

Equality Plan

2025-2028



Title: Equality Plan of Polytechnic University of Viana do Castelo

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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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The Polytechnic University of Viana do Castelo is committed to guaranteeing the right to equality, valuing diversity and protecting our people in the exercise of parenthood.

[*in* IPVC's Management Policy]

1. Framework

Within the scope of the [IPVC Strategic Plan 24-28](#), the Equality Plan for 2025-2028 emerges. It specifically considers axes 2 - Students, 7 - Valuing People, and 8 - Sustainable and Inclusive Campus. The new guidelines continue the work carried out in the [IPVC 21-24 Equality Plan](#), in line with the latest European and national policies and strategies. The search for an articulated response on the part of higher education institutions with regard to achieving the Sustainable Development Goals (SDG) is a priority for IPVC, which is present in the various areas of action of our equality policies, namely SDG 5 - Gender Equality, SDG 8 - Decent Work and Economic Growth and SDG 10 - Reducing Inequalities.

IPVC's equality policy is aligned with European policies, as evidenced for example in the [European Pillars of Social Rights](#), which aim to continue to develop a fairer Europe and bring opportunities to all, regardless of sex, gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation. IPVC's equality policy focuses on Pillars 1: Education, Training and Lifelong Learning; Pillar 2: Equal Treatment of Men and Women; Pillar 3: Equal Opportunities; Pillar 9: Work and Family Life; and Pillar 17: People with Disabilities.

It aligns with the [European Skills Agenda](#), [Vocational Education and Training Policy Briefs 2023 - Portugal](#) and the [Council Resolution on The European Education Area: Looking to 2025 and Beyond](#), which states that Education in Europe should seek to develop an inclusive lifelong approach, in the various education systems, in a holistic way, covering teaching, training and learning in all contexts, at all levels and in all forms, whether formal, non-formal or informal.

IPVC's policy also follows the recommendations of the [Education and Training Monitor 2024](#) regarding the relevance of developing monitored action plans that consider the socio-economic status of students, considering the impact it can have on academic and personal development. Furthermore, the recommendations of the "Teaching and Learning" group at the Ministerial Conference promoted by the European Commission, with the presence of the 27 member states [European Higher Education Area - EHEARome2020](#) for higher education,

are considered in the development of this work. In its recommendation 4.2, Theme 1: Make student-centered learning a reality, we highlight the guidance on Inclusion, Diversity and Lifelong Learning, which directs the action of higher education institutions to actively develop a culture of equity and inclusion, valuing the student to the full.

It considers the [2025 Report on Gender Equality in the EU](#), which takes stock of the initiatives developed to promote Gender Equality and some encouraging examples, and the principles and objectives defined in the [Roadmap for Women's Rights](#), specifically: (1) freedom from gender-based violence; (4) work-life balance and care; (5) equal employment opportunities and adequate working conditions; (6) quality and inclusive education; and (8) effective institutional mechanisms to guarantee women's rights.

The guidelines of the European Commission's Directorate-General for Research and Innovation that are still available are those of the [Strategic Plan 2020-2024](#), which sets targets for international competitiveness for higher education institutions, particularly in terms of equality and non-discrimination; the GEAR – Gender for Equality in Academia and Research program of the European Institute for Gender Quality is still running and continues to be followed in this plan for 25-28. The importance of [Directive \(EU\) 2023/970](#) is highlighted to strengthen the application of the principle of equal pay for equal work or work of equal value between men and women through pay transparency and mechanisms to guarantee its application.

Nationally, the [National Strategy for Equality and Non-Discrimination 2018-2030 Portugal + Igual \(ENIND\)](#) established by Resolution of the Council of Ministers no. 61/2018, of May 21, is still in force, as well as CITE's Guide to Drawing Up Equality Plans (2019). The [Gender Equality in Higher Education Institutions Project](#) issued a handbook of recommendations for Portuguese higher education institutions, which has been considered in this plan.

In line with the European Commission's national and international guidelines listed above, and within the scope of the IPVC's Equality policies, the Equality Commission that implemented the IPVC's Equality Plan 2021-2024, aligned with the [IPVC's Code of Ethical Conduct, Values and Management Policy](#), remains in place.

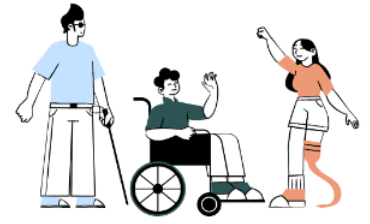
1.1 Macro dimensions of IPVC's Equality Plan

The IPVC Equality Plan 25-28, following on from the Equality Plan 21-24, remains aligned with the procedural eligibility criteria of the [Horizon Europe Guidance on Gender Equality Plans \(GEPs\)](#), specifically: being a public document, having dedicated resources, carrying out data collection and monitoring, and training. It is also aligned with the Thematic Areas of eligibility of the Horizon Europe Guidance on Gender Equality Plans (GEPs): work-life balance and organizational culture; gender balance in leadership and decision-making; gender equality in recruitment and career development; gender mainstreaming in the content of research and teaching.

