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# Institutional Assessment
## IGOT-UL - Instituto de Geografia e Ordenamento do Território, Universidade de Lisboa

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# GEARING-Roles Project

**GEARING-Roles** is a four-year Coordination and Support Action project that will bring together a pan-European group of 10 partners (academics and industry professionals) to collaborate and exchange knowledge, good practices, and lessons learned on designing, implementing, and evaluating 6 Gender Equality Plans (GEPs). The project therefore, has a firm objective of challenging and transforming gender roles and identities linked to professional careers, and work towards real institutional change. This multi-disciplinary, multi-national, and multi-sectorial collaboration will be supported by training in this space, mentoring activities, awareness raising campaigns as well as bi-annual videos and podcasts and annual networking events.

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# List of Abbreviations

A3ES – Portuguese Agency of Higher Education Evaluation and Accreditation

APEM – Portuguese Association for Studies on Women

ARWU – Academic Ranking of World Universities

CCF – Comissão da Condição Feminina (Commission of Women Condition)

CEG – Center for Geographic Studies

CIDM – Comissão para a Igualdade e para os Direitos das Mulheres

CIEG – Interdisciplinary Centre for Gender Studies

CIG – Commission for Citizenship and Gender Equality

CPLP – Plan of Action for Gender Equality and Empowerment Women

CRP – Constitution of the Portuguese

CWFS – LEIDEN – Centrum voor Wetenschap en Technologische Studies, CWTS at Leiden University

CWUR – Center for World University Rankings

DGEEC - General Directorate for Education and Science Statistics

ECDU - University Teaching Career Statute

EEA – Economic European Area

EIGE – European Institute for Gender Equality

ENIND – National Strategy for Equality and Non-Discrimination

EUL – Lisbon University Stadium

FA – Faculty of Architecture

FBA – Faculty of Fine Arts

FCT – Foundation for Science and Technology

FCUL – Faculty of Sciences

FDUL – Faculty of Law

FF – Faculty of Pharmacy

FLUL – Faculty of Letters

FM – Faculty of Medicine

FMD – Faculty of Dental Medicine

FMH – Faculty of Human Kinetics

FMV – Faculty of Veterinary Medicine

FP – Faculty of Psychology

GE – HEI – gender equality in higher education institutions

GE ACADEMY – Gender Equality Academy project

GENDERSMART – A European partnership on gender issues in agricultural and life sciences

GEP - Gender Equality Plans

ICS – Institute of Social Sciences

IE – Institute of Education

IGOT – Instituto de Geografia e Ordenamento do Território

IGOT UL – Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa

IICT – Tropical Research Institute

INE – Instituto Nacional de Estatística

ISA – School of Agriculture

ISCSP – Institute of Social and    Political Sciences

ISCTE –University Institute of Lisbon

ISEG – Lisbon School of Economics & Management

IST – Técnico Lisboa (Architecture, Engineering, Science and Technology)

LDO – Norwegian Equality and Anti-discrimination Ombud

NTU – Performance Ranking of Scientific Papers for World Universities

PLOTINA – Promoting Gender Balance and Inclusion in Research, Innovation and Training

PNCTSH – National Plan against Trafficking Human Beings

PNCVD – National Plan against Domestic Violence

PNI – National Plan for Equality

POPH - Human Potential Operational Programme

QREN – the National Strategic Reference Framework POPH –

RI – PEERS – Gender Balance for Innovation

RIKK - Institute for Gender, Equality and Difference at the University of Iceland

SAGE – Systemic Action for Gender Equality

SASUL – Social Action Services

SCIMAGO – SCImago Institutions Rankings (SIR)

SPEAR – Supporting and Implementing Plans for Gender Equality in Academia and Research

STEM – Science, Technology, Engineering and Mathematics

SUPERA – Supporting the Promotion of Equality in Research and Academia

UBI – University of Beira Interior

UE – European Union

ULisboa – Universidade de Lisboa

UN – United Nations

URAP – University Ranking by Academic Performance

UTAD – University of Trás-os-Montes e Alto Douro

# 1. Introduction

This report presents the baseline analysis and assessment of the situation of women and men at the Institute of Geography and Spatial Planning (IGOT) within the context of the Universidade de Lisboa (ULisboa), and constitutes the first step in the design of equality actions and measures to be included in a Gender Equality Plan to be implemented at IGOT. The methodology of the analysis is based on the recommendations set out by the Gender Equality in Academia and Research - GEAR tool (EIGE, 2016).

Following the guidelines defined for the GEARING Roles Project, the report focuses on three levels of analysis. The macro-level looks at the national context in which IGOT carries out its activity. The meso-level analyses the organisation structure, both of the Universidade de Lisboa and of the Institute of Geography and Spatial Planning. Finally, the micro-level examines the values, attitudes, prejudices and behaviours of individuals in relation to gender roles.

The institutional assessment was based on extensive desk-research, on statistical data, available in secondary data sources, or provided by the central services of the Universidade de Lisboa and the human resources management unit at IGOT, the academic office and the research management unit. An online survey questionnaire was also applied to the academic and research staff of the Universidade de Lisboa, which included general questions concerning issues regarding employment status, career history, professional and domestic aspirations, experience and perceptions regarding the level of gender equality in the working environment and concerns with work/life balance issues.

Due to the low response rate of the online survey, it was not possible to conduct a disaggregated analysis of the IGOT data, given that the results were not representative or generalizable to the faculty and research staff. Moreover, in keeping with research ethics anonymity had to be upheld. Therefore, the results of the online survey have been analysed by groups of schools that operate in the same major scientific area: i) Arts, Humanities and Social Sciences; ii) Engineering, Architecture, Sciences and Technologies; and iii) Health and Life Sciences. IGOT was included in the first group of schools, together with the Institute of Social Sciences, the Institute of Education, the Faculty of Psychology, the Institute of Social and Political Sciences, the Lisbon School of Economics & Management, the Faculty of Humanities, the Faculty of Fine Arts and the Faculty of Law. This particular limitation was overcome by complementing the survey data with richer qualitative data gathered in workshop discussions and interviews to persons in leadership positions, teaching staff, researchers and PhD students.

The report is structured as follows: after the introduction, section 2 describes the sources of information and the methods of data collection. Section 3 analysis the socio-political and normative contexts at the national level, in order to identify the legal frameworks that structure

practices of gender equality in research in higher education institutions in Portugal. Then, a description is made of the Universidade de Lisboa and of the Institute of Geography and Spatial Planning. Sections 4 to 7 address four main areas of gender equality at IGOT: i) recruitment, career development and work life balance; ii) leadership and decision-making; iii) gender sensitiveness in research and curricula; iv) communication and gender-based discrimination and harassment. Finally, section 8 presents some concluding remarks.

## 2. Methodology

Following the guidelines for contextual analyses and institutional baseline assessment agreed by GEARING ROLES partners to ensure comparability, the work was developed along four main areas:

- Recruitment, retention, career progression (including the availability of family-friendly policies);

- Leadership and decision making (accountability, transparency and inclusiveness);

- Gender dimension in research and knowledge transfer (content and curricula);

- Gender biases and stereotypes, sexism and sexual harassment.

A mix of methods was used to collect the necessary data for the baseline assessment and five methodological approaches were followed:

1) Policy and institutional analysis

2) Analysis of gender data management practices (statistical data)

3) Research and curriculum content analysis

4) Online survey to the academic and research staff of the Universidade de Lisboa

5) Workshop discussions with key informants from the IGOT community and interviews with persons in leadership positions, teaching staff, researchers and PhD students.

Based on a review of the legislation and various official reports and documents, an analysis of the legal framework pertaining to gender equality in Portugal was undertaken. Moreover, we examined the policy measures and strategies that are in place for supporting gender equality in research and higher education. In addition, to contextualize the situation of the Universidade de Lisboa within the Portuguese higher education system, we collected statistical indicators of the situation of men and women in higher education and research in Portugal. The institutional assessment of IGOT was based on quantitative and qualitative data.

Quantitative data were obtained from various sources: a) secondary sources, produced by the Ministry of Science and Higher Education; b) management reports made available by the Universidade de Lisboa and IGOT; c) information provided by IGOT Administrative Services and d) an online survey targeted at the academic and research staff, from all schools of the university. For the qualitative analysis, semi-structured interviews were conducted with members of IGOT management bodies, teaching staff, researchers and doctoral students. In

addition, we organized two workshops, in order to obtain more detailed information on the views, experiences and needs of men and women on the four dimensions of the GEP mentioned above: recruitment, career progression and work-life balance; leadership and decision making; gender dimension in research and knowledge transfer: and gender biases and stereotypes, sexism and sexual harassment. An effort was made to secure a diverse range of participants in the workshops, including representatives of the management bodies, academic and administrative staff, undergraduate and postgraduate students.

*Quantitative data*

The main source of statistical data pertaining to Higher Education Institutions (HEIs) is the General Directorate for Education and Science Statistics (DGEEC), which receives information from all HEIs in Portugal concerning students, academic and administrative staff, and research and innovation. It is possible to find some sex disaggregated data, such as the number of students enrolled in higher education institutions by cycle of studies, school, scientific area and academic year. Similar data were also gathered for the teaching staff, including disaggregation by qualifications and position in the academic career.

Besides DGEEC's data, the report also includes statistical information from 13 out of 18 Schools of the Universidade de Lisboa, and from the Rectory, extracted from the Faculties Human Resources Data (Balanço Social). The collection of information follows a standardized form produced by the Ministry of Labour and is mandatory for all Schools. It includes five sections: Human Resources, Remunerations and Social Benefits, Hygiene and Security, Professional Training and Job Relations. A considerable number of the variables are disaggregated by sex, namely the number of employees according to their position in academic and non-academic careers, wages paid to academic and administrative and technical staff members, kind of work schedule according to the type of career, absenteeism from work by motive and type of career, just to name a few. It was not possible to gain access to the files of the five following Schools: Institute of Education, Faculty of Pharmacy, School of Agriculture, Institute of Social and Political Sciences and Faculty of Psychology.

With the aim of obtaining data not available elsewhere on career progression by gender, and also on the challenges faced by academic and research staff, situations of discrimination and harassment, and the working environment in the Universidade de Lisboa, an online survey was conducted between May, 23rd 2019 and June, 30th, 2019. Dissemination emails were sent to the Presidents and Deans of the 18 Schools by the coordinator of the GEARING Roles research team at IGOT, soliciting that the survey be disseminated internally in each School. Reminders were sent twice. 380 valid responses were received (219 Female and 161 Male) - Table 1.

Table 1 - Number of respondents to the online survey to academic and research staff of the ULisboa, by School and sex (2019)

| School | Number of respondents | | |
|---|---|---|---|
| | Female | Male | Total |
| FA - Faculty of Architecture | 9 | 5 | 14 |
| FBA - Faculty of Fine Arts | 6 | 4 | 10 |
| FCUL - Faculty of Sciences | 27 | 26 | 53 |
| FDUL - Faculty of Law | 4 | 8 | 12 |
| FF - Faculty of Pharmacy | 7 | 5 | 12 |
| FLUL - Faculty of Letters | 16 | 2 | 18 |
| FM - Faculty of Medicine | 6 | 4 | 10 |
| FMD - Faculty of Dental Medicine | 4 | 5 | 9 |
| FMV - Faculty of Veterinary Medicine | 17 | 3 | 20 |
| FMH - Faculty of Human Kinetics | 5 | 7 | 12 |
| FP - Faculty of Psychology | 6 | 0 | 6 |
| ICS - Institute of Social Sciences | 12 | 6 | 18 |
| IE - Institute of Education | 10 | 6 | 16 |
| IGOT - Institute of Geography and Spatial Planning | 8 | 15 | 23 |
| ISA - School of Agriculture | 22 | 9 | 31 |
| ISCSP - Institute of Social and Political Sciences | 10 | 6 | 16 |
| ISEG - Lisbon School of Economics & Management | 11 | 9 | 20 |
| IST – Instituto Superior Técnico (Architecture, Engineering, Science and Technology) | 39 | 41 | 80 |
| Total | 219 | 161 | 380 |

As previously mentioned, because the sample is not random, the results are only indicative and are not generalizable for the entire universe under study. In addition, due to the small number of responses from each school, and for the sake of anonymity, the schools were grouped in the following three major scientific areas:

− Arts, Humanities and Social Sciences -  Faculties of Fine Arts, Humanities, Law, Psychology, Institute of Social Sciences, Institute of Education, Institute of Geography and Spatial Planning, Institute of Social and Political Sciences and the Lisbon School of Economics & Management.

− Engineering, Architecture, Sciences and Technologies - Instituto Superior Técnico (Architecture, Engineering, Science and Technology), Faculty of Sciences, Faculty of Architecture and the School of Agriculture.

− Health and Life Sciences - Faculty of Medicine, - Faculty of Pharmacy, Faculty of Veterinary Medicine, - Faculty of Dental Medicine and the Faculty of Human Kinetics.

*Qualitative data*

The analysis of the attitudes on gender equality and gender mainstreaming prevalent at IGOT, was based on qualitative data, gathered through 11 semi-structured interviews with people in leadership positions, staff members and PhD students (Table 2). In addition, two workshops were also organised in which participative methodologies were implemented to gather further relevant data. All participants completed the GEARING-Roles Informed Consent Form, and received information about the project, the purpose of the information gathered, voluntary and unpaid participation, guaranteed anonymity of participants and forms of dissemination of the project results. The informed consent form was approved by the IGOT Ethics Committee, which adopted, with slight adaptations, the Portuguese version of the form prepared by the Ethics Committee of the University of Deusto.

Leadership and decision-making, namely accountability, transparency and inclusiveness, are relevant principles to promote equality. In order to gain insight into the opinion and policy adopted by the directive bodies of the Institute, semi-structured interviews were conducted with the Dean of IGOT and the Director of the Centre for Geographical Studies (Table 2). The first interview mainly focused the institution's policy orientation towards the issue of gender equality, the recruitment policy of academic, administrative, and technical staff, and the position of the Dean towards the implementation of a GEP. The Director of IGOT's research unit (The Centre for Geographical Studies - CEG) responded to questions pertaining to CEG's strategic project, the position of women in the coordination of CEG's Research Groups and the inclusion of women in research teams when submitting projects for public funding in competitive tenders.

Considering the relevance of individuals in coordination and decision-making positions, interviews were also conducted with the coordinator of one of the undergraduate degree programmes offered by IGOT, the general coordinator of the second cycle study programs and the coordinator of one of the Masters offered by IGOT. The main topics explored in the interviews were the inclusion of gender topics, inclusive language and bibliography authored by women in the seminars and courses offered at IGOT, career trajectories, experiences, as teachers and researchers, and questions pertaining to life work balance.

In order to have a more comprehensive picture of IGOT's community, male and female faculty and researchers in different positions in the academic career, were also interviewed. A variety of profiles were included in the group of interviewees, in order to gain insights into the diversity of life trajectories found in the institution and the challenges faced by men and women of different ages and with different family situations - with young children or ageing parents, for example. The interviewees included four academic staff members (teachers and researchers),

as well as two PhD students with small children. The topics addressed in all the interviews followed the guidelines defined by the GEARING Roles project, adjusted to the profile of the interviewees and the specificities of IGOT. All interviews were recorded in and later transcribed and anonymized.

Table 2 – Interviews conducted at IGOT

| Person interviewed | Gender | Date | Duration |
| --- | --- | --- | --- |
| Dean of IGOT | Male | 01-08-2019 | 54´29" |
| Director of CEG | Male | 26-07-2019 | 44´20" |
| Coordinator of the 2nd cycle of studies | Female | 26-07-2019 | 65´30" |
| Coordinator of a master's programmes | Male | 30-07-2019 | 34´24" |
| Coordinator of an undergraduate degree programme | Male | 01-08-2019 | 28´05" |
| Academic staff 1 | Male | 31-08-2019 | 40´02" |
| Academic staff 2 | Female | 04-09-2019 | 30´13" |
| Academic staff 3 | Female | 03-09-2019 | 37´07" |
| Academic staff 4 | Female | 10-09-2019 | 26´16" |
| PhD Student 1 | Female | 04-09-2019 | 44´46" |
| PhD Student 2 | Female | 04-09-2019 | 66´31" |

Two workshops were also organized. The first on July 24<sup>th</sup> 2019 including teachers, researchers, administrative and technical staff members, and PhD students. 18 people (11 women and 7 men) took part in the workshop, including the Dean of IGOT, the Director of CEG, the Executive Director of IGOT, staff members, two PhD students and two administrative staff.

After a presentation of the results of the quantitative data analysis, each participant was asked to identify, on a coloured card, two problems they would like to discuss. The topics identified by the participants ranged from harassment in the workplace, to male/female participation in the management bodies of the institution, informal networks of decision-making, to work-life balance and the inclusion of gender issues in the curricula.

Working in small groups, the participants used the Lotus Diagram methodology to discuss the four topics referred to by the largest number of participants: work-life balance; participation of women in leadership positions, juries and assessment committees; integration of the gender dimension in current curricula and research content; sexism and sexual harassment. Two members of the GEARING Roles team facilitated the brainstorming.

On July 25th 2019, a second workshop took place, exclusively with IGOT's students. There were 11 participants (7 women and 4 men), ranging from undergraduate to PhD level. After a presentation of some preliminary results of the online survey and administrative data, the participants were asked to discuss two main issues in small groups: i) the underrepresentation of women in the STEM areas, using a causal diagram and ii) sexism and sexual harassment in the daily life of the institution, using a Lotus Blossom diagram. Two team members of the GEARING ROLES project acted as facilitators of the workshop discussions.

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# 3. National and institutional context

## 3.1. Legal framework and policies for gender equality in Portugal

The Portuguese Government recognizes equality and non-discrimination as a condition for building a sustainable future for the country. State policies developed on gender are guided by the Constitutional principles of equality and non-discrimination and the promotion of equality between women and men in line with Articles 13 and 9 of the Constitution of the Portuguese Republic (CRP). Recently, the state has prioritized interventions in the labour market, in education, in the prevention and fight against violence, gender equality, and in combating discrimination along the lines of sex, sexual orientation, identity, and sexual characteristics.

The ground-breaking CRP (1976) prohibits the discriminatory treatment of people. The ability to integrate each individual and guarantee the equality of citizenship rights without relational, political, ideological or territorial prejudice is a fundamental role of the State. Gender equality is a policy dimension emanating from and strengthened by international commitments.

Treaties signed at the European level have reinforced the promotion of gender equality in Portugal through their normative and operational framework. The Treaty of Amsterdam, which has been in force since 1999, establishes equality between men and women as the "Community's primary mission" by defining new areas of Community action across all areas of Member States' policies. This treaty also adopts the gender mainstreaming strategy. Not least is the Charter of Fundamental Rights of the European Union, in particular Article 21, which prohibits any discrimination based on sex, race, colour, ethnic or social origin, genetic characteristics, language, religion or beliefs, political or other opinion, belonging to a national minority, wealth, birth, disability, age or sexual orientation. Portugal is committed to these European initiatives.

The same is true at the international level where Portugal is signatory to the Universal Declaration of Human Rights (UN, 1948), the Convention for the Protection of Human Rights and Fundamental Freedoms (Council of Europe, 1953), the United Nations Convention on the Elimination of All Forms of Discrimination Against Women and the Council of Europe Convention for the Prevention and the Fight against Violence against Women and Domestic Violence – the Istanbul Convention).

Portugal also endorsed commitments arising from the Beijing Declaration and Platform for Action (UN 1995), such as the adoption of gender mainstreaming in all public policies, which should be translated into national reform programs drawn up by each Member State (at both central government and local government level). Portugal also endorsed other commitments arising from the Political Declaration adopted at the 23rd Special Session of the United Nations

General Assembly in 2000, and recently the Sustainable Development Goals from August 2015. In addition, Portugal was also part of the 2017 voluntary national review of the High-Level Political Forum on Sustainable Development and played an active role in drafting the document adopted at the Summit (Oliveira and Navega, 2017)[1].

Recently, Portugal has made other commitments in the framework of the United Nations, the Council of Europe, the European Union and the CPLP, the 2030 Sustainable Development Agenda, the European Pact for Equality between Men and Women 2011-2020, and the Commitment Strategy for Gender Equality 2016 -2019, the European Strategic Equality Cooperation Plan towards Gender and Women's Empowerment (CPLP) 2010 and the Plan of Action for Gender Equality and Empowerment Women (CPLP 2017-2020), and the Recommendation CM/Rec (2010) 5 of the Committee of Ministers to the Council of Europe Member States on measures to combat discrimination on grounds of sexual or gender identity.

At the national level, the Commission for Citizenship and Gender Equality (CIG, "Comissão para a Cidadania e Igualdade de Género") is the national body responsible for promoting and upholding the principles of equality enshrined in the CRP in response to social and political changes in citizenship and gender equality. In this context, public policies for non-discrimination on the grounds of sex and equality between women and men, and more recently in the area of sexual orientation and gender identity, have been embodied in various National Plans designed and implemented under the leadership of CIG.

CIG was created in 2005, which succeeded the Commission for Equality and the Rights of Women ("Comissão para a Igualdade e para os Direitos das Mulheres", CIDM) institutionalized in 1991. This, in turn, succeeded the Committee on Women's Status ("Comissão da Condição Feminina", CCF), created in 1975 and included the competencies for Domestic Violence. As such, it recently celebrated 42 years of institutionalization as a public body responsible for promoting gender equality in Portugal.

Within its mission, CIG supports the development and implementation of public policies focusing on the promotion of citizenship and gender equality. Among its multiple activities CIG promotes studies to support political decision-making, contributes to the development of the normative framework, and disseminates citizenship education and gender equality. Today, CIG's main areas of activity include: education for citizenship; equality between men and women;

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[1] Oliveira, M. V.; Navega, F. (Eds) (2017) Relatório nacional sobre a implementação da Agenda 2030 para o Desenvolvimento Sustentável, por ocasião da Apresentação Nacional Voluntária no Fórum Político de Alto Nível das Nações Unidas. PORTUGAL Lisboa, Ministério dos Negócios Estrangeiros. Available at: https://sustainabledevelopment.un.org/content/documents/15771Portugal2017_PT_REV_FINAL_28_06_2017.pdf .

protection of maternity and paternity, promotion of gender balance - facilitating means for the equal participation of women and men in the various spheres of life, reconciliation of professional, personal and family life, and also combating domestic and gender violence and trafficking of human beings and supporting their victims.

Within its assignment remit, CIG ensures the implementation of public policies in the field of citizenship: (1) the promotion and defence of gender equality, (2) the fight against domestic and gender violence and (3) the fight against trafficking human beings, coordinating the respective policy instruments - the National Plans. These national plans were known as (i) the National Plan for Equality (PNI), (ii) the National Plan against Domestic Violence (PNCVD), and (iii) the National Plan against Trafficking Human Beings (PNCTSH).

