



Equality, Inclusion and Diversity Plan

2025-28



Equality, Inclusion and Diversity Action Plan of the Instituto Politécnico de Tomar 2025-2028

Credits

Title

Equality, Inclusion and Diversity Action Plan of the
Instituto Politécnico de Tomar 2025 -2028

Editor

Instituto Politécnico de Tomar

ISBN

978-989-9170-18-6

Design

Communication and Public Relations Office - IPT

Authors

Atanásio Gomes

Catarina Silva (Student)

Manuela Sofia Silva

Paula Alexandra da Cruz Silva Pina de Almeida

Pedro Granchinho

Rita Ribeiro de Carvalho Ferreira Anastácio

Rosa Maria Ramos Nico

Sílvia Paula Rosa da Silva



Team

Diversity and Inclusion Group of the Polytechnic of Tomar

Atanásio Gomes

Catarina Silva (Student)

Manuela Sofia Silva

Paula Alexandra da Cruz Silva Pina de Almeida

Pedro Granchinho

Rita Ribeiro de Carvalho Ferreira Anastácio

Rosa Maria Ramos Nico

Sílvia Paula Rosa da Silva



Table of Contents

Message from the President	5
Introduction.....	6
Glossary	9
Methodology	12
Priority Area 1- Governance	26
Priority Area 2- Communication.....	27
Priority Area 3 – Education and research.....	27
Priority Area 4 – Harassment, discrimination and violence	27
Priority Area 5 – Diversity and Inclusion	28
Priority Area 6 - Work-life balance	28
Final Considerations	38



Message from the President

The Polytechnic of Tomar (IPT) is committed to the principles of respect for difference, valuing diversity and equal opportunities and has taken an active role in promoting these principles among its community.

Under the Gender Equality, Diversity and Inclusion Plan, 2022-2024, 52 of the 56 planned actions were implemented (an execution rate of 93 per cent)¹ which enabled the following strategic objectives to be achieved:

1. Start incorporating the gender perspective into IPT's organisational culture;
2. Raise awareness in the IPT and in the wider community of the principles of gender equality;
3. Combat segregation and promote balanced representation of women and men in teaching and research activities;
4. Promote diversity, inclusive environments and prevent discrimination;
5. Combat harassment and violence;
6. Improve reconciliation between work and personal and family life.

With this new plan, covering the four-year period 2025-2028, the aim is to continue the work of the previous plan and to apply new approaches based on the experience gained, with the aim of building a community, a country and a world in which all people, regardless of gender, sex, ethnicity, country of origin, religious beliefs or special conditions, can live in dignity, security and equal opportunities, contributing to sustainable and inclusive development.

¹Monitoring reports accessible at: <http://www.diversidadeinclusao.ipt.pt/pt/relatorios/>



Introduction

“All human beings are born free and equal in dignity and rights (...) without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, birth or other status...”²

On 10 December 1948, the United Nations General Assembly proclaimed the Universal Declaration of Human Rights ‘as the common ideal to be attained by all peoples and all nations, in order that all individuals and all organs of society, keeping it constantly in mind, may strive by teaching and education to develop respect for these rights and freedoms’.

This document represents the first global consensus on the rights that all individuals have simply by virtue of being human. It is a milestone in the construction of a universal ethic, above cultural, political or religious differences.

By ratifying this declaration in 1978, Portugal committed itself to the principles set out in this document.

At national level, the principle of equality remains a bastion enshrined in fundamental law, in line with the objectives set out in the Community Treaties, in which equality appears as a policy running through all the actions of the Community institutions and is enshrined in the Member States. The essential nature of this principle has been reaffirmed in the Charter of Fundamental Rights of the European Union.

Higher education institutions (HEIs) must contribute to the fulfilment of these commitments by playing a crucial role in the promotion and education of human rights, as places of intellectual and ethical formation, promoting values such as the appreciation of difference, respect for diversity and equality, and the peaceful resolution of conflicts.

²Article 1 of the Universal Declaration of Human Rights, UN. Accessible at: <https://unric.org/pt/declaracao-universal-dos-direitos-humanos/>.



The promotion and teaching of human rights in higher education institutions is not only a matter of justice, but a strategic necessity for building more just and sustainable societies. This effort reflects the broader mission of educational institutions to contribute to human progress.

In line with IPT's strategic plan, the working group has drawn up a plan that reflects the main concerns of our society, initiating actions aimed at making our academic community inclusive, tolerant and multicultural in an increasingly globalised world, along with its relationship with the civil community in which it is integrated.