In addition, the IPVC considers the Elimination of Violence and Student Community dimensions to be priorities in its ecosystem of action. It is also developing inter-institutional work associated with the Intersectionality dimension, which can be integrated into various dimensions of its work.

The Equality Plan involves the entire IPVC community, from the Presidency to all leaders, students and stakeholders, and is a document capable of guiding actions that transversally promote organizational diversity processes at IPVC, valuing equity, diversity and inclusion.

1.2 Intervention areas of IPVC's Equality Plan



- Promoting and building gender equality and the right to self-determination of gender identity and gender expression;
- Non-discrimination on the grounds of age, sex, gender, ethnicity, color, nationality, socio-economic background, religion, disability, territory of origin, among others;
- A culture of zero tolerance for violence (gender-based violence, dating violence, domestic violence, workplace violence, sexual harassment, bullying, violence based on ethnic origin, color, nationality, ancestry and territory of origin);
- Recognition of maternity and paternity as eminent social values shared equally by parents - social protection in parenthood for the student/employee mother or the student/employee father - pregnant, puerperal and breastfeeding students;
- Conciliation of professional and private life;
- Identifying needs and creating conditions for students with specific educational needs and employees with disabilities.

2. IPVC's commitments to national and international protocols and networks working on equality

The IPVC has made a range of commitments that have an impact on its institutional policy and strategy for Equality:

- Membership of the [ODS Alliance Portugal](#);
- Signing of the Pact for Conciliation - [Government's 3 in a Row Program](#);
- Signatory of the [Portuguese Charter for Diversity](#);
- Partner of the Portuguese Association for Diversity and Inclusion ([APPDI](#));
- Partner of the [ICT Equality Alliance](#);
- Member of the [Engineers for a Day Project](#);
- Signing of the [Letter of Commitment to the National Target for Gender Equality](#), an initiative of the Global Compact Network Portugal, as part of the Target Gender Equality accelerator program;
- Integration in the Intersectionality community of practice of the [Inspire](#) project - Europe's Centre of Excellence on inclusive gender equality in research and innovation;
- Partner of [EAPN - European Anti-Poverty Network Portugal](#);
- Member of the Gender Equality Working Group of the [Sustainable Campus Network \(RCS\)](#);
- Partner of [Rede ex aequo](#), a support, isolation-breaking and activist network for lesbian, gay, bisexual, trans and intersex young people and supporters between the ages of 16 and 30.

3. Plan Development

A. Auscultation

The Commission consulted the IPVC community, specifically students, alumni, researchers, grant holders, teachers, technicians, service providers and the external community through Commission meetings, meetings with target groups and questionnaires (see chapter 4: [Public Consultation – IPVC Equality Plan 2025-2028](#)).

B. Resources and organizational commitment

The Equality Commission meets regularly. It is subdivided into working groups according to the subjects of the Plan: Strategic and Institutional Management – Ana Sofia Rodrigues, Ana Teresa Oliveira, Márcia Amorim and Paula Silva; Science Management – Carminda Morais, Diogo Parente and Helena Sofia Rodrigues; Health and Well-being and Culture for the Elimination of Violence (Zero Tolerance) – Mariana Fernandes, Mário Barros, Paulo Rodrigues and Sara Simões; Student Community – Bruno Silva, Manuel Barros, Raquel Gonçalves, President of the Academic Federation and Student Ombudsman; Human Resources Management – Cíntia Carones, Filipa Patrocínio and Paula Silva; and Communication and Image – Manuel Fonseca and Salette Calvino.

C. Commitment

The IPVC Equality Plan is a commitment and an ongoing model of joint construction that sets out to identify the problems we seek to prevent and resolve in the IPVC community. It includes objectives, targets and details the set of actions needed to achieve those objectives, as well as indicators to monitor progress.

4. Public Consultation – IPVC Equality Plan 2025-2028

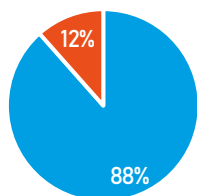
A questionnaire developed for the IPVC academic community, and the alumni community was applied between December 2024 and January 2025, with the aim of gathering perceptions, experiences and suggestions for actions from the



academic and external community on inequalities, equality, diversity and inclusion that could be included in the plan. The data obtained reflects a diversity of perspectives on the subject of equality and highlights priority areas for intervention. Some of the answers reveal a lack of knowledge about the work carried out under the Equality Plan and the annual monitoring carried out. This fact underlines the need to reflect on the dissemination of the Plan and the respective Monitoring Reports, but this result can also be associated with an overall citizen behavior of reduced involvement in the ecosystem in which we operate, which reduces attention to widely publicized phenomena.