CIG is part of the Portuguese Presidency of the Council of Ministers, under the Secretary of State for Citizenship and Equality. CIG is a central service of the direct administration of the State with administrative autonomy; it is located in Lisbon, with a decentralized service in Porto. CIG has financial autonomy, restricted to the management of programs financed by EU or international bodies.

In recent years CIG has broadened the spatial approach to its policies. Currently there is only one plan, as an outcome of the Council of Ministers Resolution 61/2018, of May 21, known as the National Strategy for Equality and Non-Discrimination – "Portugal + Equal" (ENIND, "Estratégia Nacional para a Igualdade e a Não Discriminação"). This plan launched a new program cycle in 2018, aligned temporally and substantively with the 2030 Agenda and supported by three Action Plans previously mentioned. These action plans define strategic and specific objectives in gender and equality between women and men, preventing and combating all forms of violence against women, gender and domestic violence, and discrimination based on sexual orientation, gender identity and expression, and sexual characteristics. These Action Plans also set out the concrete measures to be pursued in the first four-year implementation period until 2021, followed by the review and redefinition process for the next four-year period, and so on.

The Action Plans included in current national strategy, ENIND, are based on four axes assumed as the major goals of global and structural action by 2030:

(a) mainstreaming the dimensions of combating gender discrimination and promoting equality between women and men, and combating discrimination on grounds of sexual orientation, gender identity and expression, and sexual characteristics in governance at all levels, and in all domains;

(b) full and equal participation in the public and private sphere;

(c) egalitarian, inclusive and future-oriented scientific and technological development; and

(d) elimination of all forms of violence against women, gender and domestic violence, and violence against LGBTI people.

ENIND is the main gender equality instrument at the national level that works to consolidate progress achieved so far and to plan future government action. The objective is to work towards sustainable development through achieving substantive and transformative equality, while ensuring adaptability to the changes in Portuguese society until 2030. The construction of ENIND was based on broad consultation with government departments, local authorities, experts, the private sector and organized civil society, under the technical coordination of the Commission for Citizenship and Gender Equality. The recommendations of the evaluations of previous national plans were also considered. ENIND was published in the Council of Ministers Resolution in 2018 (61/2018, of May 21, p.2221).

Current Portuguese Legislation is structured around strategic areas as exemplified in Box 1 below.
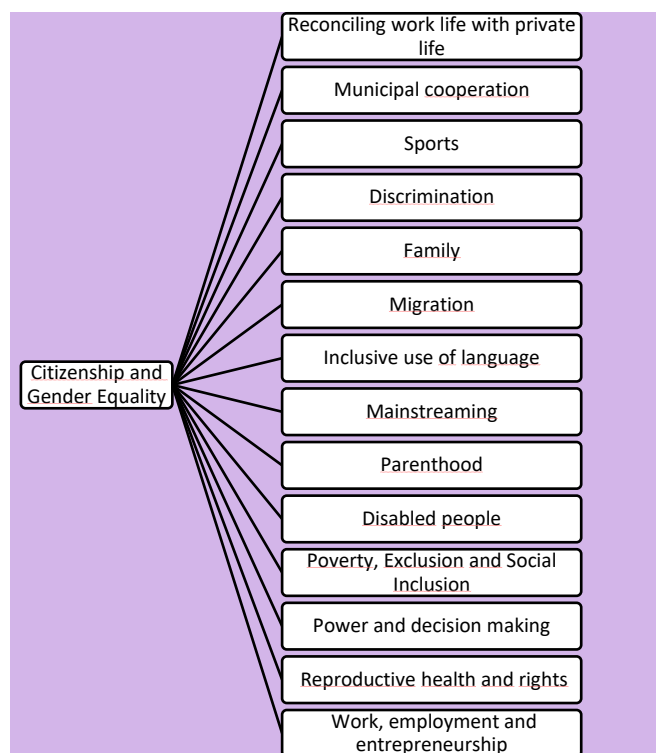
Box 1. Portuguese Strategic Policy Areas on "Gender Equality"

Table 1 (Annex 1) resumes some of these topics/subareas. Although the list presented is extensive, it does not exhaust all national legislative developments.

## 3.2. GEPs in the Portuguese Context

Presently, in Portugal there is no legislation in place specifically fostering gender equality in public research and higher education. However, the extensive legal framework promoting equal treatment and equal opportunities for women and men applies to universities and research institutions. Furthermore, under policies promoted by CIG there are some initiatives connected to research and innovation that deserve to be mentioned, despite the fact they are not directly targeted to academia and research.

First, one of CIG's initial initiatives was to establish a protocol, signed in 2008, with the Foundation for Science and Technology (FCT) for financing research projects that deepen scientific knowledge in multidisciplinary areas on gender social relations. FCT is the Portuguese funding agency that supports science, technology and innovation, in all scientific domains, under the responsibility of the Ministry for Education and Science. Subsequently, FCT recognised 'gender studies' as an eligible category for research funding;

Second, The Institute for National Statistics ("Instituto Nacional de Estatística", INE) started to produce statistics on gender due to pressure from CIG. As such, statistical information is published on gender, not only acknowledging the growing importance of gender and equality issues in the sustainable development process, but also to monitor the implementation of the national strategic programs and instruments coordinated by CIG.

Third, The Gulbenkian Institute of Science, dedicated to biological and biomedical research, is participating as associated partner of an EU-funded structural change project: LIBRA (Unifying innovative efforts of European research centres to achieve gender equality in academia). The project was initiated in October 2015.

More recently, CIG has been designated Operator of the Conciliation and Gender Equality Program in partnership with the Norwegian Equality and Anti-discrimination Ombud (LDO), under EEA Grants 2014-2021 signed in Lisbon on May 2017. Through this Program, innovative and structuring projects for the country will be financed and aligned with the aforementioned National Strategy for Equality and Non-Discrimination 2018-2030 "Portugal + Igual" (ENIND). In addition, CIG helps to promote projects to support gender balance under this national strategy, namely the three-year project GE-HEI "gender equality in university institutions". GE-HEI aims to understand why, in the context of increasing numbers of female students, women are underrepresented in leadership positions of research centres and higher education institutions in Portugal.

In Portugal, only a few research and higher education institutions have Gender Equality or Gender Action Plans, as this kind of instrument is not mandatory. Three universities have developed GEPs because of participation in projects funded publicly or at the European level (funded by QREN-POPH to set up gender equality plans). Between 2007 and 2013, the National Strategic Reference Framework (QREN) was the structural funds framework programme institutionalised in Portugal to regulate the application of EU economic and social cohesion policies (QREN – National Strategic Reference Framework).

The operational structuring of QREN was systematised through 3 Thematic Operational Programmes and 5 Regional Operational Programmes for mainland Portugal and 2 for the Autonomous Regions (Madeira and Azores). One of the three thematic operational programmes entitled Human Potential Operational Programme (POPH) was structured around 10 priority axes, one of which tackled Gender Equality (Axis 7). Axis 7 was composed of seven intervention typologies, one of which focused on funding Plans for Equality (intervention typology 7.2). Although this typology was not specifically targeted at funding universities and research institutions, three universities - University of Beira Interior (UBI), University of Trás-os-Montes e Alto Douro (UTAD) and the Education School of the Polytechnic Institute of Porto - were selected to receive financial support to set up gender equality plans. Thus, in the national higher education context, the aforementioned higher education institutions stand out for being pioneers among Portuguese universities in gender mainstreaming and the preparation of GEPs.

All three GEPs have followed a four-step approach: an initial assessment leading to the development and implementation of the plans, which foresaw monitoring and evaluation. Even though three universities set up GEPs, only UBI ensured its implementation and subsequent evaluation (through additional funding). However, many challenges were faced during the process, including the misconception that gender equality is a non-issue and, consequently, irrelevant, as well as resistances from academic and administrative staff.

More recently, there were some more European projects funding studies and the implementation of GEPs or similar initiatives in Portuguese universities including: SUPERA (Supporting the Promotion of Equality in Research and Academia, Horizon 2020 project), in which the Centro de Estudos Sociais, of the University of Coimbra participates; SAGE (Systemic Action for Gender) in which ISCTE-Instituto Universitário de Lisboa pariticpates; PLOTINA – Promoting gender balance and inclusion in research and innovation (ISEG, Universidade de Lisboa); SPEAR (Supporting and Implementing Plans for Gender Equality in Academia and Research), in which the Universidade Nova de Lisboa is a partner; CHANGE – CHAlleNging Gender (In) Equality in science and research (Universidade de Aveiro).

Considering the lack of specific policies and laws promoting gender equality in higher education and research, as well as the weak or non-implementation of the few existing GEPs in Portuguese

universities, tools/instruments and initiatives to advance gender equality in research are still very limited. However, CIG but also FCT, INE, the Calouste Gulbenkian Foundation, and the 3 universities referred to previously, distinguish themselves as key actors in the implementation of policies and/or measures and in production of relevant data to promote equality and non-discrimination in academia and research at the national level.

## 3.3. The Universidade de Lisboa in the context of Higher Education in Portugal

### 3.3.1 History and Size

The Universidade de Lisboa (ULisboa) is a public higher education and research institution created in July 2013, as a result of the merging of the Universidade Técnica de Lisboa and the Universidade de Lisboa. The present University has its origins in 1288, when the first Portuguese university was founded in Lisbon, and later transferred to Coimbra in 1537. From the late eighteenth century, higher studies were restored in Lisbon, through Degrees, Schools and Institutes that, in 1911 and 1930, were brought together at the University of Lisbon and the Technical University of Lisbon. Therefore, the Universidade de Lisboa gives continuity to an institution with more than seven centuries of history. It is the largest and most prestigious Portuguese university, and in the 2017/18 academic year, accounted for 13.6% of the 372,753 students enrolled in Portuguese higher education (university and polytechnic), 21.1% of the public and private university students and 26.1% of the students enrolled in public universities[2]. It belongs to the group of the 200 best universities in the world, occupying the 1st position in Portugal in the main rankings: SCIMAGO, ARWU, NTU, CWUR, URAP, and CWTS-LEIDEN.

The Universidade de Lisboa awards 1st cycle, 2nd cycle and 3rd cycle degrees (Doctor) and the title of "Agregado". It also has alternative offerings, such as programmes for long-life learning, postgraduate studies and specialization courses aimed at meeting the training demands of emerging labour markets, boosting economic competitiveness and promoting innovation.

The degree-awarding training offer at ULisboa is extensive, encompassing courses in all areas of knowledge except for Music. In the 2017/2018 academic year, students enrolled in 414 degree-awarding study cycles, of which 88 undergraduate degrees, 22 integrated masters, 192 masters and 112 PhD programmes, making a total of 49,769 students (excluding students in mobility

programs), of which 20,960 undergraduates (42.1%); 24,562 enrolled in Masters Courses (49.4%) and 4247 (8.5%) enrolled in Doctoral degrees)[3].

The Universidade de Lisboa has been growing in attractiveness for international students, in 2017, it hosted 7,007 international students from 106 nationalities, 4,823 regular foreign students and 2,184 international students in "incoming mobility".

The Universidade de Lisboa is home to over 100 research units and employs 6,191 people including 3,677 faculty teaching staff (74.63% Doctorates), 360 career researchers and 2,154 technical and administrative workers. It has an annual budget of around € 343 million, of which 56% comes from transfers from the general state budget. In 2018, tuition fees payed by the students amounted to approximately € 59 million, whereas funding from the European Union corresponded to 5.6% of the University budget and national funding for research activities, namely from the Foundation for Science and Technology, accounted for circa 6% of the total.

### 3.3.2. Structure, governance and Leadership

The Universidade de Lisboa comprises eight campuses, all in the city of Lisbon or on its outskirts and 18 schools, named Faculties or Institutes: Faculty of Architecture, Faculty of Fine Arts, Faculty of Sciences, Faculty of Law, Faculty of Pharmacy, Faculty of Humanities, Faculty of Medicine, Faculty of Dental Medicine, Faculty of Veterinary Medicine, Faculty of Human Kinetics, Faculty of Psychology, Institute of Social Sciences, Institute of Education, Institute of Geography and Spatial Planning, School of Agriculture, Institute of Social and Political Sciences, School of Economics and Management and The Instituto Superior Técnico (School of Arquitecture, Engineering, Science and Technology).

The schools are organic teaching and research units with their own governing bodies. The University, through its schools, includes its own or associated research units, and also the Social Action Services (SASUL) with administrative and financial autonomy, the Rectory (central support service for the governance of the university) and several specialized units, either of internal scope or external cooperation that currently include the Lisbon University Stadium (EUL), the Museums, and the Tropical Research Institute (IICT).

According to the Statutes of the Universidade de Lisboa, published in the Official Gazette, No. 90, 2nd series of May 10, 2019, the governing bodies of the university are the General Council, the Rector and the Management Board. The University also has the Senate, the University

Coordination Council and the Student Ombudsman. The 18 schools that comprise the Universidade de Lisboa have their own elected government and management bodies.

*The General Council*

The General Council is the strategic decision-making and supervisory body of the University. It is composed of thirty-five members with: a) eighteen elected by the teachers and researchers; b) six elected by the students; c) one elected by non-teaching staff; d) ten external personalities of recognized merit. The teachers and researchers, the students and the non-teaching staff representatives are elected in their respective body's single electoral college, with the seats allocated to each competing list according to the proportional representation method set out in the Electoral Regulation. External members are co-opted by the elected members, by an absolute majority, on the basis of substantive proposals subscribed by at least one third of the elected members. The term of office of the members of the General Council lasts for four years, except for students, where it lasts for two years (Article 18 of the University Statutes).

*The Rector*

The Rector is the highest governing authority and external representative of the University and is elected by the General Council of the University. The term of office of the Rector is four years and may be renewed only once.

The Rector is supported by Vice-Rectors and Pro-Rectors freely appointed by him (Article 25 of the ULisboa Statutes).

*Management Board*

The Management Board is the University's administrative, asset and financial management body. It is also responsible for human resources management and it ensures the application of the relevant legislation for public entities with administrative autonomy. It is presided by the Rector, chaired by a Vice Rector appointed by the Rector and also by the University Administrator). It can also include two other members appointed by the Rector for the time of their term (Article 30 of the ULisboa Statutes).

*The Senate*

The Senate is the Advisory Body that represents the Academic Community and the Schools of the Universidade de Lisboa (ULisboa). The Senate includes inherent members and elected members. The following are inherent members of the Senate: a) The Rector, who presides; b) The Vice Rectors; c) The Deans or Directors of the Schools; d) The Chairpersons of the Scientific Councils of the Schools; e) The Chairpersons of the Schools' Pedagogical Councils; f) A member of the Student Association from each School and, if it exists, from the University, appointed by

its Dean or Director; g) The Registrar; h) The Registrar or General Secretary of each School, or the person who performs these functions; i) The Director of Social Services; j) The Directors of the Specialized Units.

As defined in the Electoral Rules and Regulations, the Senate also includes elected members. These are: (a) Thirty representatives of professors and researchers who cumulatively: (i) hold a doctoral degree; (ii) are on a full time basis; iii) are members of research units accredited and positively evaluated under the law; (b) Eighteen student representatives elected from a single electoral roll; c) One non-academic staff representative from each School, from the ULisboa Social Services and from the Rectory.

The distribution of the representatives of teaching staff and researchers must be proportional to the number of voters in each School and ensure representation of all Schools.

The term of office of the elected members is four years, except for the students which is two years (Article 32 of the ULisboa Statutes).

The Senate is convened by the Rector, working in plenary and in Specialized Committees. Currently, there are two Specialized Committees: a) Scientific Affairs Committee; b) Committee for Pedagogical and Student Affairs (Article 33 of the ULisboa Statutes).

*The University Coordination Council*

The University Coordination Council is a consultative body to the Rector for the University's current management, ensuring a permanent link between the central administration and the Schools' administrations. It is composed by the Rector, who presides, the Vice-Rectors and the Deans or Directors of the 18 Schools. (Articles 37 and 38 of the ULisboa Statutes).

*Student Ombudsman*

Independent from the Universidade de Lisboa (ULisboa), the Student Ombudsman is a body that focuses mainly on the defence and protection of the students' rights and interests within the University. The Student Ombudsman is appointed by the General Council on a proposal from the Rector, for a four-year term, after an opinion of the Committee for Pedagogical and Student Affairs of the Senate (Article 39 of the ULisboa Statutes).

*The Government of the Schools*

The Universidade de Lisboa, unlike all other universities in the country, has a decentralized government structure based on statutory, scientific, pedagogical, cultural, administrative, financial and patrimonial autonomy. However, it should be noted that the General Council can

differentiate the levels of autonomy given to each School by applying well-defined criteria, considering also the result of internal and external evaluations (Art. 10 of the ULisboa Statutes).

The governing bodies of the Schools with administrative and financial autonomy include: (a) The School Council; b) The Dean or Director; c) The Scientific Council; d) The Pedagogical Council; e) The Management Board (Article 41 of the ULisboa Statutes).

### 3.3.3. GEPs in the Universidade de Lisboa context

To date, there are no general university guidelines for the promotion of gender equality. Nevertheless, in the universe of the 18 faculties that comprise the university there are relevant projects and examples of good practices.

The Institute of Social and Political Sciences (ISCSP) established an Interdisciplinary Centre for Gender Studies (CIEG - Centro Interdisciplinar de Estudos de Género). CIEG participated in the SAGE (Systematic Action for Gender Equality) project financed by the EC within the Horizon 2020 programme. In the ambit of this project, they subscribed to a Letter of Principles committing to the promotion of gender equality in the wider institute – ISCSP. Furthermore, CIEG (with RIKK - Institute for Gender, Equality and Difference at the University of Iceland, and A3ES, the Portuguese Agency of Higher Education Evaluation and Accreditation) is a participating partner in the GE-HEI - Gender Equality in Higher Education Institutions project - promoted by the Portuguese General Directorate for Higher Education.

A second example of good practices in the ULisboa, is the set of faculty-wide programs and initiatives to promote gender equality in IST (Técnico Lisboa). Initiatives developed include the post-parental leave measure, whereby teachers may be excused from teaching in the semester immediately following the termination of parental leave. A further initiative includes the Maria de Lourdes Pintassilgo Award Prize, promoting her example as an engineer, alumna, and a leading role and impact on Portuguese society. The project "Engineers for a day" is a mentoring/shadowing programme for high school pupils to encourage gender balance in engineering. The project runs in collaboration with CIG, secondary schools and the Portuguese Association for Studies on Women (APEM) and with sponsoring entities, like IBM Portugal, Microsoft and Siemens Portugal. The faculty also has a set of Good Practices in Promoting Gender Equality.

A third example of good practices can be found in ISEG the Lisbon School of Economics and Management at the Universidade de Lisboa. ISEG is a partner of the PLOTINA - Promoting Gender Balance and Inclusion in Research, Innovation and Training – project. The goal of the project is to develop, implement and assess Gender Equality Plans (GEPs) in research institutions. Within the context of work developed in the project, the PLOTINA Award was

established for master's theses that specifically research aspects related with gender. ISEG also coordinated the Break Even project to promote gender equality in businesses funded by EEA Grants in collaboration with CIG (Commission for Citizenship and Gender Equality). Furthermore, ISEG offers executive courses on Gender Audits and GEP development in organizations. The course offers training on the main tools to conduct gender assessments and implement and monitor GEPs in businesses and other organizations.

## 3.4. The Institute of Geography of Spatial Planning: Basic Features

### 3.4.1. History and Size

The Institute of Geography and Spatial Planning (IGOT) is the School of Geography and Spatial Planning of the Universidade de Lisboa. Successor of the former Department of Geography of the Faculty of Letters and the Centre for Geographical Studies, the IGOT became an organic unit of the Universidade de Lisboa, with administrative and financial autonomy, from the statutory revision approved by Normative Order No. 36/2008 of July 21, pursuant to Article 2 of the Annex to the Statutes of the Universidade de Lisboa.

IGOT's mission is to ensure university education, research, dissemination of knowledge and provide technical and specialized scientific studies in the fields of geography, spatial planning and territorial management, policy development and territorial cohesion, urban planning, environment, resources and risks, and on socio-spatial dynamics.

IGOT comprises one teaching and training unit and one research unit - the Centre for Geographical Studies – CEG. The CEG was created in 1943 and is the main Portuguese institution conducting research in the field of Geography.

Currently, a total of 190 researchers, of which 78 with a PhD degree, conduct research at CEG, including many PhD students, directly involved in research projects. CEG hosts numerous visiting Scholars and Researchers as well as graduate students from around the world. It should be noted that some of these PhD researchers have no contractual relationship with IGOT. They belong to the staff board of other university institutions or are research fellows sponsored by the FCT - national Foundation for Science and Technology. Accordingly, as of December 31, 2018, IGOT employed 61 people, including 45 faculty and researchers PhD and 16 technical and administrative workers.

IGOT offers a total of 15 cycles of studies, 9 of which (60%) in partnership with other ULisboa schools or with other higher education institutions:

1st cycle degrees (BSc)

- Geography
- Planning and Spatial Management
- European Studies (in association with the Faculty of Letters)
- Collaboration in the undergraduate programmes of Asian Studies and African Studies (Faculty of Letters)

2nd cycle degrees (MSc)

- Physical Geography and Spatial Planning
- Human Geography: Globalization, Society and Territory
- Geographic Information Systems and Spatial Modulation as Applied to Planning
- Geography Teaching (in association with the Institute of Education)
- Tourism and Communication (in association with the Faculty of Letters and the ESHTE – Estoril Higher Institute for Tourism and Hotel Studies)
- Spatial Management and Urbanism (in partnership with the Técnico-Lisboa and the Faculty of Architecture)

Doctoral degrees (3rd cycle)

- Geography
- Tourism
- Migration Studies (in association with the Institute of Social Sciences, the Institute of Education and the Faculty of Psychology)
- Territory, Risks and Public Policies (in association with the University of Coimbra and the University of Aveiro)
- Development Studies (in partnership with the School of Economics and Management, the Institute of Social Sciences and the School of Agriculture)
- Sustainability Sciences (in partnership with the Faculty of Architecture, Faculty of Sciences, School of Law, Faculty of Pharmacy, Faculty of Letters, Faculty of Medicine, Faculty of Veterinary Medicine, Institute of Social Sciences, School of Agriculture, School of Economics and Management, and also in collaboration with the Faculty of Fine Arts, Faculty of Human Kinetics, Faculty of Psychology, Institute of Education, Institute of Social and Political Sciences and Técnico-Lisboa.

In addition, IGOT also collaborates in the PhD on Gender Studies, a joint programme offered by the Institute of Social and Political Sciences (Universidade de Lisboa), and the Faculty of Social and Human Sciences and the Faculty of Law, both of the New University of Lisbon.