That's what we want to achieve with this new Equality, Diversity and Inclusion Plan for the four-year period 2025-2028.

1. Promoting equal opportunities

Ensure that all people, regardless of gender, race, sexual orientation, disability, socio-economic background or other differences, have equal opportunities for learning, access to employment and career development.

2. Creating an inclusive academic environment

Provide an academic environment where everyone feels valued, safe and respected, and which encourages the full participation of students and staff.

3. Promoting diversity

Encourage interaction between people from different backgrounds and identities, enabling the development of skills such as empathy, critical thinking and the ability to work in a multicultural environment.

4. Tackling discrimination, structural inequalities and violence.

Identify and remove barriers that perpetuate prejudice or discriminatory and violent practices.



5. Promoting the reconciliation of professional, private and family life

Promote policies that take into account the balance between family and work life and that encourage the development of IPT employees according to their needs and characteristics;

By implementing the actions set out in this Plan, the IPT intends to continue contributing to the achievement of the fundamental objectives set out in the National Strategy for Equality and Non-Discrimination - Portugal + Igual (ENIND)³ for the 2018-2030 programme cycle approved by Resolution No. 61/2018 of the Council of Ministers of 21 May which includes the elimination of stereotypes in three action plans for the three-year period 2023-2026: the Action Plan for Gender Equality, the Action Plan to Prevent and Combat Domestic Violence and the Action Plan to Combat Discrimination based on Sexual Orientation, Gender Identity and Expression and Sexual Characteristics, the Convention on the Rights of Persons with Disabilities (CRPD), adopted by the United Nations General Assembly in December 2006 and approved and ratified by the Portuguese State in 2009, and the UN's 2030 Agenda to promote equal opportunities, eradicate discrimination and ensure sustainable development in Portugal and the world.

The current plan proposes to define lines of action to raise the academic community's awareness of differences, whether related to physical or mental abilities, sexual orientation, gender identity, race or territory of origin, gender or religious beliefs, based on the primacy of respect for other human beings in the face of the irrelevance of these differences. In line with the sustainable development goals defined by the UN, the plan for the years 2025-2028 includes the primacy of equality between men and women, inclusion and diversity in the course curricula and in training and capacity-building activities.

³ The National Strategy for Equality and Non-Discrimination, 2018-2030, 'Portugal + Igual', was approved by the 21st Constitutional Government on 8 March 2018 and published in the Diário da República by Council of Ministers Resolution (RCM) No. 61/2018, of 21 May.



Glossary

Moral harassment

A set of unwanted behaviours that are perceived as abusive, usually persistent and repeated, which may consist of a verbal attack with offensive or humiliating content, or subtle acts that may include psychological or physical violence. It aims to undermine the self-esteem of the person(s) targeted and ultimately to jeopardise their attachment to the workplace. Victims are placed in situations where they are generally unable to defend themselves.⁴

Sexual harassment

When these unwanted behaviours that are perceived as abusive are of a physical, verbal or non-verbal nature, they may include attempts to make unwanted physical contact, requests for sexual favours with the aim or effect of obtaining benefits, blackmail and even the use of force or strategies to coerce the other person's will. They are usually repeated, but can also be one-off, explicit and threatening.⁵

Discrimination

Any practice, distinction or exclusion which has the purpose or effect of disadvantaging a person or group of persons, including on the grounds of sex, sexual orientation, gender identity, gender characteristics, racial and ethnic origin, nationality, age, disability and/or religion.⁶

Diversity

Differences in the values, attitudes, cultural frameworks, ethnic backgrounds, sexual orientations, skills, knowledge and life experiences of the people who make up a particular group.⁷

⁴ <https://cite.gov.pt/o-que-e-o-assedio-no-local-de-trabalho>

⁵ <https://cite.gov.pt/o-que-e-o-assedio-no-local-de-trabalho>

⁶ CIG Glossary - <https://www.cig.gov.pt>

⁷ European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Equality in 100 words: Glossary of terms on equality between women and men, Publications Office, 1998



Gender stereotypes

Gender stereotypes are preconceived social and cultural models or ideas that attribute a specific and limited set of characteristics to women and men based on their gender.⁸

Gender

It refers to the socially constructed roles, behaviours, activities and attributes that a given society deems appropriate for women and men.⁹

Gender Identity

Refers to the “internal and individual experience that each person feels in relation to the gender with which they identify, which may or may not correspond to the sex assigned at birth. It may include, if freely chosen, the modification of appearance or body by surgical, pharmacological or other means, and other gender expressions, including behaviour, dress, verbal and physical expressions.”¹⁰

Gender equality

Gender equality means equal visibility, empowerment, responsibility and participation for women and men in all spheres of public and private life.