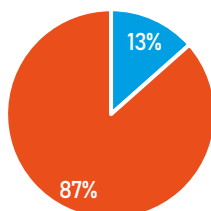
52 people answered the questionnaire – 28 students, 12 teaching staff, 9 non-teaching staff, 2 research fellows and 1 graduate. Of those surveyed, 88% consider that IPVC promotes equality and diversity, ensuring that the policies and resources available meet the needs of people from different backgrounds, identities and inclusion. In addition, 87% say there are no inequalities in access to academic, sporting or cultural activities. Regarding the support offered, 83% of people believe that IPVC provides adequate resources for different groups, including the LGBT community, people with disabilities (PwD) and minorities. In addition, 94% of respondents said they felt included and respected in the various activities promoted by the institution. However, 12% reported that their experience at IPVC is influenced by multiple factors of discrimination, including disability, sexual orientation, age, social class, ethnicity, origin, gender and sex, with origin being the most frequently mentioned factor.

Do you think the IPVC promotes equality, diversity and inclusion?



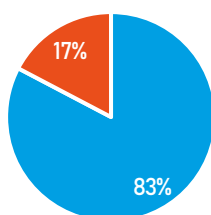
■ Yes ■ No

Do you think there are inequalities in access to academic, sports or cultural activities at the IPVC?



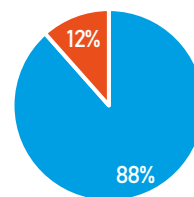
■ Yes ■ No

Do you think IPVC offers adequate support to people from different groups, such as LGBTQ+, ethnic minorities and people with disabilities?



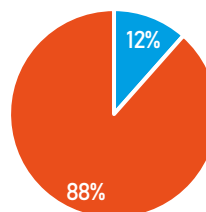
■ Yes ■ No

Do you think that IPVC's policies and resources meet the needs of people from different backgrounds and identities?



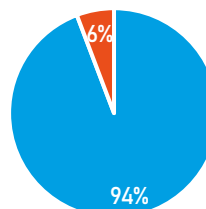
■ Yes ■ No

Do you feel that your individual experience at IPVC is influenced by multiple factors of discrimination?



■ Yes ■ No

Do you feel included and respected in IPVC's various activities?



■ Yes ■ No

For each of the items mentioned above, the problems and solutions indicated by the people surveyed are presented:

Promoting equality, diversity and inclusion:

Problems identified: discrimination against foreigners, people with disabilities and unequal access to employment rights;

Suggestions: affirmative policies, greater transparency, inclusion of people with disabilities, raising awareness through lectures and cultural events.

Unequal access to IPVC activities:

Problems identified: lack of accessibility at the IVPC Sports Center, face-to-face events and digital tools without accessibility for people with disabilities, difficulties for displaced students (timetables) and lack of cultural empathy on the part of some teachers;

Solutions: improvements to infrastructure, adjusted transport timetables and raising awareness of cultural inclusion and specific needs, checklist for prior analysis of the conformity of events with the needs of people with disabilities.

Support for different groups:

Problems: insufficient support for PwD, Erasmus students, LGBTQ+ groups, ethnic minorities;

Suggestions: dedicated support groups, personalized mentoring and adaptation of spaces and resources.

Policies and resources:

Problems: financial and infrastructural barriers, lack of diversity training for teachers.

Solutions: equal tuition fees, ongoing training in inclusion and emergency reception kits.

Intersectionality:

Problems: multiple forms of discrimination based on origin, gender, disability and social class.

Essential: intersectionality as a central focus in policies.

Equality Plan revision

Suggestions: addressing intersectionality, conciliation of family and professional life, gender equality, inclusion of people with disabilities, equity, greater awareness and training

(on people with disabilities, changing social names, harassment and violence, employability of people with disabilities), welcoming and integrating migrants, gastronomic diversity.

Spaces for dialogue:

Problems: lack of regular dialogues on equality and inclusion.

Suggestions: forums, workshops, debates and lectures.

Strategic management and human resources:

Problems: lack of equality in career progression and less than inclusive management.

Solutions: inclusive recruitment, gender balance and continuous training.

Student community and dissemination:

Problems: lack of representation in institutional materials and little practical support for vulnerable students.

Suggestions: materials promoting diversity, mentoring and cultural integration.

Main results, organized by strategic axis of the Equality Plan:

At *Strategic and Institutional Management* level, people express the need for effective leadership commitment to these issues, ensuring that equality is integrated into institutional objectives, which is already the case. Internal communication must be clearer and more efficient, ensuring that inclusion policies are known by the entire academic community.

Considering *Science Management*, there is a concern to promote the integration of the gender perspective in research projects and funding applications, encourage gender-balanced participation in scientific teams and transparency in recruitment and funding processes. There is also mention of the need for more flexible working hours for female researchers who combine an academic career with family life.