As of December 31, 2018, 745 students were enrolled in IGOT's programmes (accounting for approximately 1.5% of the Universidade de Lisboa's total number of students), of which 445 undergraduates (59.7%), 185 enrolled in Master programmes (24.8%) and 115 (15.4%) enrolled in PhD programmes. In addition, there were 61 students in international mobility (IN) and 29 enrolled in a free regime.

It should be noted that IGOT also hosts some FCT (National Foundation for Science and Technology) beneficiaries of studentship and fellowship grants working in projects, and other researchers, collaborating with the CEG and affiliated to other universities. This is why the number of CEG's researchers is higher than the number of teachers and researchers at IGOT.

### 3.4.2. Governance Structure

According to the Statutes of IGOT, published in the Official Gazette, No. 239, 2nd series of December 10, 2013, the governing bodies of the School are: a) the School Council, b) the President, c) the Scientific Council; d) the Pedagogic Council; and the Management Council (Article 14 of the IGOT Statutes).

*The School Council*

The School Council is the governing body with deliberative and supervisory functions, representing the faculty and researchers, students and non-teaching and non-research staff of the Institute. The School Council is composed of elected or co-opted members, distributed as follows: (a) seven teachers and researchers, of whom at least six must be doctorates; b) Two students; (c) a non-teaching and non-research staff member; d) An external member (Articles 19 and 20 of the IGOT Statutes).

*President*

The President is the highest body of government and external representation of the Institute. They may be assisted by one or two vice-presidents, chosen among the professors and researchers holding a PhD. The President has the power to freely appoint and dismiss them.

*Scientific Council*

The Scientific Council is the scientific and cultural management body of the Institute. It is composed of thirteen professors and researchers, four of whom are representatives of the Research Centres (articles 31 and 32 of the IGOT Statutes).

*Pedagogic Council*

The Pedagogic Council is the pedagogic management body. It is composed of three teachers (elected by their peers) and three students, elected by the Institute's students.

The Institute's activities are organized into two key areas of action and strategic coordination: The Education and Training Area, and the Research and Development Area. IGOT's organizational structure is represented in the organization chart on (Box 2). In the chart, the functional units of the Education and Training Area, Research and Development Area, the Administrative and Technical Services can be identified, as well as how they are articulated with each other and with the different management bodies of the Institute.

The Assembly of the Education and Training Area is composed of all full-time teachers who serve in the Institute's Education and Training Units. The Assembly of Research and Development Area is made up of all researchers serving at the Centre for Geographic Studies (Research Unit of the Institute). The Area Assemblies are advisory bodies, with the Assembly of the Education and Training Area addressing issues related to the organization of programmes offered by IGOT and the Assembly of Research and Development Area addressing the coordination of research activities and their link with postgraduate education. They are chaired by the President of IGOT.

The scientific and pedagogical coordination of the educational offer is done at two levels:

a) Study programme and b) Study cycle (Degree, Master and Doctorate). The Centre for Geographical Studies (CEG) is the IGOT's Research Unit. The Scientific Coordination of the Unit is ensured by a Director, supported by a Steering Committee composed of two researchers, elected by their peers and an administrative staff member, elected by the administrative and technical staff workers.

The scientific activity is organized into research groups, each one coordinated by a scientific director.

**Box 2. IGOT's organisational structure**



**President**
Higher body of government and external representation

**Vice-president/s**

**Scientific Council**
Scientific and cultural management body

**Pedagogic Council**
Pedagogic management body

**Assembly of the Education and Training Area**
Composed by all full-time faculty

**Coordinators of Study Cycles**
1st cycle; 2nd cycle; 3rd cycle

**Coordinators of Study Programmes**
*1st cycle*
Geography | Planning and Spatial Management |European Studies
*2nd cycle*
Physical Geography and Spatial Planning | Human Geography: Globalization, Society and Territory | Geographic Information Systems and Spatial Modulation as Applied to Planning | Geography Teaching | Tourism and Communication | Spatial Management and Urbanism
*3rd cycle*
Geography |Tourism | Migration | Territory, Risks and Public Policies | Development Studies | Sustainability Sciences

**School Council**
Body of government with deliberative and supervision functions, representing the teachers, researchers, students and-teaching staff members

**Executive Director**

**Management Council**
Administrative and financial management body

**Assembly of the Research and Development Área**
Composed by all researchers working in IGOT's Research Units

**Centre for Geographic Studies**
*Director*
*Directive Commission*:
*Coordinators of Research Groups*:

**External Consultative Council**

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### 3.4.3. GEP in the Institute of Geography of Spatial Planning

In the case of IGOT, gender mainstreaming started in 2016, by the then President of the Institute, Maria Lucinda Fonseca. It all started with the appointment of a workgroup, coordinated by Margarida Queirós, charged with carrying out a gender audit at IGOT and presenting a Strategy for Gender Equality in the Institute. This group included representatives of the IGOT community, namely students, teaching staff and researchers, and non-teaching staff, seeking to focus on all the people who make up the institution and to cover all its services. This resulted in a report completed in 2018: "Gender equality and opportunities in the IGOT community - Diagnosis and Strategy" – an English version of a synthesis of the Report is available on the IGOT's website at http://www.igot.ulisboa.pt/wp-content/uploads/2019/07/GENDER-EQUALITY-IN-THE-IGOT-COMMUNITY-Diagnosis-and-Strategy.pdf.

# 4. Recruitment, retention, Career Progression and Work Life Balance

In this section the indicators to characterize IGOT's situation concerning gender equality are presented and analysed. Whenever possible, IGOT is compared with other schools of ULisboa and more generally with higher education institutions in Portugal. The study approaches the issue of gender segregation among workers of the Institute (academic and, administrative and technical staff) and, while not the focus of the report, it considers gender segregation among students at different degree levels in the institute. Four main analytical points are included in our assessment: i) statistical analysis; ii) information on recruitment policies, employment, promotion and career management schemes; iii) interviews conducted with academic staff, PhD students, members of IGOT's directive bodies; and iv) a workshop with members of aTask Force[4], appointed in June 2019 for the implementation of the GEARING Roles Project, and another with students, with a particular focus on intersecting inequalities in career developments and work life balance.

## 4.1. Human Resources: sex ratio and age structure

As of December 31, 2018, IGOT employed 61 people including 45 faculty and researchers and 16 technical and administrative workers. Overall, men outnumbered women, accounting for 55.6% of the total number of employees of the Institute (Table 3).

Table 3 – Staff employed at IGOT on 12/31/2018, academic and non-academic, by sex

| Staff | Women | | Men | | Total |
|---|---|---|---|---|---|
| | No. | % | No. | % | |
| Teaching and research staff | 16 | 35.6 | 29 | **64.4** | 45 |
| Administrative staff | 11 | **68.8** | 5 | 31.3 | 16 |
| Total | 27 | 44.3 | 34 | 55.7 | 61 |

Source: Human Resources Management Unit ULisboa (IGOT, Social Balance Sheet 2018)

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[4] The task forcé includes a core group composed by the GEARING Roles team members and an extended group which includes representatives of the IGOT governing bodies, faculty members, students and non-academic staff. The main goals of the GEARING Roles task force are: i) increase the perceived legitimacy of the project at the institutional level; ii) facilitate communication and visibility of the project across the institution and iii) authorise and promote agreed recommendations, procedures and activities.

### 4.1.1.Differentiated sex ratios for academic and non-academic staff

Regarding the administrative staff, the share of women is much higher than the share of men (68.8% *versus* 31.3%). In contrast, for teachers and researchers, the percentage of women is much lower than that of men (35.6% and 64.4%, respectively).

According to data from the 2017 Management and Activity Report of the Universidade de Lisboa[5], the total number of teachers, researchers and, technical and administrative staff working in the University on the 31st December 2017 reached the total figure of 6,191 people, corresponding to 5,229.87 ETI (full time equivalent). The teaching staff accounted for circa 52% of the total number of workers, whereas the researchers represented 7% and the technical and administrative staff members were approximately 41% of the total. IGOT and the Institute of Social Sciences are the Schools with the smallest number of staff members, representing each only 1% of the total amount of human resources of the Universidade de Lisboa.

Although the management reports of the Universidade de Lisboa do not publish information disaggregated by sex, according to data from the *Social Balance Sheets* published by the Universidade de Lisboa Rectory and 13 Schools among the 18 of the Universidade de Lisboa, for December 2017, it was found that the differences in the feminization rate of administrative and technical careers on the one hand, and the teaching and research career, on the other, observed in IGOT also occurred in the other Schools that made information available [6] (Table 4).

Table 4 - Academic and non-academic staff employed in the Rectory and in 13 Schools of the ULisboa on 31/12/2017, by sex (IE, ISA, FF, FP and ISCSP are not included)

| Staff | Women | | Men | | Total |
|---|---|---|---|---|---|
| | No. | % | No. | % | |
| Academic and research staff | 1343 | 39.4 | 2063 | 60.6 | 3406 |
| Non-academic staff | 1126 | 68.6 | 515 | 31.4 | 1641 |
| Total | 2469 | 48.9 | 2578 | 51.1 | 5047 |

Source: Social Balance Sheets 2017, ULisboa Rectory and Schools

It should also be noted that in 2017, the gender imbalance of IGOT staff was higher than the average of all the Schools included in figure 1. This difference is especially noticeable among

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[5] Latest report available.
[6] It was not possible to obtain information pertaining to the Institute of Education (IE), the Faculty of Psychology (FP), the School of Agriculture, the Institute of Social and Political Sciences and the Faculty of Pharmacy.

teaching and research staff, a group where the number of women corresponded to only 1/3 of men.

In a more disaggregated analysis by Schools, it is possible to observe that IST (Instituto Superior Técnico) and ISEG (School of Economics and Business Management), followed by IGOT, are the organic units where the proportion of women in the total number of teaching staff and researchers is lower. In the case of IST, the number of men is 2.8 times higher than that of women (Figure 1). The Faculty of Humanities and the Faculty of Dental Medicine are the only ones where female teachers and researchers predominate (Figure 1).
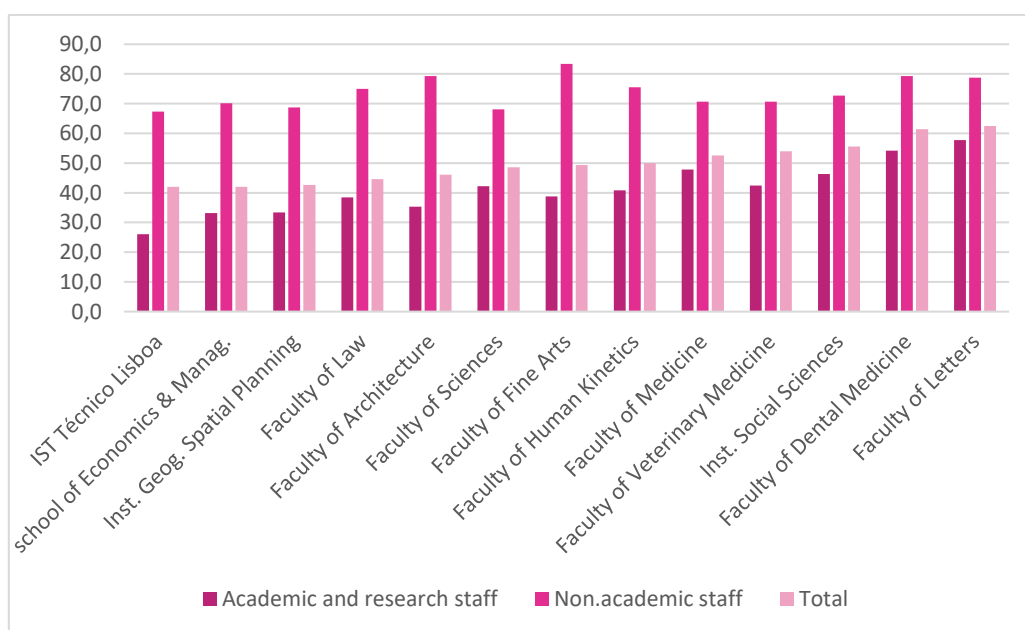


Figure 1 - Proportion of academic and non-academic women working in 13 Schools of the ULIsboa on 31/12/2017 (IE, FP, ISA, FF and ISCSP are not included)

Source:  Universidade de Lisboa Schools Social Balance Sheets 2017

Regarding the administrative and technical staff, there is a clear predominance of women in all Schools, with feminization rates ranging from 83% (at the Faculty of Fine Arts) to 67% at the IST (Instituto Superior Técnico) (Figure 1).

### 4.1.2. Age structure

The average age of IGOT staff is 50, with 53 for teaching staff and 43 for administrative and technical workers. The average age of the academic staff is a source of concern as it clearly shows an ageing staff structure resulting from the progressive reduction of state funding allocated to higher education institutions and the impact of the austerity measures imposed after the country's bailout by Troika in 2011[7]. These constraints place huge restrictions on hiring new teaching staff, worsening working conditions and diminishing opportunities for career advancement. Nevertheless, it should be noted that in 2017 and 2018 new positions were opened to compensate for the exit of several academics with new lecturers, maintaining a similar number of members as in 2017.

In Table 5, relevant differences between the age structure of men and women can be seen. Among teaching staff and researchers, women are older at the top (31.3% of women and 17.8% of men are 60 or older) and men are older at the bottom. Only 6.9% of the men are aged less than 35 with the percentage of women in this age group being much higher (25.1%)

Table 5 – Age structure of teachers and researchers, and of the non-teaching staff working at IGOT on 31/12/2018

| Age group (years) | Teaching and research staff | | | | | Non-Teaching staff | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | Total | Men | | Women | | Total |
| | No. | % | No. | % | % | No. | % | No. | % | % |
| 25-29 | 0 | 0.0 | 1 | 6.3 | 2.2 | 0 | 0.0 | 1 | 9.1 | 6.3 |
| 30-34 | 2 | 6.9 | 3 | 18.8 | 11.1 | 1 | 20 | 4 | 36.4 | 31.3 |
| 35-39 | 4 | 13.8 | 1 | 6.3 | 11.1 | 2 | 40 | 3 | 27.3 | 31.3 |
| 40-44 | 4 | 13.8 | 2 | 12.5 | 13.3 | 1 | 20 | 1 | 9.1 | 12.5 |
| 45-49 | 6 | 20.7 | 4 | 25 | 22.2 | 1 | 20 | 0 | 0.0 | 6.3 |
| 50-54 | 10 | 34.5 | 0 | 0 | 22.2 | 0 | 0.0 | 1 | 9.1 | 6.3 |
| 60-64 | 3 | 10.3 | 4 | 25 | 15.6 | 0 | 0.0 | 1 | 9.1 | 6.3 |
| 65-69 | 0 | 0.0 | 1 | 6.3 | 2.2 | 0 | 0.0 | 0 | 0 | 0 |
| Total | 29 | 100 | 16 | 100 | 100 | 5 | 100 | 11 | 100 | 100 |

Source: Human Resources Management Unit (IGOT's Social Balance Sheets 2018)

As previously mentioned, administrative and technical workers, in comparison to teaching staff, show a very young age structure, since 62.6% are aged between 30 and 39. However, there are some relevant differences between the age structure of men and women, namely the fact that

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[7] The Troika is a group of international lenders - the European Commission, the International Monetary Fund and the European Central Bank – that provided a 78-billion-euro bailout to Portugal in exchange for a strict austerity policy, agreed in 2011.

all men are aged between 30 and 50, whereas the women show a wider range of ages, varying between 25 and 65 years old (Table 5).

The ageing of the faculty affects all ULisboa's organic units, as well as all public university education institutions in the country. The most recent statistical data pertaining to the Universidade de Lisboa refer to 31st December 2017. On that date, the average age of the teaching staff members (*tenure and invited lecturers*) was 50.3 years, whereas the researchers were 49.3 years and technical and administrative staff members were 48.3 years.

## 4.2. Education

Due to its nature as a higher education and research institution, the teaching and research staff show high academic qualifications, in accordance with the demands of the academic, research and senior technical staff careers (Figure 2).
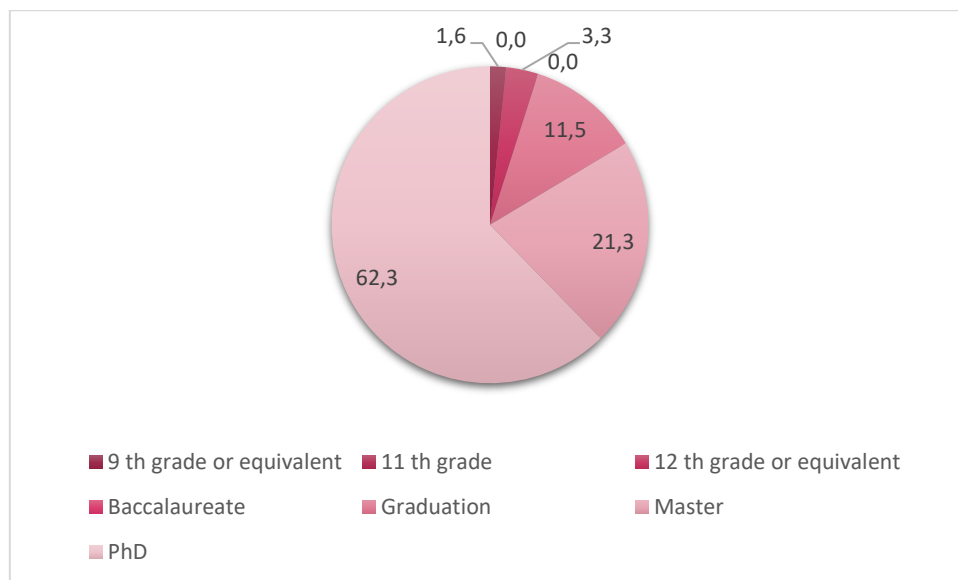
Figure 2 – Education levels of IGOT staff on 12/31/2018, academic and non-academic

Source: Human Resources Management Unit (IGOT's Social Balance Sheets 2018)

Analysing Figure 3 pertaining to the teaching and research staff members at IGOT, by sex, women are, in relative terms, more skilled than men (proportionally, there are more women holding a PhD – 93.8% - than men – 79.3%), due to the presence of more men in the category of part-time guest teacher.
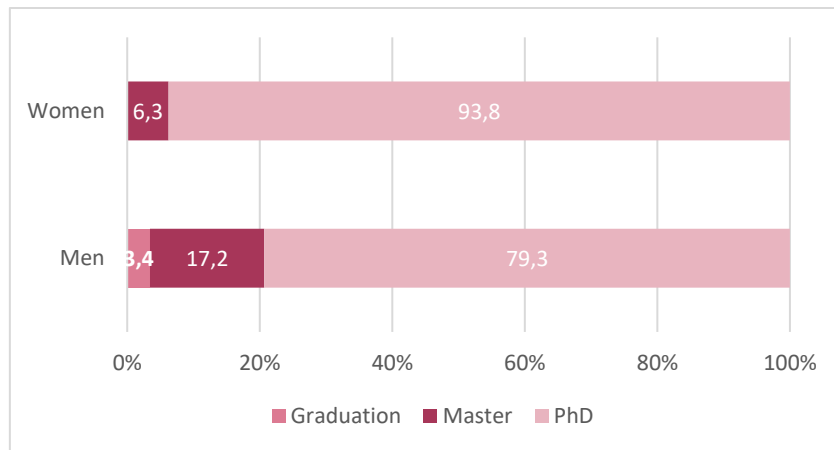
Figure 3 - Higher academic degree among IGOT teaching staff and researchers, by sex, 2018

Source: Human Resources Management Unit (IGOT's Social Balance Sheets 2018)

It is also worth remarking that, in comparison with the group of Portuguese universities, the percentage of IGOT's female teachers holding a PhD is much higher than the average of Portuguese public and private universities (Figures 3 and 4).
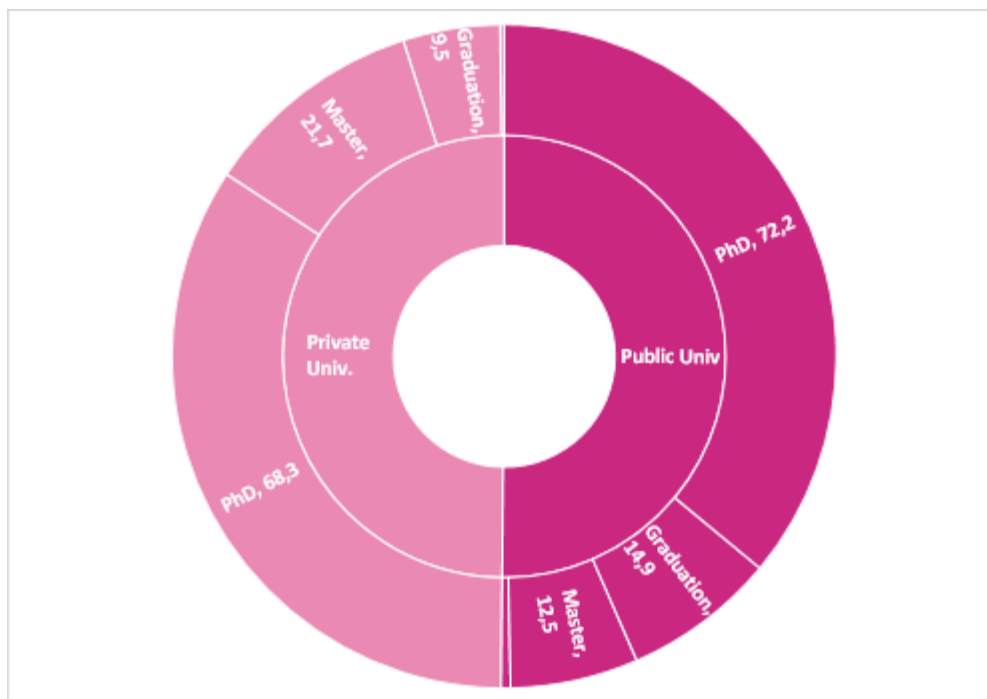
Figure 4 - Percentage of female teaching staff by type of education and academic qualification in Portuguese public and private universities, 2017

Source: General Directorate for Education and Science Statistics (DGEEC).