It means that women and men, girls and boys, in all their diversity, are equal and free to follow the life path of their choice, have equal opportunities to fulfil their potential and can participate and lead in society on equal terms.¹¹

⁸Free translation from COE - Strategy for gender equality 20018-2023, pp. 16, available at <https://rm.coe.int/prems-093618-gbr-gender-equality-strategy-2023-web-a5/16808b47e1>

⁹Artigo 3 – “Definições”, alínea c9 da Convenção de Istambul, em linha disponível em winlibimg.aspx (cig.gov.pt)

¹⁰<https://www.cig.gov.pt>

¹¹ Gender Equality Strategy: (europa.eu) 2020/2025 | GENDER EQUALITY STRATEGY 2018- 20230 16808B47ei (coe.int)



Equal opportunities for women and men

Absence of gender-based barriers to economic, political and social participation.¹²

Gender

It refers to the biological characteristics that define people as male or female. These sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, but these characteristics tend to differentiate people as male and female.¹³

Sexism

Any attitude, gesture, visual representation, verbal or written language, practice or behaviour based on the assumption that a person or group of persons is inferior because of their sex, occurring in the public or private sphere, by electronic means or otherwise, with the purpose or effect of violating the intrinsic dignity or rights of a person or group of persons, or of causing physical, sexual, psychological or socio-economic harm or suffering to a person or group of persons, or of creating an intimidating, hostile, degrading or offensive environment; or affecting the autonomy and full enjoyment of human rights of a person or group of persons; or perpetuating and reinforcing gender stereotypes.¹⁴

¹²European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Equality in 100 words: Glossary of terms on equality between women and men, Publications Office, 1998

¹³Source: Free translation from Sex from EIGE, online available at <https://eige.europa.eu/gender-mainstreaming/glossary>

¹⁴Council of Europe Recommendation Rec (2019)1 Preventing and combating sexism.



Methodology

The IPT's Equality, Diversity and Inclusion Plan has been drawn up with reference to the GEAR tool (Gender Equality in Academia and Research¹⁵), the SAGE Wheel Toolkit¹⁶ and the steps outlined therein for developing equality plans in higher education institutions (HEIs).

National, European and international legislation and other recommendations, guidelines, strategies and plans in the field of equality, non-discrimination and combating violence have been taken as guiding documents, namely the Universal Declaration of Human Rights, UN (1948), the Constitution of the Portuguese Republic (1976), the Convention on the Elimination of All Forms of Discrimination against Women, UN (1979), the Beijing Platform for Action, UN (1995), the Council of Europe Convention on Action against Trafficking in Human Beings (2008), among others.

In order to get to know our reality and understand what actions should be taken in our context, we started by characterising the IPT community.

¹⁵ https://eige.europa.eu/gender-mainstreaming/toolkits/gear?language_content_entity=en

¹⁶ <http://www.sage-growingequality.eu/site/toolkit>



Stage 1: Sex-disaggregated data on teaching staff, non-teaching staff and students was analysed for the years 2020 to 2023, as well as:

- Distribution of governing bodies by gender;
- Number of employees, non-teaching and teaching staff, by professional category, type of contract and by gender;
- Composition of the academic and research staff by gender;
- Recruitment and termination of service of employees, technical and teaching staff by gender;
- Number of leave taken by employees, technical and teaching staff by professional category and gender;
- Number of parental leaves taken by non-teaching and teaching staff and their return, by professional category and gender;
- External funding, research scholarships and success rates by gender;
- Number of students by gender in each programme of study;
- Number of students by nationality and gender

Stage 2 - Collection and analysis of data through an online survey addressed to the entire IPT community (teaching and non-teaching staff and students) with the aim of evaluating the implementation of the IPT Equality, Inclusion and Diversity Plan for the three-year period 2022-2024. The survey also provided an opportunity to gauge respondents' perceptions of inequalities within the IPT and to gather suggestions for actions to be taken as part of this new plan. The survey was administered to all IPT staff between 4 and 13 September 2024 and 174 responses were received.¹⁷

Stage 3 - A check-list of best practices was carried out with the aim of mapping the policies and practices related to gender equality in the IPT and to include in this new plan actions that could address the weaknesses identified.¹⁸

¹⁷ The results of this survey are available at <http://www.diversidadeinclusao.ipt.pt/>

¹⁸ The check-list can be found here <http://www.diversidadeinclusao.ipt.pt/>



Characterisation of the IPT Community

Mission

In accordance with the statutes of the Polytechnic of Tomar, as set forth in Article 3, “the IPT is a polytechnic higher education institution within the European higher education area. It is endowed with expertise in the domains of sciences, technologies, arts, and humanities, which have been integrated into its curriculum since its inception. The institution's objective is to provide students with a comprehensive education that develops their knowledge, skills, competencies, and aptitudes, preparing them for both the labour market and active citizenship in a democratic society”.