In *Health and Well-being and Culture for the Elimination of Violence*, there is an urgent need to create effective channels for reporting violence and harassment, which already exist, accompanied by psychological and legal support. Awareness-raising actions and the implementation of mental health support programs are proposed to ensure a safer and healthier environment for everyone. These aspects are already underway, and several actions have already been carried out, which will continue. In addition, the need for a more empathetic institutional culture is mentioned, where diversity is understood and respected.

The *Student Community* faces challenges related to the integration of minority groups, including foreign students, people with disabilities and students in situations of socio-economic vulnerability. We suggest creating mentoring programs, scholarships and specific

support, as well as promoting events and activities that encourage interaction and respect for diversity. The importance of making academic and cultural activities more accessible, both in terms of mobility and timetables, is highlighted.

In *Human Resources Management*, inequalities between teaching and non-teaching staff and difficulties in career progression for certain groups are mentioned. It is proposed to implement more inclusive recruitment processes and continuous training on diversity and inclusion. In addition, there is a call for flexible working hours for single-parent families. Greater transparency is suggested in recruitment and funding processes, as well as specific incentives to increase the participation of under-represented groups.

Communication and Image is seen as an area that could be more inclusive. It is suggested that diversity be represented in communication materials, including images of people with disabilities. The language used should be more inclusive and accessible, and communication channels should be modernized to reach the entire academic community.

Matrix of Indicators and Action Plan



5. Matrix of Indicators and Action Plan

The Matrix of Indicators and Action Plan is intended to be implemented during the term of the IPVC Strategic Plan 2025-2028.

A. Strategic and Institutional Management

Strategic objective: Promoting organizational change and a Culture for Equality.

Operational objectives: Develop internal policies and practices to promote equality and diversity; make a public commitment to promoting equality; ensure the implementation of the Equality Plan, its monitoring, follow-up and sustainability; develop internal management practices and applied studies that organize information broken down by profile and contribute to an inclusive, safe and healthy organization.

ACTION	RESPONSIBLE	INDICATOR	TARGET	SCHEDULE				Activities to be developed by 2025	AREAS INVOLVED in the activities to be developed
				2025	2026	2027	2028		
Creating regulations for the Equality Commission	Clg-IPVC	Regulations approved	Regulations published	X				Create operating rules for the Equality Commission	Clg-IPVC
Disseminate and promote the IPVC Equality Plan	Clg-IPVC	Number of dissemination actions	3	X	X	X	X	Disseminate and promote the IPVC Equality Plan	Clg-IPVC GCI
Conduct training actions in the areas of Citizenship, Equality, Equity, Diversity and Intersectionality	RH, Clg-IPVC	Number of training actions	3 per year	X	X	X	X	Carry out training actions in the areas of Citizenship, Equality, Equity, Diversity and Intersectionality	RH, Clg-IPVC GCI
Ensure compliance with Law 26/2019, of March 28, in the positions of Chair of Bodies, Directors of Schools, Coordinators of Research Units and Heads and Directors of Services (analyze	Presidency	Proportion of IPVC managers by gender (at least = national target)	≥40%	X	X	X	X	Ensure compliance with Law 26/2019, of March 28, in the positions of Chair of Bodies, Directors of Schools, Coordinators of Research Units and Heads and Directors of Services (analyze interest in including others),	Presidency

interest in including others), which establishes a minimum threshold of 40% women and men senior managers in the direct and indirect administration of the State.								which establishes a minimum threshold of 40% women and men senior managers in the direct and indirect administration of the State.	
Include inclusive language and the gender variable in all IPVC data and statistics and public reports and documents, allowing gender equality to be analyzed in all areas	GAQ	Data and statistics and public reports and documents (Annual Course Reports, Annual Process Reports, Management Balance Sheets; IPVC Activity Plans and Reports, Indicators Platform, 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	X	Include inclusive language and the gender variable in all IPVC data and statistics and public reports and documents, allowing gender equality to be analyzed in all areas	GAQ
Draw up an Equality Plan Monitoring Report	Cig-IPVC All areas involved in the actions	Equality Plan Monitoring Report Approved	Report published	X	X	X	X	Draw up an Equality Plan Monitoring Report	Cig-IPVC All areas involved in the actions
Volunteering Academy Quality Seal	EIN	Seal renewal	Renewed seal		x		x		EIN-VOL

B. Science Management

Strategic Objectives: Promote and raise awareness of scientific activity that fosters a Culture for Equality.

Operational Objectives: To develop knowledge for transfer and research that contributes to equality; to promote the commitment of the science developed at the IPVC to equality; to stimulate, create mechanisms and tools and monitor projects in the area; to promote training of the scientific community in the area; to recognize scientific teams that develop research in the field of equality.