Concerning IGOT's administrative and technical staff members, it worth remarking the predominance of workers holding a graduation or a master's degree (81.8%). In figure 5 one can observe that there are not major differences between the academic qualifications of men and women. Moreover, women show a less homogeneous qualifications pattern, possibly due to their age structure.
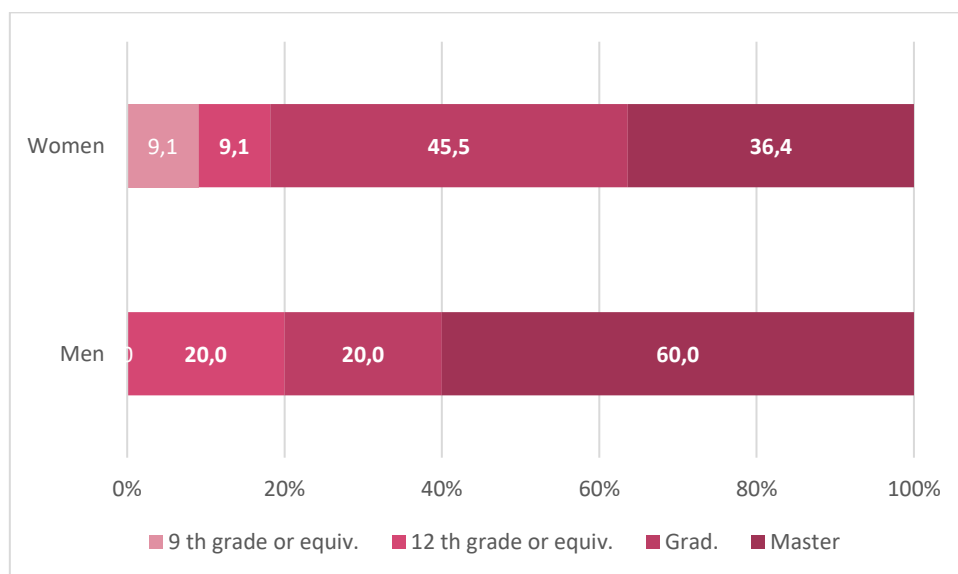


Figure 5 - Academic qualifications of the administrative and technical staff members at IGOT, by sex, 2018 (%)

Source: Human Resources Management Unit Unit (IGOT's Social Balance Sheets 2018)

## 4.3. Positions held by academic women and men, and administrative staff members

Table 6 shows the academic positions held by women and men at IGOT. It is possible to see that approximately 29% of the teachers and researchers are Assistants (Assistente) and Guest Assistant Professors (Professores Auxiliares Convidados) and 40% are Professors/Assistant Researchers (Professor/Investigador Auxiliar). Full Professors and Associate Professors account for just 11.1% and 20% of the total number of teachers and researchers. It is thus, a pyramidal structure that reflects reduced career progression opportunities, mostly as a result of the cuts in funding for the state-run universities and also due to the limitations imposed by the government on the increase of expenses with the wages of Civil Servants. As previously mentioned, this national economic and political conjuncture, is also visible in the accentuated ageing of higher education teaching staff.

Although the number of women corresponds to just slightly more than one third of the total number of teachers and researchers, it must be stressed that the gender imbalance is lower as one progresses from the bottom to the top of the career. For instance, 40% of the Full Professors are women, and only 31.3% of Assistant Professors are women (Table 6).

Table 6 – Teaching staff/researchers working at IGOT on 12/31/2018, by sex and professional category

| Category | Women | | Men | | Total | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Full Professor (*Professor Catedrático*) | 2 | 40 | 3 | 60 | 5 | 100 |
| Associate Professor with "Agregação" (*Professor Associado com Agregação*) | 1 | 50 | 1 | 50 | 2 | 100 |
| Associate Professor (*Professor Associado*) | 3 | 42.9 | 4 | 57.1 | 7 | 100 |
| Assistant Professor (*Professor Auxiliar*) | 5 | 31.3 | 11 | 68.8 | 16 | 100 |
| Assistant Researcher (*Investigador Auxiliar*) | 2 | 100 | 0 | 0 | 2 | 100 |
| Guest Assistant Professor (*Professor Auxiliar Convidado*) | 1 | 33.3 | 2 | 66.7 | 3 | 100 |
| Guest Assistant (*Assistente Convidado*) | 2 | 20 | 8 | 80 | 10 | 100 |
| Total | 16 | 35.6 | 29 | 64.4 | 45 | 100 |

Source: Human Resources Management Unit (IGOT's Social Balance Sheets 2018)

Gender segregation in Portuguese state-run universities is even higher than at IGOT. Looking at figure 6, women tend to be more often at the bottom of the academic ladder than men. Despite accounting for 42.5% of the teaching staff and researchers in Portuguese state-run universities, only 23.8% of the Full Professors are women, and only 34% of the Associate Professors are women. In contrast, 69.8% of the Readers (*Leitores*) are women. In the research career there is a more balanced gender situation, with men accounting for 50.8% and women 49.2% of the total number of people.
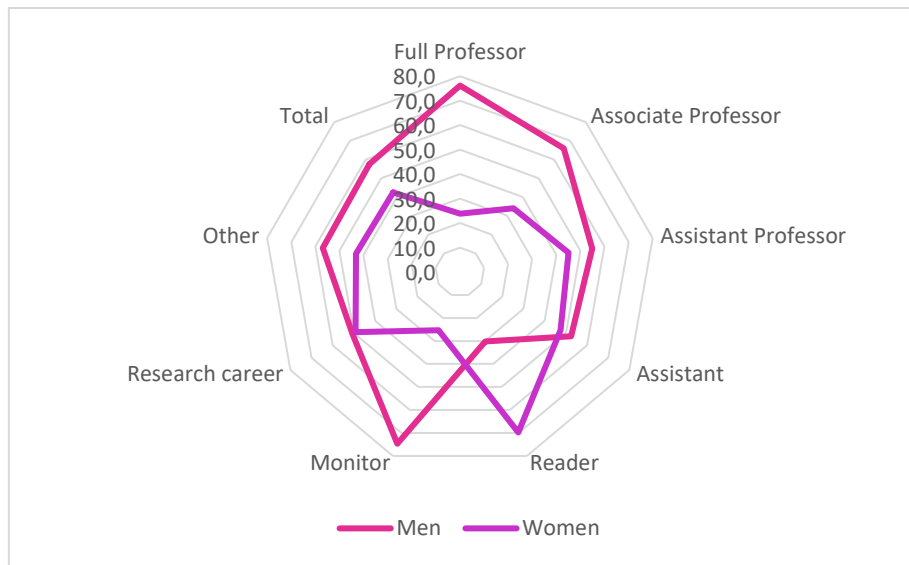
Figure 6 - Positions held by men and women in state-run universities, on 31st December 2017 (%)

Source: General Directorate for Education and Science Statistics (DGEEC)

Concerning IGOT's administrative and technical staff, besides the high feminization, there is a male 2nd Grade Senior Manager and a female 3rd Degree Intermediate Leader (Table 7).

Table 7 - Administrative and technical staff working at IGOT on 31st December 2018, by sex and professional category

| Category | Women | | Men | | Total | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| 2nd Grade Senior Manager | 0 | 0 | 1 | 100 | 1 | 100 |
| 3rd Degree Intermediate Leader | 1 | 100 | 0 | 0 | 1 | 100 |
| Senior Technical staff member and other equivalent situations | 8 | 72.7 | 3 | 27.3 | 11 | 100 |
| Technical assistant | 2 | 66.7 | 1 | 33.3 | 3 | 100 |
| Total | 11 | 68.8 | 5 | 31.3 | 16 | 100 |

Source: Human Resources Management Unit (IGOT's Social Balance Sheets 2018)

## 4.4 Type of contract

The predominant type of contract among IGOT's staff is the Employment Contract for Indefinite Term in Public Service (72.1%), followed by the Employment Contract Subject to a Term in Public Service (24.6%) that mainly corresponds to part-time teaching staff according to the University Teaching Career Statute (Assistants and Guest Teachers)[8]. There are also two staff members on a Service Commission, within the scope of the Civil Service Labour Law.

As mentioned above, in addition to the workers included in the Institute's staff list, due to its research component, IGOT, through the Centre for Geographical Studies, also includes a large number of researchers with a scholarship contract. It should also be noted that between 2013 and 2017, it was possible to eliminate the precarious situations existing among non-teaching staff members.

With regard to teaching and research staff, it appears that 73.3% of women and 63.3% of men have an employment contract of indeterminate duration. The remainder have fixed-term contracts (Figure 7). The higher percentage of men with fixed-term contracts is due to the greater number of men in the category of Invited Professor, with part-time contracts.
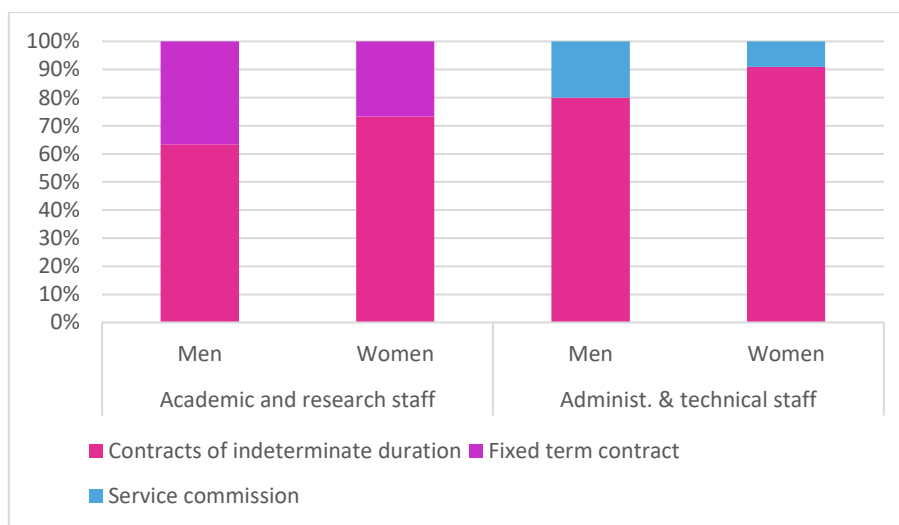
Figure 7 - Type of work contracts of the teaching staff members and researchers, and administrative and technical workers at IGOT, on 31st December 2018

Source: Human Resources Management Unit (IGOT's Social Balance Sheets 2018)

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[8] Recurring to part-time guest teachers is also the result of the effects of the economic and financial crisis and the legal restrictions on hiring new career teachers by imposing very tight ceilings on the growth of the payroll of public higher education institutions.

When we compare the academic to the administrative staff, the latter group is in a more favourable situation. As of December 31, 2018, no administrative and technical worker had a fixed term work contract. They all had employment contracts of indeterminate duration. Service commission situations [9](Comissão de Serviço) (cargos de direção e chefia) corresponded only to one man and woman who have a permanent post in the institution, although in a lower category than they are now because they were appointed to leadership positions. The man was appointed to a senior directive position and the woman to an intermediate directive position.

## 4.5. Gender Pay Gap

Figure 8 represents the distribution of IGOT staff by gender and salary levels. It is possible to observe that the lowest gross wages range between 501 and 1000 Euros per month and the highest correspond to values above 4000 Euros. Low wages predominate, with 21.3% of staff working at the base of the salary ranking and only 14.8% earning gross salaries of over 4000 € per month. Considering that the remuneration scales for the different professional careers in Public Administration are defined by the Government, the share of women among the various salary scale categories results directly from their career position in higher education or in the administrative and technical careers of public bodies.
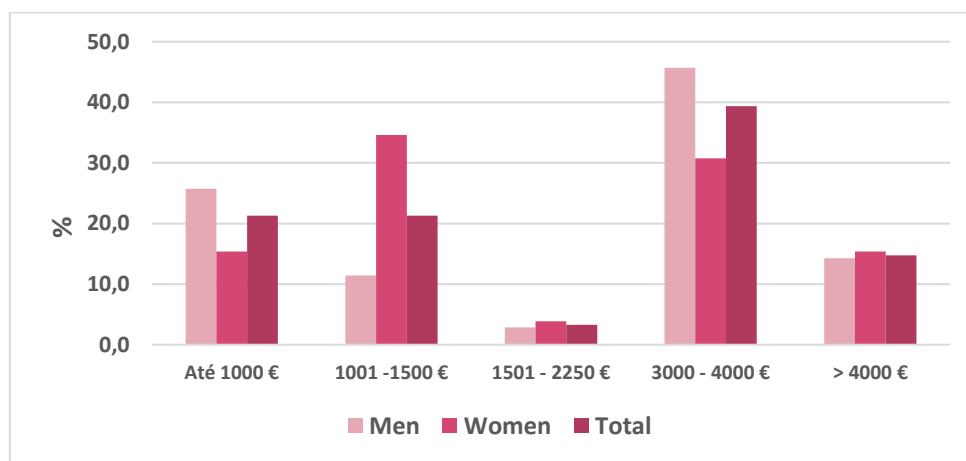
Figure 8 - Monthly gross wages of IGOT staff (Euro), 31st December 2018

Source: Human Resources Management Unit (Balanço Social do IGOT, 2018)

[9] Service Commission is a modality of public employment applied principally for managers who serve 3 to 5 years in this specific modality of "Service Commission". When this Commission is finished managers should return to their professional category.

The share of men in the lowest salary categories outnumbers women. This is due to the fact that there are more male Assistant Professors and Guest Teachers (Assistentes; Professores Convidados) with part time contracts. In turn, the difference observed in the percentage of women and men with salaries between 1001 and 1500 Euros results from the strong feminization of technical and administrative careers and the salary differentials with the university teaching career.

## 4.6. Recruitment and career progression policy

The recruitment of university professors (Full Professors, Associate Professors and Assistant Professors/lecturers; *Professores Catedráticos, Associados, Auxiliares*) is carried out through a public, external and open national and international bid.

There are no specific mechanisms for the promotion of university teachers. Moving from one category to the next always depends on the opening of an international open tender. Therefore, internal candidates always compete with external, national and foreign candidates.

All teaching recruitment and promotion processes are regulated by the University Teaching Career Statute, republished by Decree-Law No. 205/2009 of 31 August (abbreviated as ECDU) and the General Tender Rules for the recruitment of Full Professors, Associate Professors and Assistant Professors of the Universidade de Lisboa (Order (*Despacho*) No. 2307/2015 of the Rector of the Universidade de Lisboa), published in the Official Gazette (*Diário da República*), 2nd series - No. 45 - March 5, 2015.

Pursuant to Article 6 (1) of the General Tender Rules for the recruitment of Full Professors, Associate Professors and Assistant Professors by the Universidade de Lisboa, the decision to open a vacancy rests with the Rector of the Universidade de Lisboa, according to a proposal submitted by the President or Director of each Faculty. The Rector is also responsible for: i) chairing the jury and appointing the other members, as proposed by the Faculty's Scientific Council; ii) the homologation of the final deliberations of the jury; iii) the decision of admission or exclusion; iv) the final decision on hiring.

It should also be noted that in order to promote equal opportunities between men and women and to avoid gender-based discrimination, Joint Order (*Despacho Conjunto*) No. 373/2000 of 31 March of the Minister of State Reform and Administration and the Minister for Equality, mandates that, in admission and access of tendered teaching staff, the following rule should be adopted: "In compliance with Article number 9 (h) of the Portuguese Constitution, the Public Administration, as employer, actively promotes a policy of equal opportunities for men and

women in access to employment and professional advancement, taking scrupulous measures to avoid any form of discrimination."

To ensure the transparency of the recruitment process for teachers and researchers, university vacancies are widely disseminated, at least 30 working days before the deadline for the submission of applications, and the public notice must be publicized in Portuguese and English.

The flow chart gives a general overview of the typical recruitment processes for a Full Professor, Associate Professor or Assistant Professor at the Universidade de Lisboa (Box 3).

Box 3- Recruitment Process for a Full Professor, Associate Professor or Assistant Professor at the Universidade de Lisboa

The Faculty Dean, after approval by the Faculty's Management Board and Scientific Council, requests authorization from the Rector to open a teaching vacancy in a specific subject area considering faculty needs identified by the study cycle coordinators and by the Faculty's Scientific Council.

The job posting/announcement for approval by the Rector must indicate:
  (a) the category for which the vacancy is opened and reference to the number of vacancies available as provided for by the Faculty's Teaching Board;
  b) area or disciplinary areas in which the position available is inserted;
  c) jury proposal;
  d) budget information.

The jury for evaluating candidates is proposed by the Scientific Council to the President or Dean of the Faculty, who, in agreement, submits it to the Rector for approval.
The jury consists of: a) professors from public national university higher education institutions, with a category higher than the one for which the vacancy is opened, or with the same category when it is a Full Professor position;
  b) other national or foreign teachers or researchers;
  c) national or foreign experts of recognized merit;
In addition to the President, the members of the jury are no less than five and no more than nine; they are all from the scientific area or disciplines for which the position is open; they are mostly individuals external to the Universidade de Lisboa.

After approval by the Rector, the vacancy is published; a) In the 2nd series of the Official Gazette; b) In the public employment lists (*Bolsa de Emprego Público*); c) On the website of the Foundation for Science and Technology, I. P., in Portuguese and English; d) On the website of the higher education institution, in Portuguese and English.

At the first meeting, the jury will decide on the need to hold public hearings for the candidates approved, as based on absolute merit, aiming exclusively at clarifying the information contained in the *Curriculum Vitae* submitted by the candidates.

If public hearings are necessary, it will take place between the 30th and the 60th day following the deadline for application submission, with all candidates being informed with a minimum of 5 days, on the date and place where the public hearings will take place.

Properly submitted applications are evaluated based on the absolute merit of the candidate.
The candidates approved by the majority of the voting members of the jury, in justified nominal voting, where abstentions are not permitted, will be approved for the post.
Once identified,  the candidates approved on absolute merit will be ranked in accordance with relative merit.

Candidates who have not been approved on absolute merit are notified and can lodge a complaint or appeal in writing within 10 working days, if they wish.

Once identified, definitively, the candidates approved on absolute merit will be ranked in accordance with relative merit.

The assessment of the relative merit of candidates, with the aim of establishing a ranking is based on the weighted sum of the scores given to the evaluation criteria, as described in the application call.

The deliberations of the Jury are taken by the absolute majority of votes.

The candidates are notified of the ranking results in relative merit.
Candidates ranked in place of the final classification list which cannot be filled in any of the vacancies placed in the competition may submit their views in writing within 10 working days.

At the end of the prior hearing procedure, or if none of the notified applicants raise any questions, the result of the recruitment process is homologated by the Rector.

The candidates, including those who have been excluded during the application of the selection methods, are notified of the homologation of the final ranking list.

In summary, one can say that apart from general guidelines on equal opportunities for men and women and the transparency of the recruitment process for teachers and researchers, the General Rules for the recruitment of Full Professors, Associate Professors and Assistant Professors at the Universidade de Lisboa do not include any gender sensitive guidelines.

### 4.6.1. Contracts of career teachers and of administrative and technical workers (2017-2019)

Table 8 summarizes the information on the career recruitment tenders concluded between January 2017 and September 2019 at IGOT.

Table 8 - Career recruitment tenders, completed between January 2017 and September 2019 at IGOT

| Categories and candidates | | Assistant Professor | | Associate Professor | | Total |
| --- | --- | --- | --- | --- | --- | --- |
| | | Area of Human Geography and Spatial Planning | Area of Physical Geography and Spatial Planning | Area of Human Geography and Spatial Planning | Area of Physical Geography and Spatial Planning | |
| No. of candidates | Women | 13 | 13 | 3 | 0 | 29 |
| | Men | 17 | 19 | 8 | 2 | 46 |
| Candidates excluded (absolute merit) | Women | 3 | 2 | 1 | 0 | 6 |
| | Men | 5 | 0 | 1 | 0 | 6 |
| Candidates admitted (absolute merit) | Women | 10 | 11 | 2 | 0 | 23 |
| | Men | 12 | 19 | 7 | 2 | 40 |
| Hired Professors | Women | 2 | 1 | 1 | 0 | 4 |
| | Men | 0 | 1 | 0 | 1 | 2 |
| Hired women (%) | Total | 2 | 2 | 1 | 1 | 6 |
| | | 100% | 67% | 100% | 0% | 67% |

Source: IGOT´s Human Resources Management Unit

The relationship between the number of candidates and available positions shows, the previously mentioned, difficulties of entry and progression in the university teaching career. In

the period under analysis, the percentage of available places in relation to the number of candidates was only 9.3%.

Regarding the distribution of candidates, by sex, there is a high rate of masculinization (61.3% men and 38.7% women). However, it should be noted that this difference did not involve a higher number of men being hired, but on the contrary, the number of women hired was two and a half times bigger than that of men. It is also worth remarking that one of the Assistant Professors hired does not have Portuguese citizenship.

These results indicate that, at the level of teacher recruitment processes, there is no evidence of discriminatory practices.

The interviews conducted with senior managers and career teaching staff confirm this conclusion. Despite recognizing that gender mainstreaming policies do not exist in the institution, they consider that, in general, IGOT is an inclusive institution.

In the words of one of the interviewees,

*"… we cannot open a tender and say it is for women, or that, in the case of equality, they are given preference. We may say it is an inclusive institution that respects the principles of gender equality and non-discrimination… "*

*"… Equality of opportunities in general, yes. If I go in with this agenda, saying we must have gender equality and if that is my main argument to change a panel or the speakers or who must coordinate this or that, I would have got off on the wrong foot. That is, people will criticize because it does not have to be a matter of gender, it must be a matter of quality, that is the first aspect, scientific standing, capacity, etc. Then, if by chance, it is a man or a woman, we shall see. And when I say "well, if there are so many female researchers with doctorate degrees and who also work in these areas, they must also be competent", therefore we must consider this problem better. And this is a negotiation, it is a negotiating process, an organizational change, but if I say "let's do something and it shall be so due to gender equality", I will have an adverse reaction from many sectors I wouldn't expect, but I will. Both from people with a more conservative or more revolutionary sensibility, I will. I mean, the gender dimension stirs and cuts the right or left-wind perspectives and there are resistances in both groups, we shall say. People, generally and in abstract, are in favour of gender equality, concretely I do not know if that is so clear, I don't think that is…"*

Interviewee 1, male

Another interviewee states:

*"… I do believe, (…), that all people that have been integrated in IGOT's staff, from the technical administrative staff to the professors and researchers who participated in tenders, were integrated due to their merit. Of course, I also know that these inequalities, even if integrated due to their merit, also mirror inequalities that also exist in society."*

Interviewee 5, male

These quotes also illustrate some, implicit or explicit, resistance to the implementation of mainstreaming gender policies, justified by the valorisation of merit. In addition, there is widespread awareness that women find it more difficult to reconcile work and family life. The recognition of this inequality is reflected in the high masculinization rate of candidates for recruitment tenders for professors completed between 2017 and 2019.

Concerning the administrative and technical staff, between January 2017 and September 2019, tendering procedures were concluded for the recruitment of a senior technical staff member with intermediate management duties, on a service commission basis and 4 senior technical staff members with contracts for an indefinite period.

As can be seen from Table 9, the ratio between the number of available positions and candidates is 1 to 9 for middle management positions and 1 to 53 for senior technical staff members. The proportion of applications submitted by women is clearly dominant in both types of candidate selection processes (66.7% in the first case and 68.5% in the second), and corresponds to the feminization rate of IGOT's administrative and technical workers on the 31st of December 2018.