IPT also engages to: "(...) expand access to knowledge for the benefit of people and society through research, teaching and cooperation in a global individual training project; active participation in the construction of a European research and education area and a regional development model based on the creation, innovation and enhancement of scientific and technological expertise (...)”.

Values

The IPT will be governed by a set of VALUES that must stand out in the activities it develops and in which it participates:

Commitment and responsibility: IPT is committed to the principles of respect for the individual, social justice, equal opportunities, intellectual rigour and cultural sensibility, transparency and the assumption of responsibilities, which foster a collective sense of commitment to social well-being in its different dimensions (social, environmental, cultural);

Boldness and creativity: the development of IPT involves promoting new approaches, responding in a critical and creative way to internal and external challenges and daring to think big;



Quality and effectiveness: IPT is committed to the highest intellectual and ethical quality standards, in training and research, in service delivery and in the operation of the entire organisation, recognising the need to make choices that promote the effectiveness of objectives and efficiency in sustainable resource management;

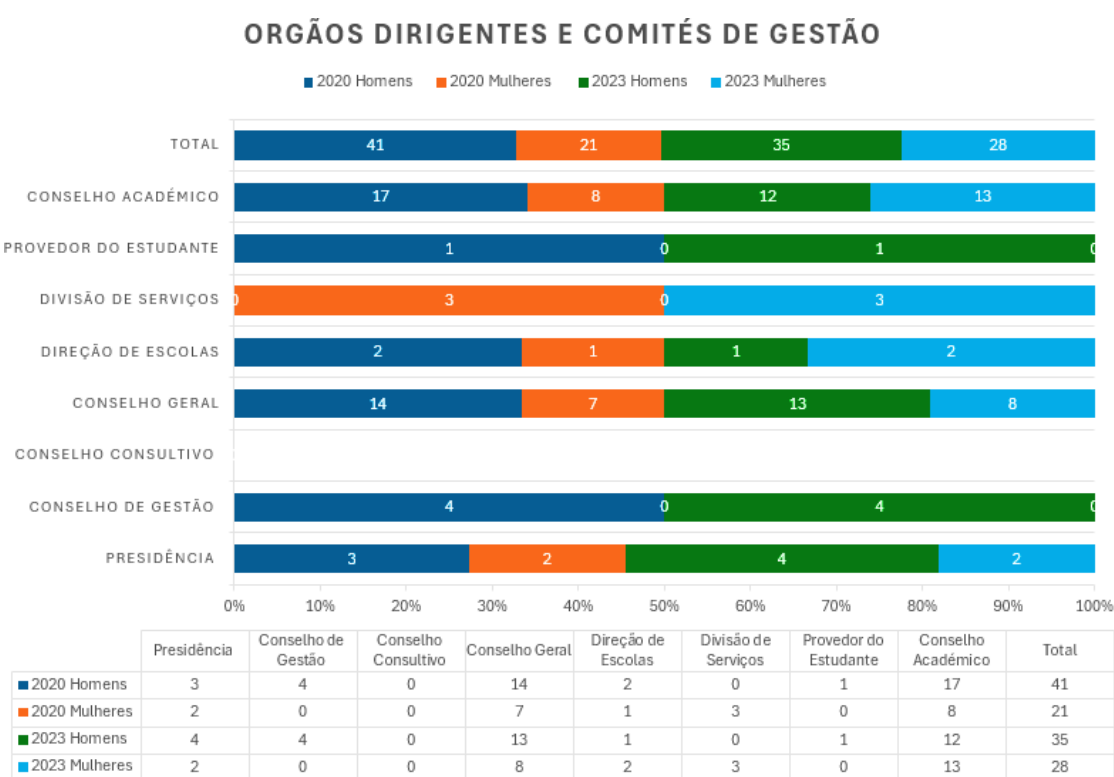
Sharing and cohesion: IPT promotes sharing and exchange in all areas, the pooling of wills and optimisation of synergies, valuing differences and respect for pluralism of opinion.