ACTION	RESPONSIBLE	INDICATOR	TARGET	SCHEDULE				Activities to be developed by 2025	AREAS INVOLVED in the activities to be developed
				2025	2026	2027	2028		
Monitor the number of research projects associated with Equality, Diversity or Inclusion	UGP; Libraries	Number of research projects associated with Equality, Diversity or Inclusion	1	X	X	X	X	Monitor the number of research projects carried out in the field of Equality, Diversity or Inclusion	UGP; Library
The PMU will carry out training in the preparation of applications, taking into account the application of the checklists of the various funding bodies.	UGP	Number of training sessions/hours for preparing project applications (eligibility conditions, working teams, ...)	1	X	X	X	x	The PMU will carry out training in the preparation of applications, taking into account the application of the checklists of the various funding bodies.	UGP
Include in the procedures of the PMU and the IUs the research and dissemination of specific funding lines for equality, diversity and inclusion.	UGP	Number of funding opportunities identified by the PMU for Equality, Diversity and Inclusion	1	X	X	X	X	Include in the procedures of the PMU and the IUs the research and dissemination of specific funding lines for equality, diversity and inclusion.	UGP
Encourage the dissemination of scientific research in the field of Equality.	Science Management Working Group/UGP/Research Units	Number of indexed scientific publications on equality, diversity and inclusion (in particular SDGs)	2 per triennium	x	X	X		Encourage the dissemination of scientific research in the field of Equality.	Science Management Working Group/UGP/Research Units

Create recognition for scientific production and respective regulations in the field of Equality, Diversity and Inclusion	Cig-IPVC	Create recognition for scientific production and respective regulations in the field of Equality, Diversity and Inclusion	Publication and dissemination	X	X			Create recognition for scientific production and respective regulations in the field of Equality, Diversity and Inclusion	Cig-IPVC
Collect data on research teams	UGP (GIP-GIN)	Proportion of men and women coordinating R&D projects	≥40%	-	X	X		Collect data on research teams	UGP (GIP-GIN)
Develop an analysis based on the work done in the Inspire CoP, Intersectionality, which covers the data collected by HR on interactions between these dimensions to identify specific inequalities. The analysis can monitor intersectional diversity in specific communications at institutional level.	Cig-IPVC	Paper presented at a conference in the specific area of Equality, which may be specific to Intersectionality	1		x	x	x	Carrying out the study	Cig-IPVC

C. Health and Well-being and a Culture of Eliminating Violence (Zero Tolerance)

Strategic objectives: Raise awareness among the academic community of equality, fairness, diversity and the fight against economic deprivation; promote policies of inclusion and protection of minorities; prevent discrimination and combat harassment and violence at all levels (racial, sexual, sexist and moral). Promote health and well-being in the IPVC Academic Community and encourage a culture of equal and inclusive health and safety at work.

Operational objectives: Raising awareness and training for health and safety; reducing occupational and psychosocial risks. Systematically assessing and combating psychosocial risks at work; combating social emergencies in the academic community.

ACTION	RESPONSIBLE	INDICATOR	TARGET	SCHEDULE				Activities to be developed by 2025	AREAS INVOLVED in the activities to be developed
				2025	2026	2027	2028		
Apply the psychosocial risk questionnaire	SAU-SAS	No. of responses to the questionnaire	>160 responses		X		X	Counting the number of responses, broken down by age, sex, gender, professional category and organic unit(s)	SAU; RH; OBS
				x				Dissemination of the results of the psychosocial risk assessment, with the presentation of a report and a conference/webinar with the main conclusions	SAU
Implement actions and strategies as a result of the Psychosocial Risk Assessment Report	SAU-SAS; RH-SAS; RH-IPVC	No. of actions implemented, according to the suggestions in the report	>80% of suggested actions	X		X		Number of actions accounted for	SAU; RH; OBS
Continuing the practice of yoga sessions at IPVC	SAU-SAS	No. of schools joining the initiative	At least 2 schools/units with indicators broken down by age, sex, gender,	X	X	X	X	Number of participating schools/units counted	SAU

			professional category and organic unit(s)						
Implement a Program for the Promotion of Mental Health in Higher Education, for IPVC employees and students (RES4ALL+)	(RES4ALL+)	Program implemented		x	x			Implementation of the program	SAU
Organize awareness-raising sessions based on themes to promote well-being and health literacy, particularly in terms of mental health and managing emotional skills	SAU-SAS	No. of initiatives implemented to promote well-being at work	2 initiatives, broken down by age, sex, gender, professional category and organic unit(s)	X	X	X	X	Number of actions accounted for	SAU
Increase the number of activities to promote safety literacy at work, based on risk assessments of jobs	SAU-SAS; RH-SAS: RH-IPVC	No. of accidents at work	Reduction of the number of accidents at work. < 10/year	X				Number of accidents accounted for	SAU; RH
Drawing up the Occupational Health and Safety Investment Plan-IPVC	SAU-SAS	Plan elaboration	Acquisition of at least one type of equipment per year	X	X	X	X	Number of acquisitions accounted for	SAU; Administration
Implementing improvement measures regarding the occupational health service	SAU-SAS; RH-SAS: RH-IPVC	No. of no-shows to appointments	30% reduction in the number of absences from occupational health appointments compared to the previous year	X	X	X	X	Accounting for the number of absences compared to the previous year	SAU; RH