Table 9 - Recruitment tenders for technical and administrative staff members completed between January 2017 and September 2019

| Categories and candidates | | Middle management position – Service Commission | Senior technical staff members – Contract for an indefinite period | Total |
|---|---|---|---|---|
| No. of candidates | Women | 6 | 146 | 152 |
| | Men | 3 | 67 | 70 |
| Candidates excluded (absolute merit) | Women | 0 | 79 | 79 |
| | Men | 0 | 29 | 29 |
| Candidates admitted (absolute merit) | Women | 6 | 67 | 73 |
| | Men | 3 | 38 | 41 |
| Hired workers | Women | 1 | 4 | 5 |
| | Men | 0 | 0 | 0 |
| | Total | 1 | 4 | 5 |
| Hired women (%) | | 100% | 100% | 100% |

Source: IGOT´s Human Resources Management Unit.

These results generally follow the prevailing trend in the other Schools of the Universidade de Lisboa and, in general, in the administrative and technical careers of the Portuguese Public Administration.

### 4.6.2. Length of time teaching staff stay in the same career position

There is no information available on the average time required to move to a higher category in the university teaching career. However, according to the results of an online survey sent to all teaching staff and researchers at the Universidade de Lisboa, conducted between May, 23rd and June, 30th, 2019 it was possible to obtain indicative values concerning the length of time academics remain in the same category (Figures 9, 10 and 11).

These results highlight the limited opportunities for career advancement, especially for those at the beginning of the career ladder as approximately 40% of the Assistant Professors and 30% of the Associate Professors who responded to the survey have been in the same category for 15 years or more. Around 25% of Full Professors, who have reached the top of the career ladder, have been in the position for over 15 years.

Figure 9 - Assistant Professors of Universidade de Lisboa who responded to the online survey, according to the number of years in that category (%)

Source: Online survey, 2019

Figure 10 - Associate Professors of Universidade de Lisboa who responded to the online survey, according to the number of years in that category (%)

Source: Online survey, 2019
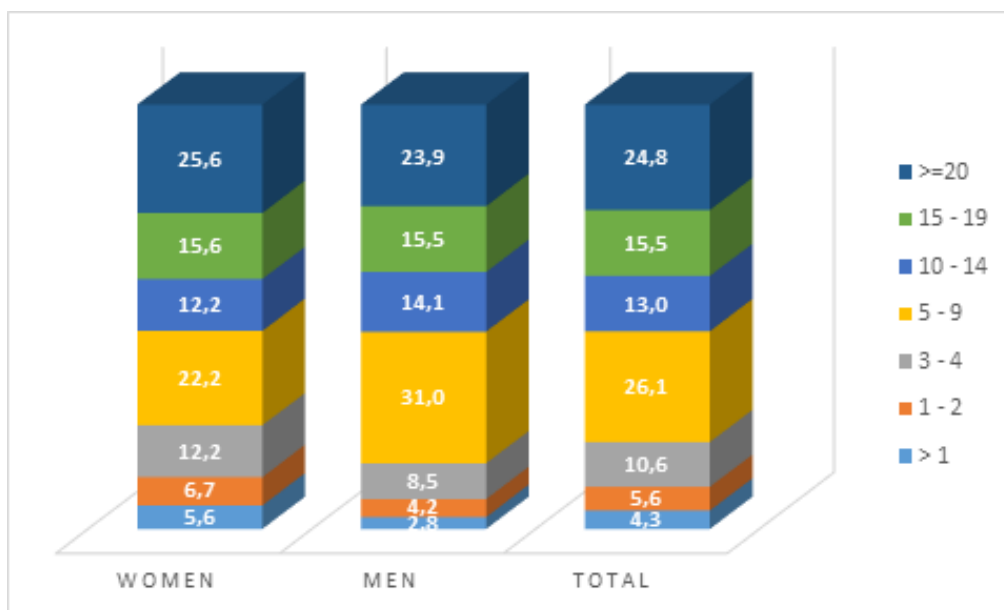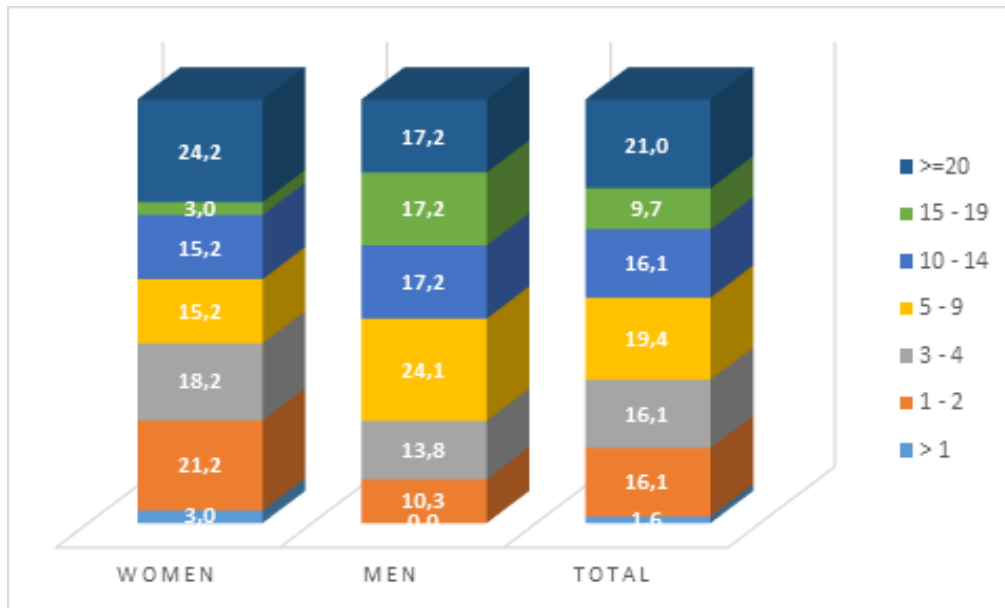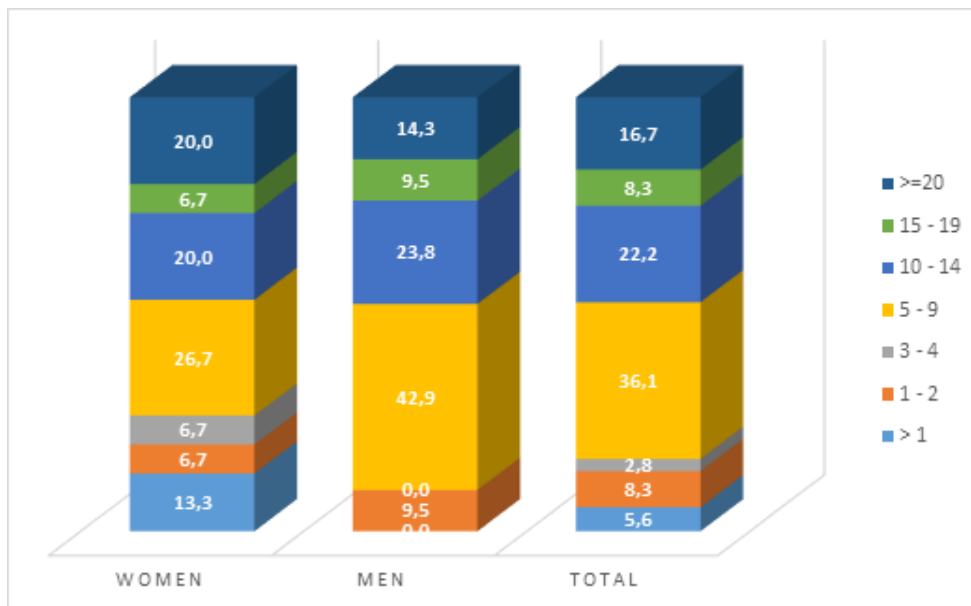
Figure 11 - Full Professors of Universidade de Lisboa who responded to the online survey, according to the number of years in that category (%)

Source: Online survey, 2019

The comparison by sex does not show very significant differences in the percentage of men and women who have been in the same category for the longest time. On the contrary, it is interesting to note that the percentage of women who have been hired for less than three years is higher than that of men, indicating that in recent years there is a positive trend towards reducing the disadvantage of women not only at entry point of the university teaching career, but also in access to top positions.

## 4.7. Work-life Balance

The social role attributed to women in family care is still quite rooted in Portuguese society. This fact, combined with the worsening working conditions in Portuguese universities, due to the scarcity of resources, the difficulties of entry and promotion in the university career and, consequently, to peer competition, is reflected in the worsening of the work-family life balance of teaching staff and researchers, especially among women.

The results of an online survey of the teaching staff and researchers at the Universidade de Lisboa clearly highlight this problem. One such indicator is the distribution of the number of hours worked per week and the percentage of those who work in the evenings and during the weekend.

Observing Figure 12, only 14.2% of female academic staff and 12.4% of male staff work under 35 hours per week. Most respondents report working between 36 and 45 hours or 46 and 54 hours and about 19% of women and 15% of men work an average of 55 hours or more per week. In addition, 29% of women and 27% of men said they work regularly from home, at night and on weekends (Table 10).
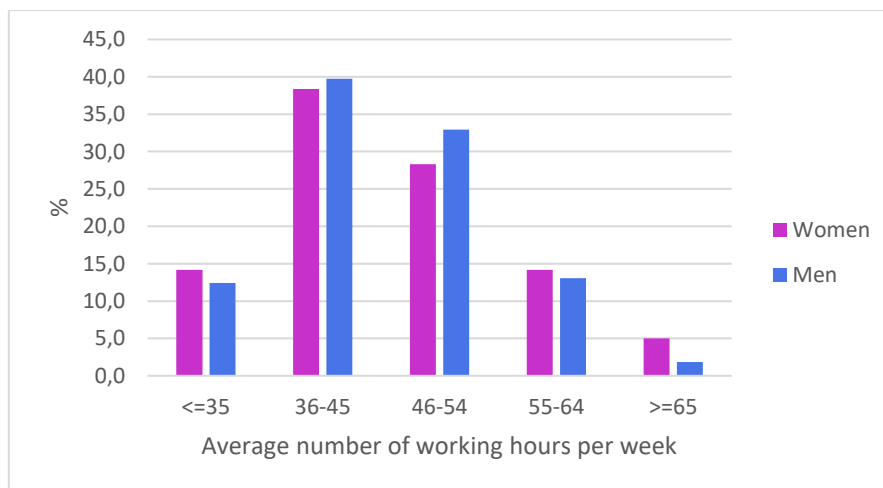


Figure 12 - Average number of working hours per week: teaching staff and researchers of Universidade de Lisboa (%)

Source: Online survey, 2019

Table 10 – Teaching staff and researchers of the Universidade de Lisboa who regularly work from home, in the evenings and/or during the weekends

| Women | Men | Total |
|-------|-----|-------|
| 64 | 40 | 104 |
| 29% | 25% | 27% |

Source: Online survey, 2019

The intensity of the work required by the university career, associated with a greater burden on women to perform household and family support tasks, is reflected in higher levels of dissatisfaction with work-life balance in comparison to men (Figure 13)
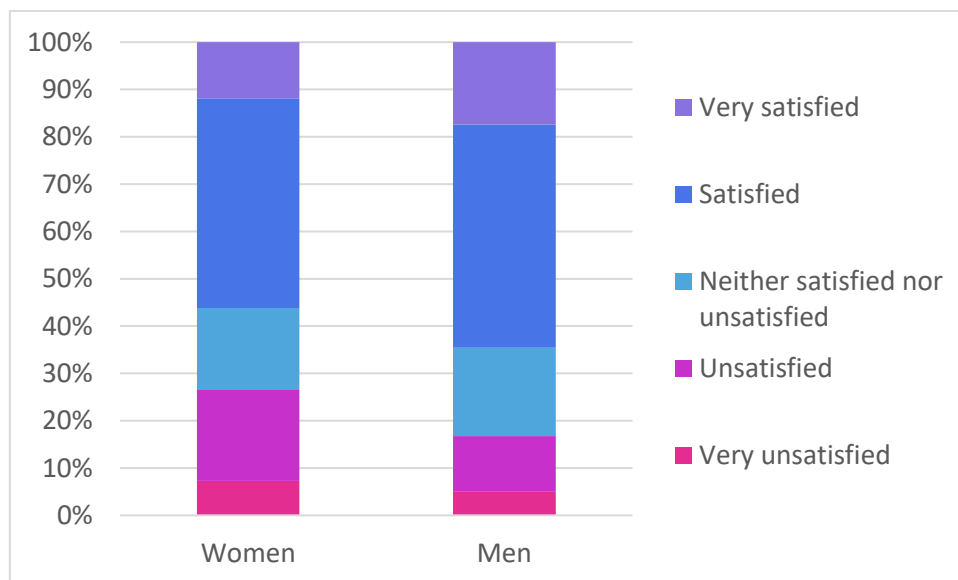


Figure 13 – Satisfaction level with work-life balance of the Universidade de Lisboa's academic and research staff

Source: Online survey, 2019

In general, at IGOT, there are no policy orientations regarding the issue of work-life balance. However, it should be noted that, regarding teaching and research staff, there is some flexibility in working hours and the possibility to work from home as long as this does not affect work organization nor the accomplishment of each person's tasks.

For administrative staff, occasional adjustments in working hours are also permitted for duly substantiated reasons associated with the need to provide family support, such as to children, spouses or other family members, provided that this does not affect the normal functioning of the departments/services.

Interviews with male and female academic staff and PhD students at IGOT testify to the difficulty in balancing work and family life and subsequent effects on gender inequality. The excerpts from these interviews, reproduced below, reflect not only the problems resulting from the need to extend working hours beyond normal hours experienced by men and women, but also the increased difficulties that women face in responding to family responsibilities.

*"Yes, the problems of reconciling work and family life have a lot to do with the workload I have. Fundamentally, this is it. I, in order to be able to answer all the commitments, I (…) I, while I am at work, I spend many hours… I am completely connected to things (…). When I get home, what happens is that I have to turn on the computer… (…)"*

Interviewee 4, male

*"You know how it is, there are no weekends, no holidays… and I just realized that it really had been difficult for [my son] when at the time I submitted the thesis. On that weekend we decided "so let's all go out, let's go to Badoca Park "and his joy because his father and mother went [together] because [so far] it was all divided."*

Interviewee 8, female

*"(…) in the past, it was not easy. And it was not easy for two reasons: it was not easy because we had no family support (…) it was not easy to… the reconciliation was not very easy… it was only possible because we had a family structure that allowed us to have a maid and therefore some of the housework was eventually delegated… paid! And… but it was not easy to reconcile, by the way, I think it's very difficult to reconcile personal and professional activity in academia, I think this is a serious problem."*

Interviewee 2, male

*"…The big problem was the management of family life. I don't know if it's cultural, if social, what was certain was that there were things I did. And since [says name of partner]is not always there, I have to do it. It was the big hurdle. ... For example, to go when they are sick. I want to go with them to the doctor, I can't come to work and think he's sick and my husband is going with the kid… no… I don't know if it's cultural, but there is something that calls me… that there are things that I think I have to do it. I can't delegate!"*

Interviewee 8, female

*"(…) It seems that women continue to have to perform a number of duties at home and that, either, you either have resources, it is not… or you have money to pay a full-time domestic servant, for example (…) or you have that possibility or you have to do it and give much more of yourself. And it's not like… if you*

55

*really want to invest in your career, you have to abandon certain projects… have a family, you can have a family, but it has to be more restricted… (…)"*

<div align="right">Interviewee 7, female</div>

*"(…) …) When there is something… or if Santiago is sick or if there is anything else to deal with, I end up with the job, but it seems to be not work, isn't it. This flexibility and not being work and the flexibility of schedules and times and… turns out to be very difficult to manage..."*

<div align="right">Interviewee 6, female</div>

From an official perspective, in Portugal, the work-life balance issue is mainly taken into account through parental leave and support to dependent relatives. As can be seen in table 11, in 2018 the number of days of absence women took from work, due to parenting and illness, corresponds to 84.9% of the total, with about one third representing maternity leave . This is in spite of the fact that the percentage of women in the total workforce of IGOT is lower than that of men (44.3 and 55.7% respectively),  However, it is interesting to note that, although no man was absent from work during that year because of parenting, on the contrary, the days of absence to support family members were all taken by male workers.

Table 11 – Number of days off work by IGOT staff due to parental care, illness and family care (2018)

| Motives for absenteeism from work | Sex | No. Of days | % |
|---|---|---|---|
| Parental protection | Men | 0 | 0 |
| | Women | 104 | 100 |
| Illness | Men | 0 | 0 |
| | Women | 195 | 100 |
| Family assistance | Men | 57 | 100 |
| | Women | 0 | 0 |
| Total | Men | 57 | 15.6 |
| | Women | 309 | 84.9 |

<div align="center">Source: Human Resources Management Unit</div>

There are no specific additional measures in IGOT, other than those provided for in the national law, concerning the protection of parental care or the provision of care to family members. Similarly, as regards institutional support to reduce the effects of family care responsibilities, career advancement or professional qualification, there are no additional mechanisms other than those provided for in the general labour regulation or in the university teaching career statute.

IGOT leaders are aware of the existing problems, but recognize that the institution has no specific policies in this area and that despite human and financial resource constraints, some measures can be taken that may contribute to an improvement in work-life and gender balance .

*"We have no policy on the subject and maybe there are some loose ideas on the subject (…) it's hard (…) to think of a slightly different public service delivery. And there has been no margin, even for the shortages of staff or for the difficulty of hiring and limits of the payroll."*

Interviewee 1, male

*"I would also say that we must be concerned with, namely, the adjustment of some routines, which are different, regarding the role of the woman and the role of men in their families. We cannot hide that these have been unequal roles. I also believe that the University will not be the one to solve that, although it should naturally be solved, those roles must be reversed. Now, we cannot, by burying our head in the sand, pretend that they do not exist, and we can create conditions to improve that, namely regarding professional working hours, some service distributions, etc."*

Interviewee 5, male

## 4.8. Students

The data analysed in this paragraph pertaining to the students enrolled in IGOT's programmes refer to 31 December 2018 and were provided by IGOT's Academic Office. As was the case for the teaching and research staff, and for administrative and technical workers, the Universidade de Lisboa Management Reports do not include gender-disaggregated data on the student population. Therefore, to place IGOT in the context of the Universidade de Lisboa, data published by the Directorate-General for Statistics on Education and Science (DGEEC) for the 2017/18 academic year were also used.

In 2017/18 the share of women enrolled in the Universidade de Lisboa is higher than that of men (52.3%). The female presence is more visible in the 1st cycle of studies (54%) than in the 2nd and 3rd cycles, which are more gender balanced (50.9% in master programmes and 50.1% in PhD programmes). However, as one can see in figure 14, there are great differences in the proportion of female and male students across scientific areas. Women are overrepresented in the fields of education, arts and humanities, social sciences, journalism and information, business administration and law, health and welfare. On the contrary, in the scientific areas of information and communication technologies, engineering, industry and construction, the proportion of female students is still much lower than that of male students.
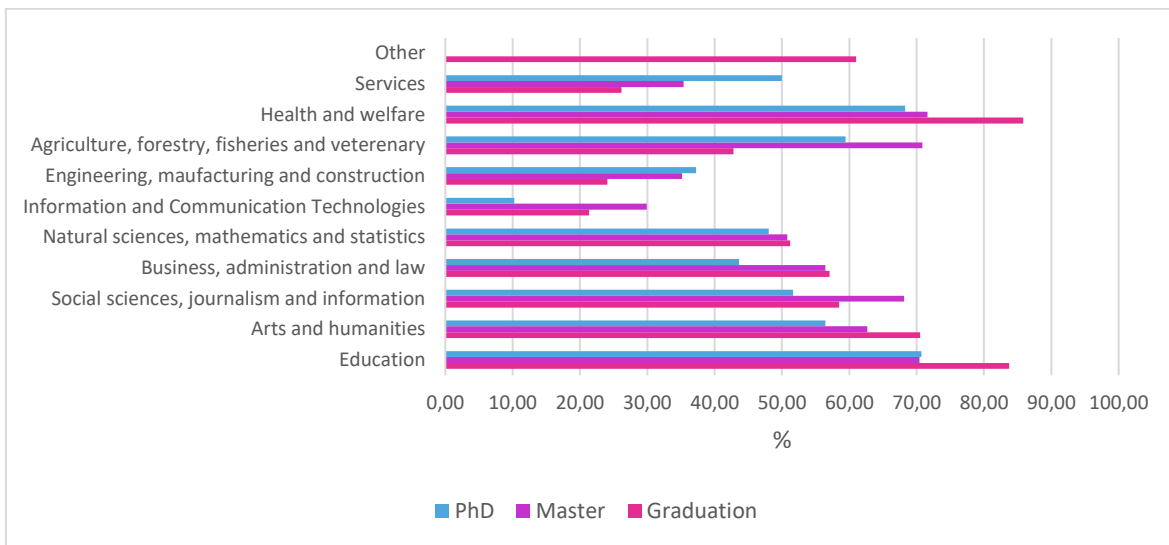
Figure 14 - Women enrolled in ULisboa, by broad field of study, 2017/18 (%)

Source: General Directorate for Education and Science Statistics (DGEEC)

The percentage of women within each of the 18 Schools of the Universidade de Lisboa mirrors the aforementioned almost dichotomy that overrepresents women in the areas of health, social sciences, education and the arts. Indeed, as can be seen in figure 15, in the Schools of Psychology, Veterinary Medicine, Pharmacy, Dental Medicine, Education, Fine Arts, Medicine, Letters and Architecture, the share of female students is higher than 65%. On the contrary, IST (School of Engineering) stands out because the percentage of women enrolled in its study programmes is less than 30% of the total.

