementation timeframes and the person in charge/focal point of implementation.

Strategic area	Objectives	Actions	Person in charge/focal point	Timeframe	
				1 <sup>st</sup> semester	2 <sup>nd</sup> semester
Strategic Management	Working gender equality, combating discrimination, and respecting diversity into the IPCA's strategic planning	Set up a Gender Equality Working Group (GEWG), which will be responsible for implementing, following up on and monitoring the implementation of the IPCA's Gender Equality Action Plan (IPCAGEAP)	Presidency	X	
		Raise awareness among the entire academic community of the IPCAGEAP	Vice-Presidency	X	
		Ensure the IPCAGEAP is implemented, monitored, and followed up on, as well as its sustainability	GEWG	X	X
		Ensure the IPCA has access to quantitative and qualitative indicators of equality for each of the following categories: equality between men and women, equal opportunities and non-discrimination on the grounds of disability, racial or ethnic origin, religion or belief, region, age or sexual orientation	Presidency	X	X
		Ensure that the IPCA's strategic documents, such as the plan and report of activities, rules, and regulations, use inclusive language and present data on the representation of each sex	Presidency	X	X
		Ensure that gender-sensitive language is used on the institution's communication channels	Vice-Presidency	X	X
		Ensure parity is achieved between men and women in leadership and decision-making positions within the organisation, ensuring at least 40% of roles are filled by each sex.	Presidency	X	X
Gender Equality	Ensuring gender equality in recruitment and career progression	Develop internal guidelines to ensure gender equality and representation in interview panels whenever possible.	HRM		X
		Include subjects relating to gender equality in the IPCA training plan that to raise awareness among human resources of the subject	HRM	X	X
	Encouraging the incorporation of men and women into scientific areas in which their gender is underrepresented	Promote events aimed at female secondary school students in a bid to attract them to areas in which they are underrepresented, such as engineering and IT	Schools	X	
		Set up scholarships and awards aimed at female students in areas in which they are underrepresented	Presidency	X	
		Set up a communications campaign seeking to give visibility to male/female professionals and relevant figures who work in scientific areas in which their gender is underrepresented	Vice-Presidency	X	

<b>Work-life balance</b>	Encouraging work conditions that allow for a healthy work-life balance	Allow employees to manage their work flexibly, as per the applicable laws and internal rules, which include reduced working hours and working from home	Presidency	X	X
		Ensure the IPCA provides the resources and/or facilities necessary to provide for a healthy work-life balance	Presidency	X	X
		Get feedback from employees to determine further measures that could be implemented to provide for a better work-life balance	HRM	X	X
	Worker benefits and rights	Allow time off to take care of children and family members, as provided for by the law, independently of the sex of the employee	HRM	X	X
		Run events and get-togethers for employees and their families	HRM/Student Services	X	X
		Seek out protocols/ partnerships with companies/entities in the region in the areas of health, sports and well-being (gyms, pharmacies, dental clinics, beauticians) to enable the institution to provide its employees with benefits and discounts	Student services	X	X
	Providing a range of courses that may be taken on in addition to work, family, and academic commitments	Continue to run distance learning and evening courses	Schools	X	X
		Continue admitting part-time students	AD	X	X
		Run medium-term courses (1 year) that provide professional training in specific areas and for which students are awarded a diploma upon completion	Schools	X	X
		Allow for educational and/or scientific events (workshops, seminars, conferences, courses) to be viewed online	Schools	X	X
<b>Combating Discrimination and Harassment and Promoting Diversity</b>	Reinforcing an organisational culture based on respect for equality and not discrimination	Hold training and/or awareness-raising sessions or make documents available to combat all forms of violence against women, gender-based violence and domestic violence, dating abuse, and to combat discrimination based on sexual orientation, identity and expression, and disability, as well as sexual and moral harassment	GEWG	X	X
		Provide digital content relating to equality and diversity	GEWG	X	X
	Promoting internal practices that combat discrimination and harassment	Open a hotline through which any discrimination or harassment within the institution can be reported	GEWG	X	X
	Promoting the inclusion of gender awareness and the principles of equality and diversity in course content and research projects	Run awareness-raising sessions on the importance of including gender, sex, equality, and diversity into taught modules	GEWG/Schools	X	X
		Raise awareness within research centres about subjects relating to gender, sex, equality, and diversity	GEWG/ Research centres	X	X

# 5.

## **Plan Monitoring/ Assessment**

Continuously monitoring and assessing the Plan are key to its implementation as ways in which to pinpoint challenges, monitor progress and gauge acceptance of the actions taken, adjusting them if necessary.

The Plan will be monitored by the Gender Equality Working Group (GEWG) set up for the purpose, which shall be composed of equal representations of genders and roles, incorporating members from across the institution's staff body. This group will be responsible for collecting and analysing data to monitor the progress indicators of each measure within this Plan, proposing corrective measures when justified.

The GEWG will also run training and/or awareness-raising sessions relating to the subjects of gender equality, inclusion and combating discrimination, promoting the values of equality, equity, and diversity within the academic community.



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