Adopt practices and policies that value and promote peer cohesion (e.g., Teambuilding)	SAU-SAS; RH-SAS: RH-IPVC	No. of initiatives implemented to promote peer cohesion	2 initiatives, broken down by age, sex, gender, professional category and organic unit(s)	X	X	X	X	Number of actions accounted for	SAU, RH
Number of initiatives carried out to promote reconciliation and related to physical activity	SAU-SAS	No. of initiatives implemented to promote conciliation	2 initiatives, broken down by age, sex, gender, professional category and organic unit(s)	X	X	X	X	Number of actions accounted for	SAU
Organize awareness-raising actions on Zero Tolerance for Violence - gender-based violence, dating violence, domestic violence, workplace violence, sexual harassment, violence based on ethnic origin, color, nationality, ancestry and territory of origin	SAU-SAS	No. Of initiatives	2	x	x	x	x	Associate with national campaigns of recognized partners and entities (CIG, CITE, APPDI, EAPN, ACT, GAF and others)	SAU-SAS GCI
Management of complaints channels (Law no. 93/2021 of December 20 - whistleblower protection scheme); registering and responding to complaints of harassment, violence, discrimination or others.	Presidency	Number of complaints answered	All complaints answered	x	x	x	x	Record and respond to complaints, monitor the scope of the situations reported and analyze the need to raise awareness.	Presidency and Administration
Healthy Campus Certification - FISU	SAS Clg	Certification renewal	Certificate obtained		x		x		SAU

D. Student community

Strategic objectives: Promote policies of inclusion and protection of minorities, prevent discrimination.

Operational objectives: Raising awareness of inclusion, promoting actions that reduce gender inequalities in vocational choices and career guidance.

ACTION	RESPONSIBLE	INDICATOR	TARGET	SCHEDULE				Activities to be developed by 2025	AREAS INVOLVED in the activities to be developed
				2025	2026	2027	2028		
Reinforce the dissemination of procedures for Social Support Grants and GMS-06 (Social Emergency); record and respond to social emergency requests.	SAS	No. of dissemination sessions	2 per year	x	x	x	x	Reinforce dissemination on the IPVC portal; hold dissemination sessions in each OU	GCI
		Rate of resolution-oriented situations	90%	x	x	x	x		SAS
Raising awareness among the student community of the values of equality and the inclusion of diversity (gender, sexual orientation, SEN, religious, cultural...)	School Leadership, CC e FA/AE	Developed actions (when welcoming new students or at other significant moments)	1 per year	X	X	X	X	Reinforce dissemination on the IPVC portal; hold dissemination sessions in each OU	GCI
		Support for student initiatives aligned with equality and diversity inclusion	When requested	X	X	X	X	Include in the Portal, FAQ's, social networks, email, Welcome Guide	GCI
Develop communication campaigns giving visibility to individuals of the under-represented sex in each scientific area (students and teachers)	GCI	No. of campaigns developed	1 per year	x	x	x	x	Link to Courses with under-representation - create videos and Include in the Com.Sigo+ Podcast	GCI
Integrate the gender equality perspective into existing programs	Res4all+ e Employment	No. of people from the academic community (students and staff)	5 per year	x	x	x	x	Career development plan	SAS

that aim to promote vocational and career choices free of gender stereotypes		accompanied in career development programs/sessions							
Promote training activities in the areas of Citizenship Education, Equality, Equity and Diversity and Intersectionality	GEED	No. of actions developed	1 per year	x	x	x	x		GEED; Cig
Create short courses in Citizenship Education, available to students on all courses	GEED; Student Community Working Group; Ubuntu Educators	No. of course created	1	X	x			Through Alu Days, UBUNTU Weeks and Mentoring Training	GEED; Student Community Working Group; Ubuntu Educators
Strengthening complementary support mechanisms for students in vulnerable situations	SAS	No. of students with specific grants (e.g., internship travel)	>previous year (up to the limit of the amount available)	x	x	x	x		SAS
Reinforcement of complementary support mechanisms for students in situations of vulnerability, in the 1st year/1st time	SAS	No. of students with grants for the purchase of teaching materials	>previous year (up to the limit of the amount available)	X	X	x	x		SAS
Reinforcement of support mechanisms for foreign and international students at IPVC that promote their integration and	SAS	No. of scholarships awarded (out of budget)	>previous year (up to the limit of the amount available)	x	x	x	x		SAS