In the case of IGOT, it can be seen in figure 15 and table 12 that there is a gender imbalance among the overall students of the Institute. This general picture shows that the unbalance is most pronounced in the 1st cycle of studies, particularly in the graduation in Planning and Spatial Management. In the second, and especially in the third cycle of studies, there is a tendency towards gender balance or a slight predominance of women.
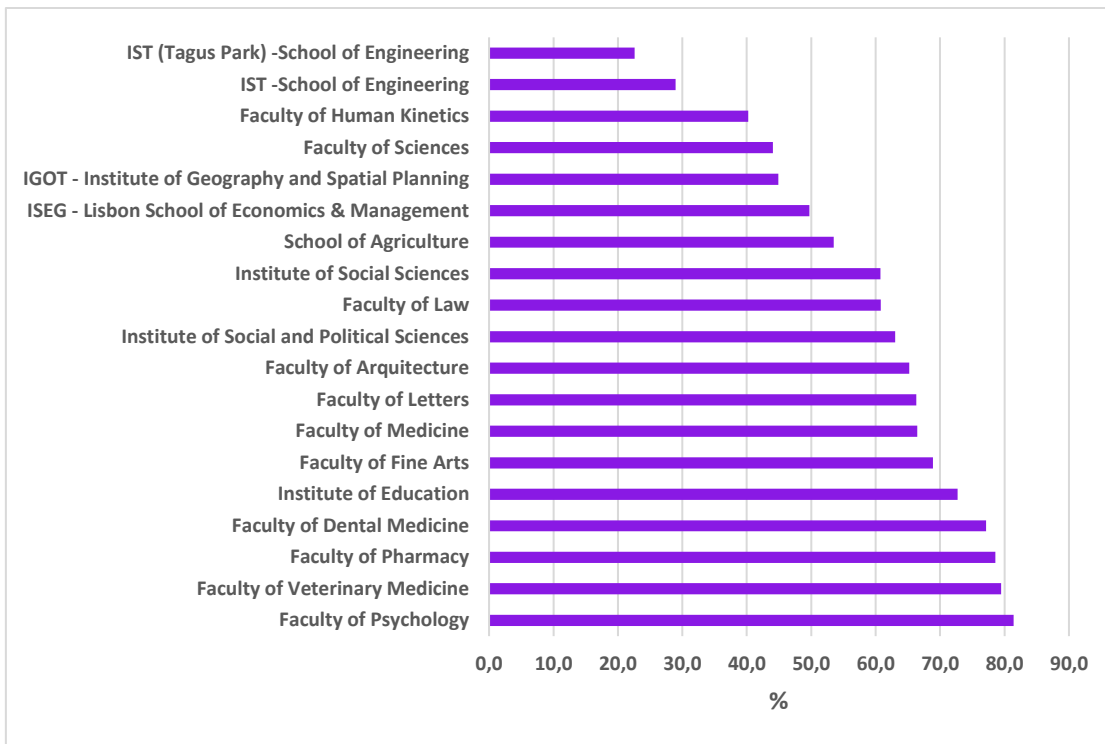
Figure 15 - Percentage of women enrolled in the Schools of ULisboa 2017/18

Source: General Directorate for Education and Science Statistics (DGEEC)

Table 12 - Students enrolled in IGOT on 12/31/2018, by study cycle and sex

| Programmes | Total | Men | | Women | |
|---|---|---|---|---|---|
| | No. | No. | % | No. | % |
| PhD programmes (3rd cycle) | 115 | 54 | 47 | 61 | 53.0 |
| Masters (2nd cycle) | 185 | 90 | 48.6 | 95 | 51.4 |
| Graduation in Geography (1st cycle) | 298 | 181 | 60.7 | 117 | 39.3 |
| Graduation in Planning and Spatial Management | 147 | 102 | 69.4 | 45 | 30.6 |
| Total | 745 | 427 | 57.3 | 318 | 42.7 |

Source: IGOT's Academic Office

The difference in the percentage of female students in the undergraduate degrees in Geography and Spatial Planning and Management stems from the differences in the higher concentration of women in certain academic fields, such as the Social Sciences, in which Geography is included, and less so in the well-known area of STEM (Science, Technology, Engineering and Mathematics), where there is a greater concentration of men. It can be seen that, in IGOT as a whole, female students tend to pursue higher education (Master and PhD) more than male students (51.4% and 53% of students compared to 48.6% and 47% respectively).

# 5. Leadership and Decision – making

For many years, the presence of women in leadership and decision-making positions in the academic world has been residual. There have been women rectors, university presidents and heads of departments, but men have for long outnumbered women in these places. The situation obviously varies according to the spatiotemporal contexts and the presence of women in directive positions has been growing (Valian, 2005; Dominici, Fried and Zeger, 2009).

Regarding the ULisboa Governing Bodies, the General Council is presided by a woman, with a vast majority of men among the external members (80%) and a preponderance of women (61.1%) amid the academic and research staff representatives. The non-academic staff representative is a woman and there is a gender balance among the students' representatives. Overall, of the 35 members of this governing body, 48.6% are women and 51.4% are men showing a relatively balanced representation of men and women (Table 13).

Table 13 - Composition of the General Council by sex, ULisboa, 2018

| Position | Female | | Male | |
|---|---|---|---|---|
| | No. | % | No. | % |
| External members | 2 | 20.0 | 8 | 80.0 |
| Academic and Research Staff Representatives | 11 | 61.1 | 7 | 38.9 |
| Non-Academic Staff Representatives | 1 | 100.0 | 0 | 0 |
| Students Representatives | 3 | 50.0 | 3 | 50.0 |
| Total | 17 | 48.6 | 18 | 51.4 |

Source: Management and Activity Report 2018

The Rector is a man and if one considers the Rector's Executive Board, composed of six Vice-Rectos and three Pro-Rectors, there is a huge preponderance of men comparatively to women. Only one female Vice-Rector and one female Pro-Rector can be found in the entire team (Table 14).

Table 14 - Composition of the Rector's Executive Board by sex, ULisboa, 2018

| Position | Female | Male |
|---|---|---|
| Rector | 0 | 1 |
| Vice-Rectors | 1 | 5 |
| Pro-Rectors | 1 | 2 |
| % | 20% | 80% |

Source: https://www.ulisboa.pt/vista/equipa-reitoral (seen on July, 23, 2019).

This gender imbalance can also be found amidst the Deans of the 18 Schools of the ULisboa where only 3 are women (16.7%) – Table 15.

Table 15 – Deans of Schools by sex, on December, 31, 2018

| Gender | Deans of Schools | |
|---|---|---|
| | No. | % |
| Female | 3 | 16.7 |
| Male | 15 | 83.3 |
| Total | 18 | 100 |

This gender imbalance is not so notorious at IGOT, but the proportion of men in the School Council is higher than that of women (63.6% against 36.4%) – Table 16.

Table 16 - Composition of IGOT's School Council on 12/31/2018, by sex

| Position | Women | | Men | |
|---|---|---|---|---|
| | No. | % | No. | % |
| External member | 0 | 0 | 1 | 100.0 |
| Teachers | 3 | 42.9 | 4 | 57.1 |
| Non-teaching staff | 0 | 0 | 1 | 100.0 |
| Students | 1 | 50.0 | 1 | 50.0 |
| Total | 4 | 36.4 | 7 | 63.6 |

Source: Human Resources Management Unit

At the end of 2018, IGOT's Presidency was headed by a woman assisted by a male Vice-President. Presently (September 2019), the Dean is a man with a male and a female Vice-Presidents.

Another important government body is the Management Council. It is in charge of the administrative, asset and financial management of the Institute and by inherence is composed

by the President, one of the vice-Presidents, the Executive Director and the Director of the Centre for Geographical Studies. In December 2018, only one woman could be found in these positions. Presently (September 2019) all the members of the Management Board are men.

Gender inequality in the institution is not an issue of concern for IGOT's present Dean. First and foremost, he stresses the relevance of persistent inequality of opportunities in the Portuguese society. Thus, IGOT's gender imbalances reflect the features of society at large, with people enjoying different opportunities along their lives. The following quote exemplifies this:

*"... I would say that the figures presented at the [Task Force for the GEP] workshop ... show an imbalance in the gender relation between men and women. There is a clear imbalance. I'm not sure that this imbalance mirrors a gender inequality, in the sense that there was inequality of opportunities in gender terms. [...] I'm also aware that those inequalities [...] also mirror inequalities of certain kinds of potentials that exist in the society. In certain areas there are larger recruitment potentials of a specific gender comparatively to the other."*

Looking at the gender composition of IGOT's bodies like the Scientific Council, the imbalance is even higher than that found for the School Council. Men account for close to 77% of the members with a seat in this body (Table 17).

Table 17 - Gender composition of IGOT's Scientific Council on 12/31/2018

| Position | Women | | Men | |
|---|---|---|---|---|
| | No. | % | No. | % |
| President  (*) | 1 | 100 | 0 | 0 |
| Other teachers / members | 2 | 16.7 | 10 | 83.3 |
| Total | 3 | 23.1 | 10 | 76.9 |

- Presently (September 2019, the President is a man).

Source: Human Resources Management Unit

Another body of IGOT's life is the Pedagogic Council. It is a body responsible for commenting on pedagogical guidelines, teaching and assessment methods followed by the institution. Here, again men prevail over women with a stronger presence at the level of students and the president (Table18).

Table 18 - Gender composition of IGOT's Pedagogic Council on 12/31/2018

| Position | Women No. | Men No. |
|---|---|---|
| President | 0 | 1 |
| Teachers | 1 | 1 |
| Students | 1 | 2 |
| % | 33.3 | 66.7 |

Source: Human Resources Management Unit

In the opinion of IGOT's present Dean (September 2019) in small schools like IGOT, the imbalances are more difficult to solve. He adds, "We make a list for the governing bodies we are very constrained in the elaboration of the list due to certain requirements: the formal and others, let's say, informal ones ... it's not so much equality issues that emerge."

The Director of the Centre for Geographical Studies also voices his concerns for the gender imbalance that presently exists in the directive body of the research unit by saying:

*"I also think we do not have, in the first place, a serious gender equality problem. That being said, I am also increasingly sensitive to the relevance of gender equality in the college in general and also in CEG as the decision and coordination positions tend to be occupied by men. Evidently, they must be qualified people, but there are also qualified women and, sometimes, there is a tendency to invite or support more male individuals for certain positions. I don't know why; I don't know if it is because it seems to us that these people are more available or…"*

He also disclosures that he invited a woman to join him in the directive board, but she refused, and he is now more aware of the gender issue in academia:

*"It was supposed to be, but the person refused. ….. she was a person to whom I spoke about integrating the Centre's management team. In fact, she showed no availability and I did not think about the composition of the gender balance and, probably, today, if I had to create a management team, this would be an issue I would consider, as I considered in another things… panels, juries, etc., I always try…"*

Another sector where a major gender imparity can be found is in CEG's research groups. Of the 7 groups, only 2 are coordinated by women. On this topic, CEG Director says:

*"This is an issue about which the Centre's management team doesn't have much to say… doesn't have much to say because it depends on the basis within the groups themselves and I think that no management of the Centre ever issue any gender opinion nor another opinion… it actually had to issue others and we didn't because we always granted freedom to the researchers… the freedom to enter into partnerships and choose who likes to lead… even though we have groups, such as MIGRARE, who are very well led by women. And we have MOPT and we had SLIF, however, there isn't… we had before when we were more and had 10 nuclei… there has always been but there is no parity."*

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All in all, despite the position of women in prominent academic positions at the University level, like the General Council, there is a predominance of men in the Rector's Executive Board and in the University Coordination Council. At IGOT, the gender imbalance is not so striking, giving the fact that men are over-represented in teaching and research staff, accounting for 64.4% of the total. The president of IGOT and the Director of CEG, both recognize that there is no gender policy in the institution. Therefore, according to them the difference in the representation of men and women in key positions of the Institute reflects gender differences of opportunities in society at large.

# 6. Gender dimension in research and knowledge transfer (content and curricula)

This section aims to analyse gender sensitiveness in research and curricula and comment on the level of gender mainstreaming in IGOT. The section begins by analysing the gender dimension in research and continues to assess gender in pedagogical practice.

To assess the gender dimension in research we use various gauges including differences success rates between men and women in research funding and research outputs. At the institutional level, IGOT has yet to develop formal policies or guidelines promoting the integration of gender analysis into research. Indeed, collecting data by gender has not been a priority.

Women have tended to dominate international research funding in IGOT. As observed in table 19, 3 of the 4 international projects initiated in the institution between 2017 and 2019 are coordinated by a woman, this represents 68 per cent of international competitive research funding in the institution. The composition of research teams conducting these international projects is gender balanced.

Table 19 - International competitively funded projects, 2017-2019

| Total projects | Total project financing (EUROS) | Total Financ. IGOT (EUROS) | Financ. IGOT (EUROS) | | Coordinator (no) | | Research team (no) | |
|---|---|---|---|---|---|---|---|---|
| | | | Women | Men | Women | Men | Women | Men |
| 4 | 16626933.35 | 712110.55 | 482441.8 | 229668.75 | 3 | 1 | 7 | 5 |
| | | | 68% | 32% | 75% | 25% | 58% | 42% |

At the national level the gender imbalance is notable as all of the Principal Investigator (PI) of nationally funded projects are men (table 20). There were another 18 project proposals submitted to national funding bodies that were unsuccessful, seven of which were led by female PIs.

Table 20 - National competitively funded projects, 2017-2019

| Total projects | Total Consortium Financ. (EUROS) | Financ. IGOT (EUROS) | Financ. IGOT (EUROS) | | Coordinator (n.) | | Research team (n.) | |
|---|---|---|---|---|---|---|---|---|
| | | | Women | Men | Women | Men | Women | Men |
| 16 | 2 909805.83 | 2 166 458.55 | 0 | 2 166 458.55 | 0 | 16 | 62 | 114 |
| | | | 0 | 100,00% | 0 | 100,00% | 35.2% | 64.8% |

Consultancy services, such as studies for local governments, are a further measure of societal and policy impact of the research conducted in IGOT. For the period 2017-2019, there were eight international consultancy projects in conducted in IGOT, three quarters of which coordinated by women (table 21).

Table 21 – International Consultancy services, 2017-2019

| Nº | Amount contracted (EUROS) | | | Coordinator (n.) | | Research team (n.) | |
|---|---|---|---|---|---|---|---|
| | Total | Women | Men | Women | Men | Women | Men |
| 8 | 150,448.20 | 96,278.00 | 54,170.20 | 6 | 2 | 4 | 5 |
| | | 64% | 36% | 75% | 25% | | |

At the national level, considering the period 2013-2019, most of such services (93.1%) provided are conducted by men. Similarly, research / consultancy teams are comprised of more than 70 per cent of men (table 22).

Table 22 -National Consultancy services, 2013-2019

| Nº | Amount contracted (EUROS) | | | Coordinator (no) | | Research team (no) | |
|---|---|---|---|---|---|---|---|
| | Total | Women | Men | Women | Men | Women | Men |
| 29** | 671 072.18 | 5 463.00 | 656 559.18 | 2 | 27 | 18 | 48 |
| | | 0.8% | 99.2% | 6.9% | 93.1% | 27.3% | 72.7% |

While gender imbalance is clear in the absence of PIs in national projects and the marginal presence of women in consultancy projects, there is evidence in the qualitative data collected that some consciousness of this problem exists at the institutional level. The following quote of a member of a governing body in the institutions testifies to this:

*"I would like that, in the preparation of the projects and in the configuration of the teams, we could sensitize research groups about the importance of also having female researchers as coordinators …"*

Male, Interviewee 1

Regarding research outputs, the sex ratio of corresponding authors in 2017 and 2018 is 207 and 167,6 respectively. It is important to note that the gender imbalance in the composition of staff in IGOT is reflected in this disparity.

Another important issue is the number of gender-specific projects funded. While currently, there are no other running projects, in the past there have been several projects specifically studying gender related questions. For instance, among others, GenMob, funded by EEA Grants, studied gender inequality in time-space trajectories. There is also at least some sentiment, evidenced by the following quote from an interview conducted with a member of a governing body of IGOT, that this is an area with future research potential in the institution:

*"There have been big projects [on gender-specific phenomena], there is now the participation of the interdisciplinary doctorate, intra-faculties, there are connections with CIG – the Commission for Gender Equality –, and therefore, I think we are well positioned to consolidate this area."*

Male, Interviewee 1

## 6.1. Gender in pedagogical practice and curricula

Our analysis of gender sensitiveness in pedagogical practice draws on various indicators across the three levels of higher education, that is, undergraduate, master's courses and PhD studies. The general indicators we draw upon include the proportion of women coordinating degree programmes, the proportion of women coordinating course modules within degree programmes and the degree to which curricula assesses the issue of gender or women. In addition, for master´s and PhD programmes the proportion of female supervisors, jury presidents and jury members are analysed.

The coordination of degree programmes is imbalanced in terms of gender, as portrayed in table 25. Disparities are particularly notable at the postgraduate level as only one of the five PhD

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programme coordinators is a woman, while no female members of staff coordinate any of the six master's courses currently taught in IGOT (table 23).

Table 23 - Coordination of degree programmes by sex, IGOT, academic year 2018/2019

| Coordination of degree programmes | Men | Women |
|---|---|---|
| Undergraduate | 1 (50%) | 1 (50%) |
| Master | 6 (100%) | 0 (0%) |
| PhD | 4 (80%) | 1 (20%) |

Analysis at a finer grain, namely the gender balance of the coordination of course modules within degree programmes, reveals a similar tendency. Male members of staff coordinate most course modules in the degree of Geography and of Spatial Planning, 80% and 70% respectively. At the master's level, the only degree in which the proportion of female coordinators outweighs that of men is the Masters in Geography Teaching. Indeed, the other master's programmes range from between 55% of male coordinators, in Urbanism and Territorial Planning, to 93%, in GIS and Modelling. This reflects gender unevenness in the total number of academic staff teaching on the degree programmes at all levels of study. Looking more closely at the undergraduate level, in both degrees offered at IGOT around two-thirds of lecturers are men.

Concerning the curricula at the Bachelor level of courses taught in the academic year of 2018/2019, modules specifically focussed on gender and related issues were inexistent. Indeed, there are currently no gender-specific courses at the undergraduate level. An analysis of the course programmes, which include course content, learning objectives and bibliography, revealed that gender is only referenced in the objectives of two of the course modules taught in the undergraduate degree in Geography and one in the degree in Spatial Planning. In the master's degrees there were no gender specific course modules. Moreover, gender or related issues only appear in the programme for one module in the Master of Human Geography: Globalization, Society and Territory (see the last column in table 24). It is important to note, however, that this situation is changing as a new optional course module entitled "Geography and Gender in a Glocal Context" has been introduced in the Master of Human Geography for the academic year of 2019/2020. At the PhD level IGOT is involved, with other faculties, in teaching an interdisciplinary doctoral programme specifically focussed on gender studies.

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Table 24 - Gender in the coordination of course modules, teaching staff and curricular programmes, IGOT, 2018-2019

| Course level | Course name | Coordination of course modules (no/%) | | | No. of lecturers (including coordinators) (no/ %) | | | No. of references to gender issues in modules prog. |
|---|---|---|---|---|---|---|---|---|
| | | Men | Women | Total | Men | Women | Total lecturers | |
| Underg. | Geography | 40 (80%) | 10 (20%) | 50 (100%) | 76 (67.30%) | 37 (32.70%) | 113 (100%) | 2 |
| | Spatial Planning | 28 (70%) | 12 (30%) | 40 (100%) | 58 (65.20%) | 31 (34.80%) | 89 (100%) | 1 |
| Master's | Physical Geography and Territorial Planning | 11 (61%) | 7 (39%) | 18 (100%) | 18 (60%) | 12 (40%) | 30 (100%) | 0 |
| | Human Geography: Globaliza-tion. Society and Territory | 7 (58%) | 5 (42%) | 12 (100%) | 10 (56%) | 8 (44%) | 18 100%) | 1 |
| | GIS and Modelling | 14 (93%) | 1 (7%) | 15 (100%) | 21 (81%) | 5 (19%) | 26 (100%) | 0 |
| | Geography Teaching | 5 (45%) | 6 (55%) | 11 (100%) | 8 (62%) | 5 (38%) | 13 (100%) | 0 |
| | Urbanism and Territorial Planning | 6 (55%) | 5 (45%) | 11 (100%) | 14 (67%) | 7 (33%) | 21 (100%) | 0 |
| | Tourism and Communica-tion | 3 (75%) | 1 (25%) | 4 (100%) | 4 (80%) | 1 (20%) | 5 (100%) | 0 |
| PhD | Geography | 5 (100% | 0 (0%) | 5 (100%) | 8 (100%) | 0 (0%) | 8 (100%) | 1 |
| | Migration | 1 (17%) | 5 (83%) | 6 (100%) | 1 (25%) | 3 (75%) | 4 (100%) | 1 |
| | Tourism | 6 (100%) | 0 (0%) | 6 (100%) | 7 (100%) | 0 (0%) | 7 (100%) | 0 |
| | Territory. Risks and Public Policies | 1 (50%) | 1 (50%) | 2 (100%) | 2 (50%) | 2 (50%) | 4 (100%) | 0 |
| | Development Studies | n.a. | n.a. | n.a. | n.a. | n.a. | n.a. | n.a. |

An analysis of the titles and abstracts of master's theses produced in IGOT over the period from 2016 to 2019 revealed that only one thesis incorporated a gender dimension. Regarding the authors of master´s theses, one can observe relative parity with a slightly higher number of

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female students. On the contrary, the supervision of master's theses and the composition of master's juries are clearly imbalanced with almost three-quarters of supervisors and two-thirds of juries being male. The representation of female staff is even lower when we consider jury presidents (table 25).

Table 25 - Master theses concluded in IGOT, 2016 – 30th January, 2019

|  | Men (Nº / %) | Women (Nº / %) | Total |
|---|---|---|---|
| Author/Student | 45 | 49 | 94 |
|  | 48% | 52% | 100% |
| Supervisors | 94 | 35 | 129 |
|  | 73% | 27% | 100% |
| President of the PhD jury | 74 | 20 | 94 |
|  | 79% | 21% | 100% |
| Jury members | 121 | 68 | 189 |
|  | 64% | 36% | 100% |

The same indicators for doctoral studies reveal parity in terms of the gender of students completing their PhD, yet disparities in terms of gender equity of PhD supervision, as over 60 per cent of supervisors are male. The latter figure represents the gender structure of teaching staff in IGOT. The prevalence of women presiding over doctoral juries relates to the fact that during this period the president of IGOT was female and assumed this particular responsibility. Reflecting the situation in master's juries, there is a clear prevalence of male participation in PhD juries.

