

COMMISSION FOR GENDER EQUALITY, INCLUSION
AND NON-DISCRIMINATION AT IE-ULISBOA

PLAN FOR GENDER EQUALITY, INCLUSION AND NON-DISCRIMINATION IE-ULISBOA 2022-2025



The Plan for Gender Equality, Inclusion and non-discrimination of IE-ULisboa (2022-2025) was approved by the Scientific Council on September 29th, 2022



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UNIDADE DE INVESTIGAÇÃO
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PLAN FOR GENDER EQUALITY, INCLUSION AND NON-DISCRIMINATION IE-ULISBOA

The **Network for Gender Equality, Inclusion and Non-Discrimination** (RIIND) consists of a set of Commissions for Gender Equality, Inclusion and Non-Discrimination created at each School, and at the Central Services and Social Services of the Universidade de Lisboa. RIIND's **main goals** are to create mechanisms and structures as well as a culture of:

- a) **equal opportunities and inclusion in university life** of those with fewer resources or who present with some form of disability or vulnerability and
- b) **non-discrimination**, whether based on sex, gender identity, sexual orientation, ethno-racial condition, religion, nationality, political opinion or any other condition or life situation.



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It is up to each Commission to design and implement a plan that is organized into five strategic areas:

- 1. Governance and decision-making structures*
- 2. Recruitment, performance appraisal and career progression*
- 3. Internal and external communication*
- 4. Work-family balance (personal life)*
- 5. Research and education*

The IE-ULisboa Commission consists of two teachers (Sofia Freire, coordinator, and Sofia Viseu), a representative of the Psychological and Pedagogical Support Team for Students – GAPE (Catarina Duarte), a representative of the technical and administrative staff (Sara Saraiva), and a representative of the Students appointed by the Pedagogical Council (Marco Assunção).

In the light of the purposes defined for RIIND and the 2030 Agenda, this Committee defined **a set of goals and measures**, which seek to ensure that all students engage in meaningful learning experiences and in significant relationships needed to develop a set of knowledge and skills expected by their trajectory in higher education, and to ensure equal opportunities for all members of the community of IE-Ulissboa no matter each members' gender identity, sexual orientation, ethno-racial condition, religion, nationality, political opinion or any other condition or life situation, and in particular participation at different levels of decision-making.

In light of the experience of the members of this Commission, who identified three problematic areas, the plan emphasized three strategic areas: **research and education, internal and external communication, governance and decision-making structures.**

PROBLEMATIC AREAS

i. SEN STATUS

Many students do not request SEN status, either because they are unaware of the existence of this status or of their rights to request this status, or for fear of marginalisation (from classmates and teachers).

A significant number of students request the SEN status at the end of the academic year, when they are already overwhelmed and struggling with academic difficulties.



ii. INTERNATIONAL STUDENTS

IE-ULisboa has a relevant international population, mainly coming from Brazil and PALOPs (African Countries of Portuguese Official Language).

As an example, in 2020/2021, out of the 1066 students enrolled in the undergraduate, master and PhD programs, 19% were from Brazil and 5% from the PALOPs.

It should be mentioned that a significant percentage of these students do not complete the study cycles at the expected time or leave studies before completion.





iii. ACCESSIBILITY

Accessibility at the level of infrastructures.

People with reduced mobility have difficulties accessing the bar and adapted toilets. Despite IE-ULisboa's parking lot having two parking spaces reserved for people with reduced mobility, access from the parking lot to the building is not adapted to their mobility needs.

Accessibility at the infrastructure level.

International students (or students with other conditions, namely blind) have difficulties in accessing useful information about IE-ULisboa, its organization, and existing resources.

Accessibility in terms of pedagogical resources.

Students presenting with certain disabilities have difficulties in accessing pedagogical resources that were designed for the majority of students.

iv. TEACHING-LEARNING PROCESS

Teachers lack specific training for designing learning materials and resources adapted to students with specific needs.

Students lack transversal skills, namely computer skills, self-regulated learning skills, English, which limit their access to meaningful learning experiences.



STRATEGIC GOALS

According to the problematic areas identified, three strategic goals were defined, to which the plan aims to respond.

1) To make a diagnosis of the situation in terms of students' learning and members of the community of IE-ULisboa equal opportunities for participation, and **create mechanisms that allow periodic monitoring of the situation.**

2) To contribute to the construction of an inclusive school culture based on the principles of equal opportunities, respect for diversity and non-discrimination, by raising the community's awareness to these issues, and designing training programs for developing inclusive practices.

3) To contribute to the construction of a school that promotes participation of all members of the IE-ULisboa community, facilitating access to information and to different spaces, and respecting the diversity of conditions.