inclusion; review of PRR-BAITS Scholarship Rules									
Carry out awareness-raising actions on age discrimination and promote the integration of the IPVC Senior Academy into institutional activities, promoting intergenerationally.	Senior Academy; student community working group	No. of sessions held	1 per year	x	x	x	x		Senior Academy; student community working group GCI
Promote inclusive events that celebrate diversity within the institution and promote the participation of all groups in the student community;	Student Community Working Group/Petunia Project and Com.Sigo+	No. of events held	1 per year	x	x	x	x		Student Community Working Group/Petunia Project and Com.Sigo+
Promoting the inclusion and integration of foreign/international students	GMCI and GCI (with support from GEED)	IPVC Interculturality Day	1 per year	X	X	X	X	Create an intercultural day	GMCI and GCI (with support from GEED)

E Human Resources Management

Strategic objectives: Empowering people, valuing skills and enhancing functions; structuring and valuing careers with a view to progression and rejuvenation; recognizing merit, motivating and reconciling professional, family and personal life.

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

ACTION	RESPONSIBLE	INDICATOR	TARGET	SCHEDULE				Activities to be developed by 2025	AREAS INVOLVED in the activities to be developed
				2025	2026	2027	2028		
Promote, whenever possible, the balanced presence of women and men on selection and evaluation boards for the trial period	RH	Number of juries with gender parity/Total number of juries	≥50%	X	X	X	X	Periodically monitor and warn of situations of disproportion	RH
Monitoring recruitment needs and hiring procedures (PD and PND)	RH	Total number of contracts signed/Total number of contracts planned	≥70%	X	X	X	X	Make an annual diagnosis of recruitment needs in the various departments and monitor selection and hiring procedures	Presidency / Schools / Functional Units / RH
Implementation of buddy system in addition to the Welcome and Integration Manual	RH	Creation of an internal procedure	Internal procedure approved	X				Structure a mentoring program to support and accompany the onboarding and integration experience of new employees more closely.	RH
Harmonization of onboarding and offboarding processes	RH	Creation of an internal procedure	Internal procedure approved	X				Create an internal procedure for harmonizing the various stages of the employee onboarding and offboarding processes	RH / SI
Implementation of a temporary mobility program between services	RH	Creation of an internal procedure	Internal procedure approved	X				Regulate an employee mobility program within the institution itself, between services	Presidency / Schools / Functional Units / RH

Dissemination of information on existing work/family rights suitable for the various audiences (teachers, non-teaching staff and students)	RH	No. of dissemination initiatives	≥2	X	X	X	X	Update parenthood brochure and FAQ's in line with legislative changes in this area	RH and GCI
Introduce monitoring mechanisms for reconciling family, personal and professional life that significantly affect the quality of life of teaching and non-teaching staff.	RH	No. of initiatives to promote the reconciliation of family, personal and professional life	≥5 per year	X	X	X	X	Promotion of commemorative initiatives for Father's Day, Mother's Day, Family Day, Christmas and Team Building	Presidency/ RH / GCI / SI
		Proportion of employees (teaching and non-teaching) and number of hours worked at night or after work	≤10%	X	X	X	X	Create a mechanism in the DSD in ONIPVC that lists the number of daytimes, after-work and evening hours of each teacher and the respective percentages (SI). Define criteria for conciliation actions (GD and Timetable Committees).	SI GD and Timetables Committees
		No. of requests for teleworking (partial or total) on a permanent or temporary basis	NA (monitoring indicator)	X	X	X	X	Monitor the number of requests for teleworking (partial or total) on a permanent or temporary basis.	RH
Collect and process statistical data on HR (PD and PND) broken down by gender, age, disability, category, qualification, district of origin, nationality, working hours and other characteristics that may have an impact on reconciliation and equal opportunities, such as the household.	RH	Study for the Equality Plan and its continuous review, based on monitoring reports	Collection of disaggregated statistical data	X	X	X	X	Integrate information into the RAP-RHU with history and respective critical analysis. Associate RHU process indicators.	RH
		Proportion of employees with flexible working hours, off-peak working hours, continuous working hours and half-time working hours	≥60%	X	X	X	X		
		Monitor the pay gap: [Average gross hourly wage level for male workers - Average gross hourly wage level for female workers] / Average gross hourly wage level for male workers	NA (monitoring indicator)	X	X	X	X		
Implementation of a platform for sharing/lending goods among employees	RH	Creation of platform operating rules	Approved standards and the platform go live	X				Providing an online platform for solidarity and mutual help, incorporated into ONIPVC or SASOCIAL, to register goods and equipment of social use for donation or loan, free of charge, aimed at employees and their families.	RH / SI