Table 26 - PhD theses concluded in IGOT, 2016 – 30th January, 2019

| PhD theses | Men (No/%) | Women (No/%) | Total |
|---|---|---|---|
| Author | 14 | 14 | 28 |
| | 50% | 50% | 100% |
| Supervisors | 17 | 11 | 28 |
| | 61% | 39% | 100% |
| President of the PhD jury | 8 | 18 | 26 |
| | 31% | 69% | 100% |
| Jury members | 104 | 39 | 143 |
| | 73% | 27% | 100% |

The indicators presented would suggest that formally the gender dimension is not integrated into curricula and that there are no official mechanisms to ensure equal gender representation in the coordination of degrees, course modules, student supervision or in PhD and master's juries – all of which are important indicators used to evaluate staff for promotion. Despite this, the qualitative data we collected through semi-structured interviews provides evidence that there is some concern with the gender dimension in teaching. A few of the lecturers and course coordinators tried to draw the students' attention to gender inequalities in relation to their different topics, as one lecturer states:

*"[when teaching] European Policies and the Commission's role in the environment, we always look at the male commissioners (os comissários) and the female commissioners (as comissárias)... I try to talk a little bit about it... about the fact that women often get left behind, don't you think, in the important political choices?"*

Female, Interviewee 8

In fact, while the gender dimension is not mentioned in the course programmes, some lecturers recognise the importance of issues related with gender equality and weave this into the content of their teaching. The following quote from a lecturer in IGOT illustrates this concern:

*"I am concerned with including gender questions, we are talking about disparities on a planetary scale, cultural differences, people who are in an early phase of their academic training need to understand that women's right are not equal across the globe and in many instances they are relatively recent in historical terms. Therefore, I always try when it is possible, there are disciplines where it is easy to introduce these dimensions… but, in general I have this concern."*

Male Interviewee 2

We also detected some instances of informal gender-sensitive pedagogical practices that might be a building block for the future integration of gender-sensitive methodologies and practices into teaching. One lecture explains how randomly selecting groups for group work and projects

creates a more inclusive environment and fosters specific benefits from diversity within working groups. As explained in the interviewees' own words:

*"For example, in teaching it is fundamental that when a group is formed, we clearly perceive if there is a student, boy or girl, that no one wants to work with who is excluded… so I do random lotteries for group work, precisely to give everyone an opportunity… the weakest students work with the most capable and I am aware that often there are certain students who influence other colleagues and who are on a certain course because they have had this opportunity to work with the best… I am talking about it in terms of all the students… but boys work more when working in mixed groups … and women and men sometimes think differently. Their experiences are different and bring more value to the groups […] it is not just the problem of equality, though it is obviously important to promote equal opportunities, but groups can go further and advance more when they are mixed."*

Male, Interviewee 4

# 7. Gender biases and stereotypes, sexism and sexual harassment

## 7.1. Institutional Communication and Gender

Institutional communication in IGOT ULisboa is not gender sensitive, both internally and externally. All communication in IGOT (institutional website and internal/external documents) is written using the generic masculine form (in Portuguese grammar it is identified as the neutral/generic form). Indeed, Portuguese is not a gender-neutral language, according to the European Institute for Gender Equality (EIGE) [10]definition – "Language that is not gender-specific and which considers people in general, with no reference to women and men".

In what concerns the importance of a gendered balanced language, EIGE clearly states:

"Language not only reflects the way we think; it also shapes the thinking of listeners or readers and influences their beliefs and behaviour. Gender-sensitive language relates to the use of the written and spoken language so that women and men are equally treated and considered. It requires avoiding talking in generic masculine terms, excluding women or reflecting stereotyped assumptions about gender roles. Being aware of the importance of gender-sensitive language could lead to the promotion of gender sensitivity (…)"

In IGOT women are invisible in written communication when it is addressed to the whole body of academic staff or students as they are always "included" in the plural/generic form (which is in both cases masculine). This is a classic example of how language use has implicit gender roles for men and women: men are visible, women included/invisible.

### 7.1.1 IGOT ULisboa website – men/women visibility in courses

To understand how women and men are visible in other types of communication, images relating to courses and events on IGOT's website were analysed. The analysis of the images is a good example of how certain areas of study and research within the institution are associated with men or/and women. It is important to note that choices made in terms of images were quite "random" and did not include concerns related to gender, age or ethnic diversity. Still, in the following tables we present data to illustrate gender visibility in visual communication.

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[10] https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions

There is some gender diversity, mainly in images of crowds. Still, there is no diversity in terms of age and ethnicity. Considering the main page of the IGOT website and course descriptions, there are almost the same number of images of women and men. However, there are more men associated with the Institution on the main page. There is no diversity in terms of age or ethnicity.

Table 27 - Images in IGOT´s main webpage and Courses (Bachelor, Master and PhD)

| Images | Men | Women | Not identified | Total |
|---|---|---|---|---|
| Main page | 2 (66%) | 1 (34%) | 0 | 3 (100%) |
| Course pages | 11 (39%) | 14 (50%) | 3 (11%) | 28 (100%) |

The following table summarizes the images according to the presence of men and women associated with different bachelor courses at IGOT. The general content of images relates to landscapes and maps rather than people. However, there are some images of women and none of men.

Table 28 - Images associated with Bachelor courses offered by IGOT

| Bachelor Courses | Men (Images) | Women (images) | Crowds (images) | Total |
|---|---|---|---|---|
| Geography | 0 | 3 (75%) | 1 (25%) | 4 (100%) |
| Planning and Territorial Management | 0 | 1 (50%) | 1 (50%) | 2 (100%) |
| European Studies | 0 | 0 | 0 | 0 |

A similar tendency can be observed with the imagery used in master's courses, with a slightly increased visibility of men.

Table 29 - Images associated to Master courses offered by IGOT

| Master Courses | Men (Images) | Women (images) | Crowds | Total |
|---|---|---|---|---|
| Physical Geography | 1 (100%) | 0 | 0 | 1 (100%) |
| Urbanism | 0 | 0 | 1 (100%) | 1 (100%) |
| European Policy | 0 | 1(100%) | 0 | 1 (100%) |
| Human Geography | 0 | 1(25%) | 3 (75%) | 4(100%) |
| GIS | 0 | 0 | 0 | 0 |
| Geography Teaching | 1 (50%) | 0 | 1 (50%) | 2 (100%) |
| Tourism and Communication | 0 | 0 | 3 (100%) | 3 (100%) |

In PhD courses there is an interesting distribution of images of men and women (non- binary is not present) according to different areas. Still, this distribution is quite random and unbalanced.

Table 30 - Images associated to PhD courses offered by IGOT

| PhD Courses | Men (Images) | Women (images) | Crowds | Total |
|---|---|---|---|---|
| Geography | 1 (100%) | 0 | 0 | 1 (100%) |
| Migration | 0 | 5* (83%) | 1 (17%) | 6 (100%) |
| Risks. Management and Public Policies | 0 | 0 | 0 | 0 |
| Tourism | 0 | 0 | 4 (100%) | 4 (100%) |
| Development | 0 | 0 | 1 (100%) | 1 (100%) |

The PhD Programme in Migration has a significant number of images of female migrants/ minorities. Most other human representations are through images of groups of people or crowds.

### 7.1.2. IGOT ULisboa website – gender balance in events

Events and news advertised on IGOT´s institutional webpage only demonstrate some unbalance in terms of the visibility of men and women. The following table includes all events advertised classified in 3 main types – PhD defences, MA defences and News about people – in 2019 (é 2019, certo?) (January to July):

Table 31 - Events/news advertised in IGOT institutional website

| Type of Events | Men (number) | Women (number) | Total |
|---|---|---|---|
| Academic – PhD defence | 3 (42%) | 4 (57%) | 7 (100%) |
| Academic – MA defence | 3 (25%) | 9 (75%) | 12 (100%) |
| News (diverse. 2019) | 15 (68%) | 7 (32%) | 22 (100%) |

During this period the number of master defences was quite balanced in terms of gender, but there were three times as many PhDs defended by female candidates. In what concerns news, a huge majority (68%) relates to men.

Gender balance in events during the last 3 years was also analysed. Between 2017 and 2019, IGOT hosted several types of events. Some were organized by IGOT (Seminars, Workshops and open sessions and activities) while others were in collaboration with other organizations.

Table 32- Events in IGOT (2017)

| Events | Total Events | Speakers - Men | Speakers- Women | Total Speakers |
|---|---|---|---|---|
| Workshops | 3 | 14 (87.5%) | 2 (12.5%) | 16 (100%) |
| Seminars | 4 | 19 (50%) | 19 (50%) | 38 (100%) |
| Open sessions | 3 | 27 (57%) | 20 (43%) | 47 (100%) |
| National/International Conferences | 7 | 46 (61%) | 29 (39%) | 75 (100%) |
| Total | 17 | 106 (60%) | 70 (40%) | 176 (100%) |

It is possible to observe that in general the number of male speakers is higher than the number of women speakers in events held in IGOT. In 2017, in the 17 events organised in IGOT, 60% of the speakers were men.

In 2018, fewer events were organized, but the general tendency for more male speakers than female speakers still occurred(Table 33):

Table 33 - Events in IGOT (2018)

| Events | Total Events | Speakers – Men | Speakers-Women | Total Speakers |
|---|---|---|---|---|
| Workshops | 2 | 20 (42%) | 28 (58%) | 48 (100%) |
| Seminars | 3 | 34 (60%) | 23 (40%) | 57 (100%) |
| Open sessions | 3 | 23 (55%) | 19 (45%) | 42 (100%) |
| International Conferences | 3* | | - | - |
| Total | 11 | 77 (52%) | 70 (48%) | 147 (100%) |

*International organizations (IGOT was a co-organizer)

Most events were not balanced in terms of gender. Once again, the percentage of male speakers is higher than that of female speakers, although the gap is not as accentuated as in the previous year. This can also be observed in the 3 international conferences hosted by IGOT in collaboration with other partners.

Table34 – International conferences, IGOT in collaboration with other institutions (2018)

| | Men | Women | Total |
|---|---|---|---|
| Scientific Committee | 47 (56%) | 37 (44%) | 84 (100%) |
| Event Organizers | 18 (69%) | 8 (31%) | 26 (100%) |
| Speakers/ Presenters | 399 (52%) | 363 (48%) | 762 (100%) |

Thus far, in 2019, IGOT was involved in the organization of a few events as shown in the following table. Of the 4 events organized at IGOT, 73% of the speakers were men while only 27% were women. Evidence suggests that gender balance is not a specific concern in event organization in IGOT.

Table 35 - Events in IGOT (2019)

| Events | Total Events | Speakers - Men | Speakers – Women | Total |
|---|---|---|---|---|
| Seminars | 2 | 3 (60%) | 2 (40%) | 5 (100%) |
| Open sessions | 2 | 24 (75%) | 8 (25%) | 32 (100%) |
| Total | 4 | 27 (73%) | 10 (27%) | 37 (100%) |

## 7.2. Sexism and Sexual Harassment

This part of the report addresses the perception of gender biases and stereotypes, sexism and harassment within the Institution.

We present data related to this question at ULisboa and in IGOT ULisboa. Following EIGE[11] definitions the following concepts were researched:

- Gender biases - Prejudiced actions or thoughts based on gender-based perceptions that women are not equal to men;
- Gender stereotypes - Gender stereotypes are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. (…) They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes which hold back the advancement of women;
- Sexism - Actions or attitudes that discriminate against people based solely on their gender;
- Sexual harassment - Form of gender-based violence encompassing acts of unwanted physical, verbal or non-verbal conduct of a sexual nature, which have a purpose or effect of violating the victim's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment.

The survey conducted at the Universidade de Lisboa among academic staff and researchers included some questions related to the perception of sexism in different faculties and the existence of behaviours that could be classified as harassment (of different types, including professional bullying, stalking or sexism). The results related to the perception of working in a non-sexist environment are presented in figure 16. Schools are grouped in three scientific domains due to the reduced number of respondents in some of them.

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[11] EIGE – European Institute for Gender Equality presents a glossary of terms related to Gender Mainstreaming (https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions).
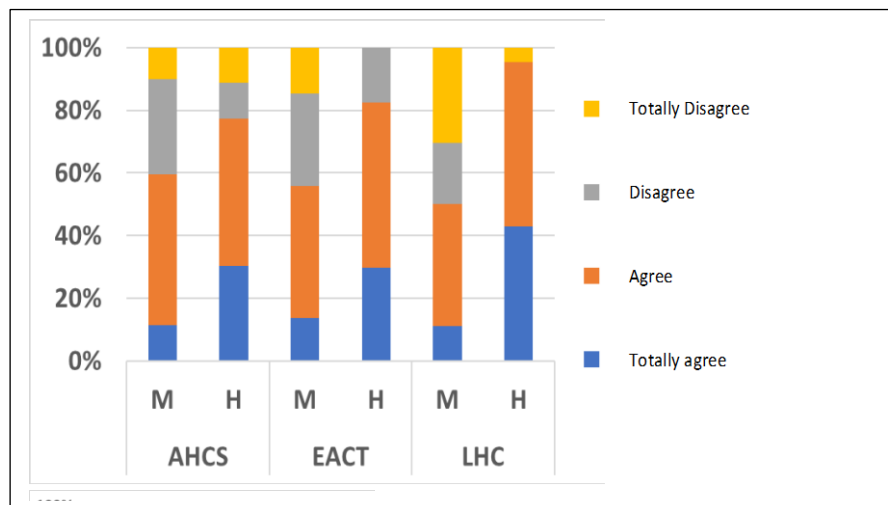
Figure 16 - Existence of a non - sexist environment in Faculties
Source: Online Survey, 2019

In general, most of the academic staff considers that the environment of their faculty is non-sexist. It is important to note that the percentage of female academic staff who think that the faculty environment is non- sexist is always lower than the percentage of male staff with the same opinion. Faculties in the scientific area of "Arts, Humanities and Social Sciences" and "Engineering, Architecture and Technologies" have a higher percentage of staff who feel the working environment is sexist.

ULisboa´s academic staff and researchers also gave their opinion in what concerns the existence of sexual harassment or any type of behaviour that was considered inappropriate, as summarized in table 36.

The percentage of men who claim they never experienced inappropriate behaviour in the workplace (87.6%) is higher than the percentage of women who have a similar opinion (72.6%). Among those who experienced inappropriate behaviour or even sexual harassment the percentage of women is always much higher than the percentage of men. The situation most frequently mentioned relates to experiencing situations of systematic sexual/sexist teasing, jokes, remarks or questions, both for men and women.

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Table 36 - Experiences related to sexual harassment in the ULisboa working environment

| Different types of behaviour experienced in the workplace* | Women | Men |
|---|---|---|
| Receiving sexist letters. phone calls. texting/ pressure for dating/ sexual favours with the promise of a job. working conditions improvement; | 12 (5.5%) | 4 (2.5%) |
| Professional bullying/moral harassment/gender bias | 7 (3.2%) | 2 (1.2%) |
| Pressure for sexual favours/physical or sexual assault | 4 (1.8%) | 0 (0%) |
| Leaning over. touching or unwanted physical contacts | 17 (7.8%) | 4 (2.5%) |
| Stalking | 11 (5%) | 7 (4.3%.) |
| Systematic sexual/sexist teasing. jokes. remarks or questions | 41 (18.7%) | 14 (8.7%) |
| I have not experience inappropriate behaviour | 159 (72.6%) | 140 (87.6%) |

*Multiple choice question (the total is higher than 100%)

Source: Online Survey, 2019

For women the second type of inappropriate behaviour experienced in the workplace relates to situations of unwanted touching or physical contact (mentioned by almost 8% of the female respondents). In the case of male academic staff and researchers the second type of inappropriate behaviour relates to situations of stalking (mentioned by 4%).

For women the third most relevant situation in terms of experiencing harassment is receiving letters, phone calls and texting of a sexual nature as well as pressure to date (5.5%). About 2.5% of men surveyed experienced similar situations.

In what concerns sexual harassment, there are no policies or institutional mechanisms to report such incidents in IGOT.

Interviews also revealed that, some academics do not recognize the existence of situations that could be classified as "sexual harassment". They identify the existence of "situations" but resist classifying them as sexual or sexist.

One interviewee contends that "in the past" some situations might have been classified as so, but presently things have changed. Still, the persistence of certain comments with a sexual connotation are acknowledged. The idea persists that "comments with a sexual connotation"

are not "sexual harassment". They are more related to "relaxed conversation". It can be exemplified by the following statement:

"(…) *the university has made a great progress in recent years... We're talking about sexual harassment. This is it. Now, I think there's still a... I think that if we think in a joyful discourse, I think…, I think the jokes of sexual nature continue to be very present* (…)"

Both from the online survey to the academic and research staff of all faculties of the Universidade de Lisboa and the qualitative data collected at IGOT, when there is a reference to the existence of inappropriate behaviour in the workplace, the most common one relates to experiencing situations of systematic sexual/sexist teasing, jokes, remarks or questions.

It is also worth mentioning that the interviewees also identified some concerns with the relation between male professors and female students in the sense that care must be taken to prevent possible accusations of sexual harassment. The following quote clearly illustrates this concern:

"(…).. *Therefore, in these things I am very careful, I do not meet with people in my office if I am alone, I always choose the meeting room or the bar... I'm always very careful about it, and even with conversations, jokes, with things I always have a lot of attention.* (…)"

Within the focus groups that involved members of IGOT (students, academic and administrative staff) the topic of sexual harassment was also discussed. There is this notion that the concept of "harassment" is not always related to "sexual harassment". Statements like the following call attention to the fact that it is still not clear what should be considered sexual harassment, moral harassment or discrimination (against women):

"(…) *we do not focus on sexual harassment, but rather on harassment in general, it is not…of various kinds… and among the things we identified was the lack of a complaint mechanism, not just about discrimination but also harassment. (…) there were people who thought harassment was a different thing and therefore not knowing what it really is also makes it hard for those who suffer this kind of thing to know, effectively, what is happening* (…)".   (Female participant)

(…) *information on the mechanisms for reporting, who can we report to, how to do it, to whom should we transmit information on harassment, people may have different understandings… information on the subject* (…) (Female Participant)

"(…) *reporting harassment situations can have the opposite effect as, the complaint may not correspond to real  harassment (…) if there is no confidentiality in the process, the perpetrator that is not really… the social impact on him and… the consequences can be terrible.* (…)  - Male Participant

# 8. Concluding remarks

IGOT's participation in the GEARING Roles project allowed the continuation and deepening of the diagnosis made in 2017/18 by a working group appointed by the previous IGOT President (Maria Lucinda Fonseca) to elaborate the Diagnosis and strategy for gender equality at the Institute.

Although there have been no significant changes from the previous diagnosis, it should be stressed that since the presentation of some strategic guidelines to promote gender equality in a School Council meeting, and also the beginning of the GEARING Roles Project, this issue has begun to gain greater visibility in the discourse of some members of the Institute's governing bodies and in the informal debates among teachers, researchers, students and the administrative staff.

The national social, political and economic context was recognized by many of the interviewees and workshop participants as a structuring element of gender equality practices in research and higher education in Portugal. Therefore, the financial limitations resulting from the impact of the economic and financial crisis and the existence of a very strict legal regulation governing the hiring of teachers and researchers by public higher education institutions were pointed out by some coordinators as inhibitors of the change of procedures pertaining to the hiring of teaching and research staff to correct the presently existing gender gap in opportunities for career advancement or access to leadership positions.

At the institutional level, it is also important to highlight the absence of gender-disaggregated indicator collection practices to assess and monitor possible forms of gender-based discrimination and inequality. This invisibility of difference makes it harder to change the institution's organizational culture, with the goal to build a better balance between work and family and personal life and the promotion of equal opportunities in access to resources, especially in the context of reduced state funding for university institutions.

In this analysis, four main areas of gender inequalities at IGOT have been addressed: career development of academic and research staff, leadership and decision-making, gender sensitiveness in research and curricula, and communication, and gender-based discrimination and harassment. The main findings of the assessment report can be summarized in 5 priority areas:

**1. Recruitment, retention, career progression and work-life balance.** Women represent slightly more than 1/3 of the total number of teaching staff and researchers in IGOT. The gender imbalance is lower towards the top of the career hierarchy with women representing 40% of the

Full Professors and 44.4% of Associate Professors and only 31.3% of Assistant Professors. There is no gender pay gap considering that the government defines the remuneration echelons for the different professional careers within Public Administration. In terms of academic recruitment, the number of women hired was actually two and a half times greater than that of men (01/2017 – 09/2019). Regarding career progression, it is interesting to note that the percentage of women who have been recruited for less than three years is higher than that of men. This indicates that in recent years there is a positive trend towards reducing the disadvantage of women not only at entry point of the university teaching career, but also in access to top positions.

**2. Leadership and Decision-making.** There is an over-representation of men in IGOT's governing bodies.

**3. Gender dimension in research and knowledge transfer including gender in pedagogical practice and curricula.** Women are well represented in the coordination of international projects, but are under-represented as Principal Investigators of national projects and in consultancy work in the period under study.

There are currently no gender-specific courses at the undergraduate level and gender is only referenced in the objectives of two of the undergraduate course modules and one at the master's level. There is relative parity in the number of master's and PhD theses authored by men and women. On the contrary, the supervision of postgraduate students and the composition of master's and PhD juries are clearly imbalanced.

**4. Sexism, gender biases and stereotypes**
Institutional communication at IGOT is not gender sensitive. In general, the number of male speakers is slightly higher than the number of women speakers in events held at IGOT.

**5. Sexual harassment**
According to survey results, most of the academic and research staff considers that the environment at IGOT is non-sexist. Nevertheless, there is an acknowledgement of a persistent culture of gender stereotypes/ trivialization of gender issues. It is also worth mention that there are no specific guidelines or any specific protocol for the prevention of cases of sexual harassment.

In summary, the main challenges coming out from the assessment are the following:

→ There is a need to instigate change in the institution's organizational culture, in order to build a better balance between work, family and personal life. This means developing clear measures and working to change practices.

→ To ensure equal representation in positions of power it is necessary to achieve a **more balanced gender composition of IGOT's governing bodies**, as such there is a need to create parity in the electoral process.

→ The promotion of gender mainstreaming represents an overarching challenge involving adopting measures to **change the organizational culture, policies, procedures and the governance model** adopted in IGOT.

→ To meet the objective of **mainstreaming gender in education and research**, actions to increase sensitivity and knowledge are important in order to overcome resistances revealed in the workshops conducted at IGOT.

→ Promoting careers in geography for women and achieving a greater gender balance among undergraduate students necessitates developing actions outside IGOT and engaging with students and teachers in secondary schools.

→ The final challenge relates to **changing attitudes at the individual level** in order to accept gender mainstreaming and change behaviour accordingly, reducing stereotyping and trivialization of gender issues.

# Appendix

## Table 1. Selection of Portuguese Reference Documentation

| Main Areas | Topics/Subareas | National |
|---|---|---|
| **Citizenship and gender equality** | - Reconciling work life with private life<br>- Municipal cooperation<br>- Sports<br>- Discrimination<br>- Family<br>- Migration<br>- Inclusive use of language<br>- Mainstreaming<br>- Parenthood<br>- Disabled people<br>- Poverty, Exclusion and Social Inclusion<br>- Power and decision making<br>- Reproductive health and rights<br>- Work, employment and entrepreneurship | • Constitution Portuguese Republic (articles 13 and 9) -<br>• National Strategy for Equality and Non-Discrimination – "Portugal + Equal" (ENIND).<br>• Resolution of the Parliament 116/2012, of July 13 - recommends to the Government to take measures of family valorisation that facilitate the reconciliation between family and professional life.<br>• Ordinance 8683/2011, of June 16 - pre-primary and elementary school establishments must remain open at least until 5:30 pm and for at least 8 hours.<br>• Ordinance 14460/2008, of May 15 - defines the norms to be observed during the period of operation of the respective establishments, as well as in the offer of curriculum enrichment and animation activities and family support.<br>• Ordinance 426/2006, of May 2 - creates the Social Equipment Network Enlargement Program, which aims to support the development and consolidate the social equipment network, which essentially aims to stimulate, through financial resources from social games, private investment in social facilities, with the objective of increasing the installed capacity in responses in the areas of childhood and youth, people with disabilities and the elderly population.<br>• Resolution of the Council of Ministers 39/2010, of May 25 - defines the framework of reference of the applicable statute, at the initiative of the municipalities, the Councillors and the local Councillors for equality.<br>• Resolution of the Assembly of the Republic 80/2012, of July 30 - recommends to the Government to take measures to combat discrimination between women and men in sports competitions.<br>• Ordinance 84/2015, of March 20 - creates and regulates the measure of Promotion of Gender Equality in the Labour Market.<br>• Resolution of the Council of Ministers 11-A /2015, of March 6 - mandates the Secretary of State for Parliamentary Affairs and Equality, the Secretary of State for Regional Development, the Assistant Secretary of State and Economy and the Secretary of State for (i) within 90 days from the date of publication, to work towards the conclusion, with listed companies, of a commitment that promotes greater balance in the representation of women and men on their boards. on the assumption by companies that they are bound by a target of 30% representation of the underrepresented sex by the end of 2018, and (ii) to promote the creation and delivery at no cost to companies a support mechanism for identifying and analysing the gender pay gap.<br>• Law 40/2014, of July 9 - makes the second amendment to the Law 27/2007, of July 30 (Law of Television and Audio-visual |

Services on Demand), integrating the promotion of gender equality as one of the themes of television programs. open access.