1.1. PLAN FOR INCLUSION AND NON-DISCRIMINATION

STRATEGIC AREA: INTERNAL AND EXTERNAL COMMUNICATION

Strategic goals	Measures	Actions	Partnership/ Responsible	Calendar
Construction of an inclusive school culture	Encouraging students to request for SEN status	Integrating the request for SEN status in the online registration process.	Academic Office	Sept. 2022
		Providing timely information about the rights of students with SEN and about the status of SEN on the IE-ULisboa website and in the enrollment process.	Director's Support Office	Sept. 2022
		Suggesting to change the name "SEN Statute".	Pedagogical Council Director	Jan. 2023
		Approving the Regulation for students with SEN at IE-ULisboa and making them public to the IE-ULisboa community.	GAPE Pedagogical Council Director	Feb. 2023
	Providing information about specific accommodation needs of students with SEN status	Participation of a member of the GAPE in the coordination meetings of the undergraduate and master's courses programs, at the beginning of each semester.	GAPE Co-ordination of the Undergraduate Programme Co-ordinations of the Master Programmes	Sept. 2022
	Raising awareness of the IE-ULisboa community regarding inclusion and discrimination	Organizing annual editions of the Meeting "More Inclusion" , which aims to promote reflection by the academic community (students, technical and administrative staff, teachers) on the processes of integration, teaching and learning of all students, seeking to achieve a place where everyone can feel welcomed, accepted and truly integrated. The purpose of this initiative is to increase community's knowledge about inclusion, teaching and learning processes, to identify improvements to be implemented and to reinforce the articulation among the community members.	GAPE	Annual frequency

STRATEGIC AREA: INTERNAL AND EXTERNAL COMMUNICATION (CONT.)

Strategic goals	Measures	Actions	Partnership/ Responsible	Calendar
Construction of a school that promotes the participation	Improving building's signage	<ul style="list-style-type: none"> - Drawing a floor plan with reference to classrooms and services, in Portuguese, Braille and English, both in paper format and in QRCode format, and making it available at the main entrance; - Identifying rooms and services in Portuguese, Braille and English and in QRCode format, at several key points in the building. 	Technical Support (Faculty of Psychology)	Sept. 2023
	Improving accessibility at the communication level	Making available the floor plan with reference to the classrooms and services on the IE-ULisboa website and during the registration process.	Director's Support Office	Sept. 2023
		Updating strategic areas of the IE-ULisboa website (e.g., "News", "Students", "Applications") in English and using accessible documents.	Director's Support Office	Sept. 2025

STRATEGIC AREA: RESEARCH AND EDUCATION

Strategic goals	Measures	Actions	Partnership/ Responsible	Calendar
Diagnose and monitor	Collecting information that allows the identification and monitoring of students in more vulnerable conditions for participation and success in university life	Collecting data by cross-referencing gender, age, SEN status, country of origin with information on educational success (indicators: average time to completion of study cycle and dropout); data collection on students who have entered through the special regime.	Academic Office	Jul. 2023
		Collecting information from students who, having the right to apply for SEN status, did not do so or did it late in the school year, with the aim of understanding their motivations and perceptions.	GAPE (with occasional collaboration of the Master's Degree in Education and Training students carrying out professional internships at GAPE)	Sept. 2023
	Improving accessibility at the infrastructure level	Preparing a project to improve the diagnosis of accessibility at IE-ULisboa, involving students, teachers and non-teaching staff, in order to identify gaps and propose solutions.	Executive Director Technical Support CIIND GAPE (Faculty of Psychology)	Jul. 2025

STRATEGIC AREA: RESEARCH AND EDUCATION (CONT.)

Strategic goals	Measures	Actions	Partnership/ Responsible	Calendar
Construction of an inclusive school culture	Training for Mentors	Recommend a training for mentors that includes specific topics as: a) inclusion and non-discrimination, b) ways of social and emotional support to students in situations of vulnerability, c) inviting reference adults to share their experience and suggestions, and d) use of library resources.	GAPE Library	Oct. 2022
	Training for faculty members	Recommend that the Professional Development Plan of IE-ULisboa include specific training focused non-discrimination and inclusion topics.	CIIND	Sept. 2023
	Training for technical and administrative staff	Recommend a training program for technical and administrative staff focused on non-discrimination and inclusion topics.	CIIND	Sept. 2023
	Training for higher education students	Make a proposal in collaboration with other schools of ULisboa for a students' training focused on transversal skills, namely computer skills, self-regulated learning, and English.	CIIND GAPE	Sept. 2025
Construction of a school that promotes the participation	Creating pedagogical resources suitable for a variety of students	Developing the project "Lend me your eyes" , a volunteer project aimed at involving students, teaching and non-teaching staff, who make available one hour of their time to read (and record) a text/book chapter from a Curricular Unit (to be indicated by IE-ULisboa undergraduate teachers). From these, create a repository of audio resources, based in the Library.	CIIND GAPE Library	Jul. 2023 Jul. 2024 Jul. 2025
	Creating pedagogical resources suitable for a variety of students	Creating a resource base with information on how to organize teaching-learning process and design materials to meet the diverse needs of learners.	CIIND GAPE	Jul. 2023

STRATEGIC AREA: GOVERNANCE AND DECISION-MAKING STRUCTURES

Strategic goals	Measures	Actions	Partnership/ Responsible	Calendar
Diagnose and monitor	Collecting information	Collecting a set of indicators to identify and monitor areas related to gender equality needing improvement.	Director Human Resources	Oct. 2022
	Providing information on issues related to gender equality	- Integrating relevant indicators on issues related to gender equality in the IE-ULisboa activity report; - Integrating an evolutionary analysis of these indicators in subsequent editions.	Director Human Resources	Mar. 2023
Construction of an inclusive school culture	Discouraging all forms of discrimination and harassment	Creating a procedure / structure that ensures the possibility of reporting situations of discrimination and harassment.	CIIND	Sept. 2024



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