Promote training and awareness-raising sessions in the areas of Citizenship, Equality, Inclusion, ENEE, Sustainable Development, Soft Skills	RH/Res4all+ Team	In each annual training plan, include training actions/awareness sessions on various topics (new approaches in ES and Research, social responsibility, sustainability, ethics, equality, artificial intelligence, mental health, relational skills, among others).	≥1 per year	X	X	X	X	Identify training needs and opportunities	RH / Cig-IPVC Res4all+ Team
Need for awareness-raising activities for employees on issues such as support for people undergoing gender reassignment	RH / Cig-IPVC	Action developed	1 per year	X	X	X	X	Identify training needs and opportunities	RH / Cig-IPVC
Promote personal career management initiatives tailored to employees' needs and objectives	RH	No. of individual Personal Career Management sessions	≥30	X	X	X	X	Announcement of applications for Individual Personal Career Management Sessions.	RH / IPVConcilia Team
Reinforcing merit recognition mechanisms	RH	No. of employees with merit recognition: - retired - by length of service in the institution - advanced qualification	NA (monitoring indicator)	X	X	X	X	Annual survey of employees who meet the requirements for merit recognition	Presidency / RH
Planning and assisting in performance appraisal processes	RH	Timing of the various stages of the performance appraisal process	Timetable completed	X	X	X	X	Drawing up the timetable for the performance appraisal process for 2025	RH / CCA
		No. of clarification sessions held with evaluators	≥1 per year	X	X	X	X	Scheduling of clarification sessions with evaluators	Presidency / Schools / Functional Units / RH
Inclusive Employer Brand application: public recognition and distinction of open and inclusive management practices developed by employers with regard to people with disabilities.	RH	Formalization of application	1	x		x			Cig SAS – Health Office

F. Communication and Image

Strategic objectives: Making the academic community aware of equality, equity and diversity.

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

ACTION	RESPONSIBLE	INDICATOR	TARGET	SCHEDULE				Activities to be developed by 2025	AREAS INVOLVED in the activities to be developed
				2025	2026	2027	2028		
Thematic awareness-raising actions focused on different aspects of equality and diversity (such as gender, ethnicity, sexual orientation, special needs), with visual and audiovisual materials on social networks and in IPVC's physical spaces.	Cig-IPVC / GCI	No. of actions conducted	4/year	x	x	x	x	Launch of internal campaigns or those from other organizations (EAPN, CIG, CITE, APPDI, GAF) in thematic areas such as Dating Violence, Domestic Violence, Fight against Poverty, Fight against Harassment and Discrimination.	Cig-IPVC / GCI
Partnerships with digital influencers and alumni: taking advantage of the influence of alumni and other figures linked to the academic community to promote the values of citizenship, equality and inclusion on social networks, reaching a wider and more diverse audience.	GCI	No. of sessions held	1/year	x	x	x	x	Face-to-face sessions and webinars with testimonials; Com.Sigo+ Podcast (to include testimonies on overcoming issues linked to inclusion and equal opportunities)	GCI
Promoting inclusive cultural and sporting events: developing cultural (Cultural Workshop) and sporting events that celebrate diversity within the institution, promoting the participation of all groups in the community and raising awareness	GCI, SAS, ESDL	No. of events held	1/year	x	x	x	x	Include the theme of inclusive sport in the ESDL Sports SARAU. Through the Sports Center and Health Office, with FADU, identify IPVC people who want to start an adapted sports activity (general questionnaire).	GCI, SAS, ESDL

about inclusion through extracurricular activities.									
Reinforcing the use of the "IPVC Neutral and Inclusive Communication Guide": intensifying awareness-raising actions on the correct and systematic use of this guide in all sectors of the institution, integrating its use as a systematic practice in administrative and pedagogical processes.	GCI, CP das UO	No. of awareness-raising sessions held	2/year	x	x	x	x	Hold a general webinar and one with specific cases	GCI, CP of UO
Annual Prize for Good Practices in Equality and Diversity to be awarded on a date specifically created for this purpose, "Diversity Day": implementation of an annual prize that recognizes the best projects or initiatives promoted by students, teachers, or units within the institution that demonstrate innovation and positive impact in the areas of equality, equity and diversity.	Cig/GCI Communication and Image Working Group	Award created	1/year				x	Define Prize Award Rules (by the end of 2025)	Cig/GCI Communication and Image Working Group
"Inclusion in Action": implement an initiative that encourages students and staff to share ideas for improvements to promote inclusion. The best ideas can be implemented by IPVC.	Cig (by UO), AE	No. of ideas implemented	1/year		x	x	x	Promote the use of Suggestions for this purpose as well. (The application is being developed to make it easier to send ideas - created from the Sustainable Ideas questionnaire)	SI

All IPVC's areas, organic units and services are committed to and aligned with this plan. IPVC's institutional and human roots have always been solid, based on values of equality, diversity and inclusion.



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