- Resolution of the Parliament 46/2013, of April 4 - recommends to the Government non-discrimination against women.
- Resolution of the Parliament 45/2013, of April 4 - recommends to the Government to combat direct and indirect wage discrimination.
- Resolution of the Parliament 41/2013, of March 8 - recommends to the government a set of measures to combat discriminatory practices between men and women in the world of work, including making it available on the website of the Conditions Authority quality and up-to-date statistical information, with future gender disaggregation.
- Resolution of the Council of Ministers 13/2013 of March 8 - adopts a set of measures to ensure and promote equal opportunities and outcomes for women and men in the labour market, including the elimination of wage gaps, the promotion of reconciling work and family and personal life, encouraging the deepening of corporate social responsibility, eliminating labour market segregation and other discrimination.
- Resolution of the Council of Ministers 19/2012, of March 8 - underlines the need to promote effective plurality in the representation of women and men in decision-making places, both for the public and private sectors, and encourages the adoption of good governance, which can contribute to Portugal's economic sustainability.
- Law 7/2011, of March 15 - creates the procedure for changing the sex and proper name in the civil registry and makes the seventeenth amendment to the Civil Registry Code.
- Law 3/2011, of February 15 - prohibits any discrimination in access and self-employment and transposes Council Directive 2000/43 / EC of June 29, Council Directive 2000/78 / EC, 27 November and Directive 2006/54 / EC of the European Parliament and of the Council of July 5
- Resolution of the Parliament 39/2010, of May 6 - recommends to the Government the adoption of measures to combat the current discrimination against homosexuals and bisexuals in blood collection services.
- Law 14/2008 of March 12 prohibits and sanctions sex discrimination in access to and supply of goods and services, transposing Council Directive 2004/113/EC of 13 Dec.
- Law 59/2007, of Sept. 4, and Decree-Law 48/95, of March 15 - amending Decree-Law 400/82, of Sept. 23, namely, point c) of paragraph 2 of article 240 of the Portuguese Penal Code, criminalizing incitement to racial, religious and sexual discrimination with a prison sentence of 6 months to 5 years.
- Ordinance 111/2007, of January 24 - creates the "All Different, All Equal Program" (TDTI Program).

- Ordinance 6173/2016, published in D.R., Series II, No. 90, of May 10, 2016 - approves the National Strategy for Citizenship Education.
- Decree-Law 79/2014, of May 14 - approves the legal regime of professional qualification for teaching in preschool and elementary and secondary education, establishing that training in the cultural, social and ethical area includes awareness of major problems in the contemporary world, notably for the values of gender equality.
- Law 51/2012, of Sept. 5 - approves the Student Statute and School Ethics.
- Ordinance 196-A/2010, of April 4 - regulates Law 60/2009, of August 6, which establishes the regime for the application of sexual education in schools.
- Law 60/2009, of August 6 - diploma that establishes the regime for the application of sexual education in schools.
- Law 9/2010, of May 31 - diploma that allows same-sex civil marriage.
- Law 103/2009, of Sept. 11 - approves the legal regime for civil sponsorship, amending the Civil Registration Code, the Personal Income Tax Code and the Law on the Organization and Functioning of the Courts and the Civil.
- Law 61/2008, of October 31 - amends the legal regime of divorce.
- Decree-Law 155/2006, of August 7 - creates the Commission for the Promotion of Family Policies and the Advisory Council of Families.
- Law 26/2014, of May 5 - makes the first amendment to Law No. 27/2008, of June 30, which establishes the conditions and procedures for granting asylum or subsidiary protection and the status of asylum seeker, refugee and subsidiary protection.
- Assembly of the Republic Resolution 39/2013, of April 3 - determines the recommendation regarding the adoption by public and private entities of the universalist expression to refer to human rights.
- Resolution of the Council of Ministers 19/2012, of March 8 - determines the obligation to adopt equality plans in all entities of the State Business Sector and the plural presence of women and men in appointments or appointments to management positions and of supervision; as a shareholder of private companies, it should propose to other shareholders the adoption of policies to promote gender equality; as for listed private sector companies, it recommends the adoption of equality plans and measures, including self-regulation and evaluation, which will lead to the balanced participation of women and men in management and supervisory positions.
- Resolution of the Council of Ministers 161/2008, of October 22 - approves the statute of the Councillors for Equality and their members of the interdepartmental teams.

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- Constitution of the Portuguese Republic (article 68) - recognizing motherhood and paternity as eminent social values.
- Statement of Rectification 40/2009, of June 5 - rectifies Article 38 (4) of the Decree-Law 89/2009, of April 9, which regulates protection in parenthood, in the context of eventual maternity, paternity and adoption, workers performing public functions as part of the convergent social protection scheme.
- Decree-Law 91/2009, of April 9 - establishes the legal regime for social protection in parenting within the social security system and the solidarity subsystem, and the legal framework for the protection of parenting in general terms.
- Decree-Law 89/2009, of April 9 - regulates the protection in parenting, in the context of eventual maternity, paternity and adoption, of workers who perform public functions integrated in the convergent social protection regime.
- Ordinance 20-B/2014, of January 30 - aims to reinforce the financial support directed to the disabled recipients and the entities promoting the respective projects, allowing the adjustment of the contribution of the Institute of Employment and Vocational Training, IP, in these expenses. the unit cost modality, introduced by Ordinance 378-H / 2013, of Dec. 31, and the integration of victims of domestic violence.
- Resolution of the Council of Ministers 97/2010, of December 14 - approves the National Disability Strategy 2011-2013 (ENDEF).
- Resolution of the Assembly of the Republic 47/2013, of March 8 - recommends to the government the adoption of measures to combat impoverishment and the increase of poverty among women.
- Law 62/2017, of August 1 - establishes the regime of balanced representation between women and men in the administrative and supervisory bodies of public sector business entities and publicly listed companies, establishing the following minimum thresholds of designated persons of each sex for each management and supervisory body:
    1. In the state business sector, 33.3% from 01/01/2018.
    2. In listed companies:
      - 20% from the first elective general meeting after 01/01/2018;
      - 33.3% from the first elective general meeting after 01/01/2020.
- Resolution of the Council of Ministers 11-A / 2015, of March 6 - mandates the Secretary of State for Parliamentary Affairs and Equality, the Secretary of State for Regional Development, the Assistant Secretary of State and Economy and the Secretary of State for (I) within 90 days from the date of publication, to work towards the conclusion, with listed companies, of a commitment that promotes greater balance in the representation of women and men on their boards. on

the assumption by companies that they are bound by a target of 30% representation of the underrepresented sex by the end of 2018, and (ii) to promote the creation and delivery at no cost to companies, a support mechanism for identifying and analysing the gender pay gap.

- Law 40/2014, of July 9 - makes the second amendment to Law No. 2/2007, of July 30 (Law of Television and Audio-visual Services on Demand), integrating the promotion of gender equality as one of the themes of free-to-air television programs.
- Decree-Law 133/2013, of October 3 - establishes the principles and rules applicable to the corporate public sector, including the general bases of the statute of public enterprises and contemplating the principles contained in paragraph 6 of article 41, article 49. and article 50 of the Resolution of the Council of Ministers no. 19/2012, of March 8.
- Resolution of the Council of Ministers 13/2013, of March 8 - approves measures to ensure and promote equal opportunities and outcomes for women and men in the labour market, in particular to eliminate wage gaps, promote reconciling work and personal and family life, encouraging the deepening of corporate social responsibility, eliminating labour market segregation and other discrimination.
- Resolution of the Council of Ministers 19/2012, of March 8 - underlines the need to promote effective plurality in the representation of women and men in decision-making places, both for the public and private sectors, and encourages the adoption of good governance, which can contribute to Portugal's economic sustainability.
- Resolution of the Council of Ministers 70/2008, of April 22 - diploma that approves the strategic orientations of the State destined to the whole of the State business sector.
- Constitution of the Portuguese Republic, article 48 - establishes the right of all citizens to take part in political life, and in article 50 which stipulates that all citizens have the right of equal access to public office.
- Constitution of the Portuguese Republic, article 109 - establishes that the direct and active participation of men and women in political life is a fundamental condition and instrument for the consolidation of the democratic system and that the law must promote equality in the exercise of civic rights. and politicians and gender-based non-discrimination in access to political office.
- Law 67/2013, of August 28 - approves the framework law of the independent administrative entities with functions to regulate the economic activity of the private, public and cooperative sectors, providing that the alternation of and in the provision of vowels, a minimum representation of 33% of each gender is ensured.
- Ordinance 6378/2013, of May 7 - creates, within the Ministry of Health, an integrated intervention model on interpersonal

violence throughout the life cycle, called Health Action on Gender, Violence and Life Cycle (ASGVCV).

- Assembly of the Republic Resolution 46/2010 of 21 May - enshrines the right to information and access to sexual and reproductive rights of women throughout their life cycle.
- Resolution of the Assembly of the Republic 27/2007, of June 21 - recommends to the Government measures to prevent teenage pregnancy.
- Law 16/2007, of April 17 - establishes the exclusion of illegality in cases of voluntary termination of pregnancy.
- Ordinance 741-A / 2007, of June 21 - establishes the measures to be taken in official or officially recognized health facilities with a view to the termination of pregnancy in the situations provided for in article 142 of the Penal Code.
- Decree-Law 259/2000, of October 17 - regulates Law 120/99 of August 11 (reinforces the guarantees of the right to reproductive health), setting conditions for the promotion of sexual education and access of young people to health care. sexuality and family planning.
- Law 3/84, of March 24 - establishes the guarantee of the right to sex education and family planning.
- Law 60/2018 ,of August 21 - approves measures to promote equal pay for women and men for work of equal or equal value and makes the first amendment to Law 10/2001 of 21 May, establishing an annual report on equality of opportunity between men and women, Law 105/2009 of Sept. 14, which regulates and amends the Labour Code, and Decree-Law No. 76/2012, of March 26, which approves the organic of the Committee on Equality in Labour and Employment.
- Ordinance 84/2015, of March 20 - creates and regulates the measure of Promotion of Gender Equality in the Labour Market.
- Resolution of the Council of Ministers 11-A/2015 ,of March 6 - mandates the Secretary of State for Parliamentary Affairs and Equality, the Secretary of State for Regional Development, the Assistant Secretary of State and Economy and the Secretary of State for (I) within 90 days from the date of publication, to work towards the conclusion, with listed companies, of a commitment that promotes greater balance in the representation of women and men on their boards. on the assumption by companies that they are bound by a target of 30% representation of the underrepresented sex by the end of 2018, and (ii) to promote the creation and delivery at no cost to companies, a support mechanism for identifying and analysing the gender pay gap.
- Law 46/2014, of July 28 – authorizes the Government, in the context of the transposition of Directive 2013/36/EU of the European Parliament and of the Council, to amend the General Scheme of Credit Institutions and Companies Financial objectives, defining as one of the objectives to establish that the internal policy of selection and evaluation of the members of the management and supervisory bodies

should promote the diversity of qualifications and competences necessary for the exercise of the function, setting objectives for the representation of men and women and devising a policy to increase the number of underrepresented people in order to achieve these objectives.

- Resolution of the Council of Ministers 18/2014, of March 5 - establishes a set of measures to be taken to counteract the historical trend of penalty pay inequality for women with a view to achieving effective gender equality.
- Resolution of the Assembly of the Republic 48/2013, of April 4 - recommends to the Government the adoption of defence measures and effective valorisation of women's rights in the world of work.
- Resolution of the Assembly of the Republic 46/2013, of April 4 - recommends to the Government non-discrimination against women.
- Resolution of the Assembly of the Republic 45/2013, of April 4 - recommends to the Government to combat direct and indirect wage discrimination.
- Resolution of the Assembly of the Republic 46/2013, of March 8 - recommends to the Government the creation of a national campaign that promotes the enlightenment of women about their rights in the working world, as well as employers about the need to promote equality of gender in the world of work.
- Resolution of the Assembly of the Republic 41/2013, of March 8 - recommends to the government a set of measures to combat discriminatory practices between men and women in the world of work, including making it available on the website of the Conditions Authority quality and up-to-date statistical information, with future gender disaggregation.
- Resolution of the Council of Ministers 13/2013, of March 8 - approves a set of measures aimed at guaranteeing and promoting equal opportunities and results between women and men in the labour market, namely in the elimination of wage gaps, promoting reconciliation between work and family and personal life, encouraging the deepening of corporate social responsibility, eliminating labour market segregation and other discrimination.
- Resolution of the Council of Ministers 19/2012, of March 8 - underlines the need to promote effective plurality in the representation of women and men in decision-making places, both for the public and private sectors, and encourages the adoption of good governance, which can contribute to Portugal's economic sustainability.
- Law 3/2011 of February 15 - a prohibiting any discrimination in access to and the exercise of self-employment.
- Ordinance 15607/2009 of July 9 - approves the specific regulation of intervention typology no. 7.6 - Support for entrepreneurship, and the creation of business networks of

economic activities managed by women, of Axis 7, "Equality of Gender" of the Human Operational Program (POPH).

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| **Domestic violence** | - Access to law and courts<br>- Victim support and prevention<br>- Social lease<br>- Care for victims of domestic violence<br>- Shelter houses<br>- Community law<br>- International right<br>- Criminal law and criminal procedural law<br>- Victim Status<br>- Compensation of the victims<br>- Moderator Fees Exemption<br>- Protective measures for women victims of violence<br>- Child protection<br>- Witness Protection<br>- Weapons legal regime<br>- Electronic surveillance | • National Strategy for Equality and Non-Discrimination – "Portugal + Equal" (ENIND).<br>• Ordinance 654/2010, of August 11 - proceeds to the second amendment of Ordinance 10/2008, of January 3 which regulates the law of access to the law, approved by Law 34/2004, of 29 July, in the wording given by Law 47/2007 of August. 28. Regulates Article 25 (1) of Law 112/2009 of Sept. 16 concerning legal advice to victims of domestic violence.<br>• Ordinance 8762/2018, of Sept.14 - establishes the composition of the Technical Follow-up Commission of the Action Plan for Equality between Women and Men 2018-2021, of the Technical Follow-up Commission of the Action Plan for the Prevention and Combat of Violence against women and domestic violence 2018-2021 and the Technical Monitoring Committee of the Action Plan to combat discrimination on grounds of sexual orientation, gender identity and expression, and sexual characteristics 2018-2021.<br>• Ordinance 20-A / 2014, of January 30 - determines the financial contribution of the Institute of Employment and Vocational Training in expenses with the internship scholarship, food allowance and expenses or transport allowance and also aiming to cover the victims of domestic violence as recipients of the measure.<br>• Law 19/2013, of February 21 - amends articles 35 and 36 of Law 112/2009, of Sept. 16 which establishes the legal regime applicable to the prevention of domestic violence, the protection and assistance of victims.<br>• Law 112/2009, of Sept. 16 - establishes the legal regime applicable to the prevention of domestic violence, the protection and assistance of its victims and repeals Law 107/99, of 3 August, and Decree-Law 323/2000, Dec. 19.<br>• Law 17/2007, of 26 April - on the initiative "United Parliaments to combat domestic violence against women".<br>• Ordinance 1593/2007, of Dec. 17 - creates a virtual one-stop shop for criminal complaints and establishes the procedures to be adopted by GNR, PSP and SEF to provide the new service.<br>• Protocol 17/2000, of May 22 - makes public the protocol signed between the Minister of Justice, the Minister for Equality and the Portuguese Association for Victim Support (APAV) concerning the permanent telephone answering service for victims of domestic violence.<br>• Regulatory Decree 2/2018, of January 24 - regulates the conditions of organization and operation of the care structures, emergency response and shelter houses that are part of the national support network for victims of domestic violence, provided for in Law 112 / 2009, of Sept. 16, in its current wording. |

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- Law 112/2009, of Sept. 16 - establishes the legal regime applicable to the prevention of domestic violence, the protection and assistance of its victims and repeals Law 107/99 of 3 August and Decree-Law 323/2000, Dec. 19.
- Decree of the President of the Republic 13/2013, of January 21 - ratifies the Council of Europe Convention for the Prevention and Combating of Violence against Women and Domestic Violence, adopted in Istanbul on 11 May 2011.
- Resolution of the Assembly of the Republic 4/2013, of January 21 - approves the Council of Europe Convention for the Prevention and Combating of Violence against Women and Domestic Violence, adopted in Istanbul on 11 May 2011.
- Law 19/2013, of February 21 - establishes the 29th amendment to the Penal Code, approved by Decree-Law 400/82, of Sept. 23, and first amendment to Law 112/2009, of Sept. 16, which establishes the legal regime applicable to the prevention of domestic violence, the protection and assistance of its victims.
- Ordinance 7108/2011, of May 11 - establishes the criteria for granting victim status by the Commission for Citizenship and Gender Equality to the victim of domestic violence.
- Decree Law 120/2010, of October 27 - regulates Law 104/2009 of 14 Sept. and regulates the constitution and operation of the Commission for the Protection of Crime Victims.
- Law 104/2009, of Sept. 14 - diploma approving the regime of granting compensation to victims of violent crimes and domestic violence.
- Ordinance 20509/2008, of August 5 - applies the exemption regime of moderating fees to victims of domestic violence.
- Resolution of the Assembly of the Republic 7/2000, of January 26 - diploma that decides to promote the implementation of measures to protect victims of domestic violence.
- Law 113/2009, of Sept. 17 - establishes measures to protect minors, pursuant to article 5 of the Council of Europe Convention against Sexual Exploitation and Sexual Abuse of Children and makes the second amendment to Law 57 / 98 of August 18.
- Decree-Law 98/2008, of June 12 - creates the National Commission for the Protection of Children and Youth at Risk.
- Law 42/2010, of Sept. 3 - establishes the second amendment to Law 93/99, of July 14, which regulates the application of measures to protect witnesses in criminal process.
- Law 33/2010, of Sept. 2 - regulates the use of technical means of remote control (electronic surveillance) and repeals Law 122/99 of 20 August, regulates electronic surveillance provided for in Article 201 of the Code of Criminal Procedure, and Article 2 of Law 115/2009, of October 12.
- Ordinance 220-A/2010, of April 16 - establishes the conditions for the initial use of the technical means of tele-assistance provided for in paragraphs 4 and 5 of article 20, and of the technical means of remote control provided for in 35, both of Law 112/2009 of 16 September, which approves the legal

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regime applicable to the prevention of domestic violence, the protection and assistance of its victims.

- Resolution of the Council of Ministers 1/2001, of January 6 - establishes, within the Ministry of Justice, a mission structure to develop strategies for the implementation of the system of electronic monitoring of defendants' subject to the coercion measure provided for in Article 201 of the Criminal Procedure Code.

- Law 60/2018, 21 August 21 - approves measures to promote equal pay for women and men for work of equal or equal value and makes the first amendment to Law 10/2001 of May 21, establishing an annual report on equal opportunities for men and women, Law 105/2009 of Sept. 14, which regulates and amends the Labor Code, and Decree Law 76/2012, March 26, approving the structure of the Committee on Equality in Labor and Employment.

**Human trafficking**

- Resolution of the Council of Ministers 80/2018, of June 19 - approves the IV Plan of Action for the Prevention and Fight against Trafficking in Human Beings 2018-2021.

- Law 60/2013, of August 23 - makes the 30th amendment to the Penal Code, approved by Decree-Law No. 400/82, of 23 September, the fourth amendment to Law 5/2002, of January 11, and the first amendment to Laws 101/2001, of 25 August and 45/2011, of 24 June 24, transposing Directive 2011/36 / EU of the European Parliament and of the Council into national law, of 5 April on the prevention and control of trafficking in human beings and the protection of victims, and replacing Council Framework Decision 2002/629 / JHA

- Decree-Law 229/2008, of November 27 - diploma establishing the Observatory of Trafficking in Human Beings.

**Female genital mutilation**

- National Strategy for Equality and Non-Discrimination – "Portugal + Equal" (ENIND).

- Penal Code (consolidated version), approved by Decree-Law 48/95, of March 15, with last amendment approved by Law No. 110/2015, of 26/08.

- Law 83/2015, of August 5 - Thirty-eighth amendment to the Penal Code, approved by Decree-Law 400/82 of 23 Sept., which authorizes the crime of female genital mutilation, and which creates the crimes of persecution and forced marriage and amending crimes of rape, sexual coercion and sexual harassment, in accordance with the provisions of the Istanbul Convention.

- Law 26/2014, of May 5 - amends and republishes Law 27/2008, of June 30, which establishes the conditions and procedures for granting asylum or subsidiary protection and the statutes of applicant for asylum, refugee and subsidiary protection.

- Assembly of the Republic Resolution 4/2013, of January 21 - approving the Council of Europe Convention for the

Prevention and Combating of Violence against Women and Domestic Violence, adopted in Istanbul on 11 May 2011, and providing for FGM in Article 38.

- Assembly of the Republic Resolution 71/2010, of July 19, urges the Government to reaffirm its commitment to meeting the 4th and 5th Millennium Development Goals (MDGs) on reducing child mortality and improving health reproductive, including gender, and notes that harmful traditional practices including FGM should be specific areas in education and development cooperation.

- Law 47/99, of Sept. 1 - approves the law for the protection of children and young people in danger, provides for the intervention of the Child Protection Committee (CPCJ) in these situations, as they represent unequivocal situations of danger to children. also provided for in Law 27/2008, of June 30, which establishes the conditions and procedures for granting asylum or subsidiary protection and the status of asylum seeker, refugee and subsidiary protection.

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| **United Nations Security Council Resolution 1325 (2000) on Women, Peace and Security** | - II National Plan of Action for the Implementation of Resolution of the United Nations Security Council 1325 (2000) on Women, Peace and Security (2014-2018). |

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