Data presentation and analysis

A study has been carried out to characterise the IPT community (available at <http://www.diversidadeinclusao.ipt.pt/>), from which we present a summary of data by gender for the years 2020-2023.

The following graph shows the data broken down by gender for the years 2020 and 2023 for the IPT's Management Bodies.



Analysing the data, it can be concluded that there is still gender inequality in managerial and executive positions, although there has been a decrease in the number of men and an opposite increase in the number of women in these positions. As far as the composition of the Governing Board is concerned, the positions have always been mainly held by men. In 2023, the Governing Board was made up of 4 men (1 President, 1 Vice-President and 2 Deputy Presidents) and 2 women (Deputy Presidents).



As regards the Management Council, the body responsible for the administrative, asset, financial and human resources management of the institution, it remained exclusively male throughout the period analysed.

With regard to the General Council, it was noted that although the number of men is always higher, there is an upward trend in the number of women.

As far as the management of the three IPT schools is concerned, there has been an increase in the number of women. In 2020, two of the three schools were run by men, the Tomar School of Technology (ESTT) and the Tomar Business School (ESGT) and only one school was run by a woman, the Abrantes School of Technology (ESTA). In 2023, the situation was reversed with two schools being run by women (the Tomar School of Technology and the Abrantes School of Technology) and only one school being run by a man (the Tomar Business School).

Regarding the three middle management positions in the IPT, they were always occupied by women and concern the Academic Services Division, the Human Resources Division and the Financial and Property Services Division.

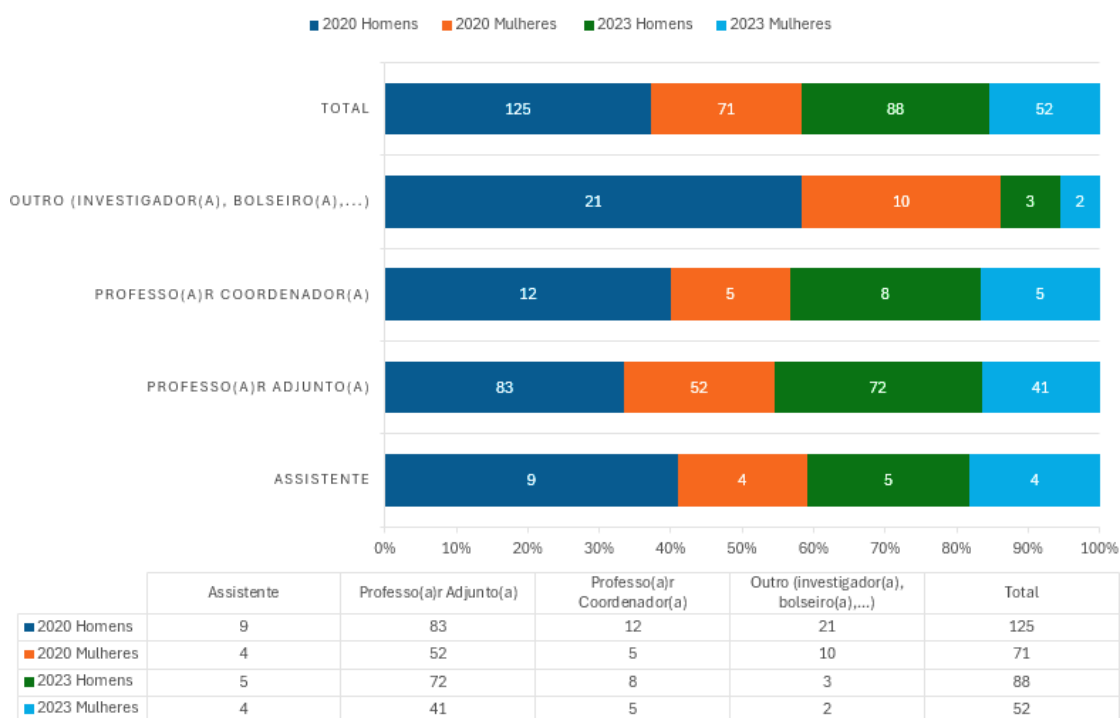
On the other hand, the post of Student Ombudsman has always been held by a man during the three-year period under review.

The Academic Council, a consultative body of the IPT with responsibilities in the field of academic life in general and in the technical-scientific and pedagogical field in particular, has undergone a change in its composition during the years analysed. In 2020, this body was mainly made up of men (17 men and only 8 women), but over the years the number of male representatives has decreased. By 2023, the number of women (13) was already higher than the number of men (12).

The following graph shows the data by gender for the years 2020 and 2023 for IPT **academic/research staff**.



STAFF ACADÉMICO/INVESTIGAÇÃO



As far as the distribution of faculty members by gender is concerned, the number of men has always been higher.

When analysed by professional category, a tendency towards balance between genders in the highest rank of full professor is evident, although the number of men is higher. The number of women in this category remained stable with 5 women but the number of men decreased. In 2020 the number of men in this category was 12 and in 2023 it was 8.

In the category of associate professor, which has the largest number of members, men have always been in the lead. In 2023, there were 72 men and only 41 women in this category.

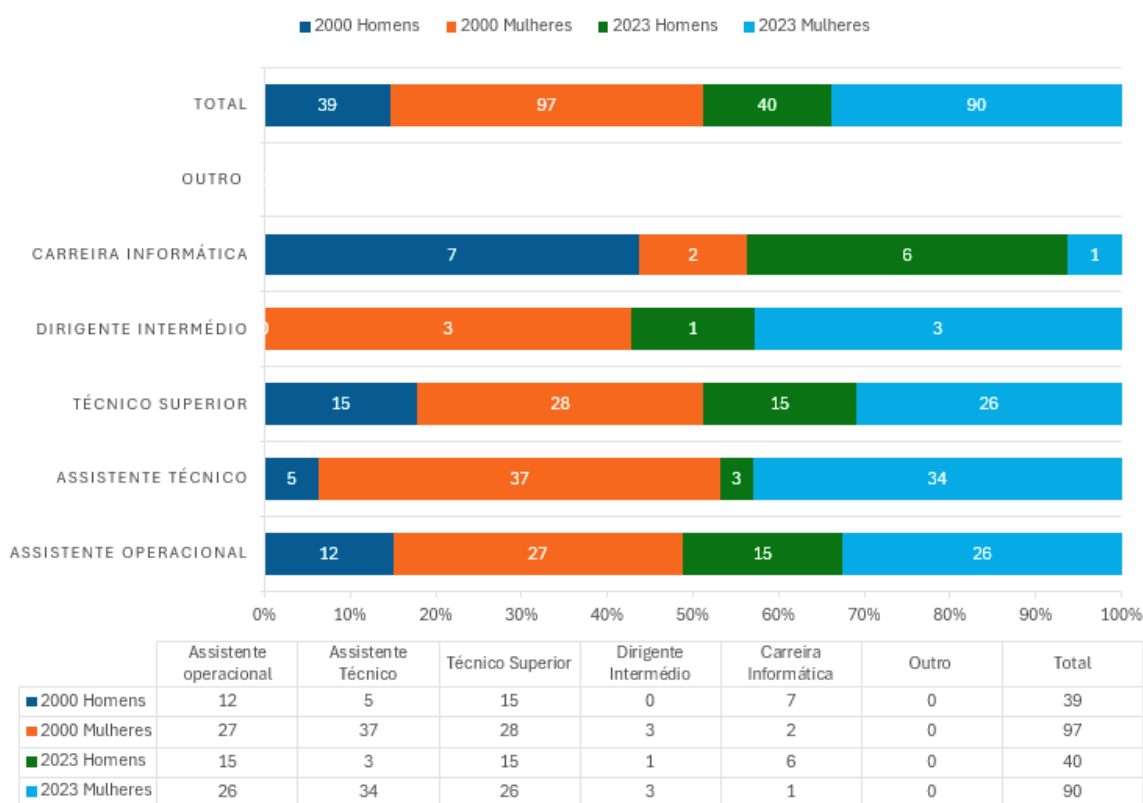
The assistant professor category shows a tendency towards a balance between men and women, although the number of men is higher. In 2020, there were 9 men and 4 women. In 2023, the number of women remains stable, but the number of men decreases to 5.



Finally, with regard to the number of researchers/fellows, there is a significant decrease between 2020 and 2023 and a convergence towards equality between the number of women and men in 2023. There were 21 men and 10 women in 2020, and only 3 men and 2 women in 2023.

The following graph shows the data by gender for the years 2020 and 2023 for the **non-teaching staff**.

CARREIRA TÉCNICA (FUNCIONÁRIOS NÃO-DOCENTES)



In contrast to teaching staff, the analysis of the gender distribution of IPT non-teaching staff showed a clear predominance of women. By professional category, the difference between genders is smaller in the highest position of senior technician.

The exception is in the IT sector where the number of male employees is clearly higher.



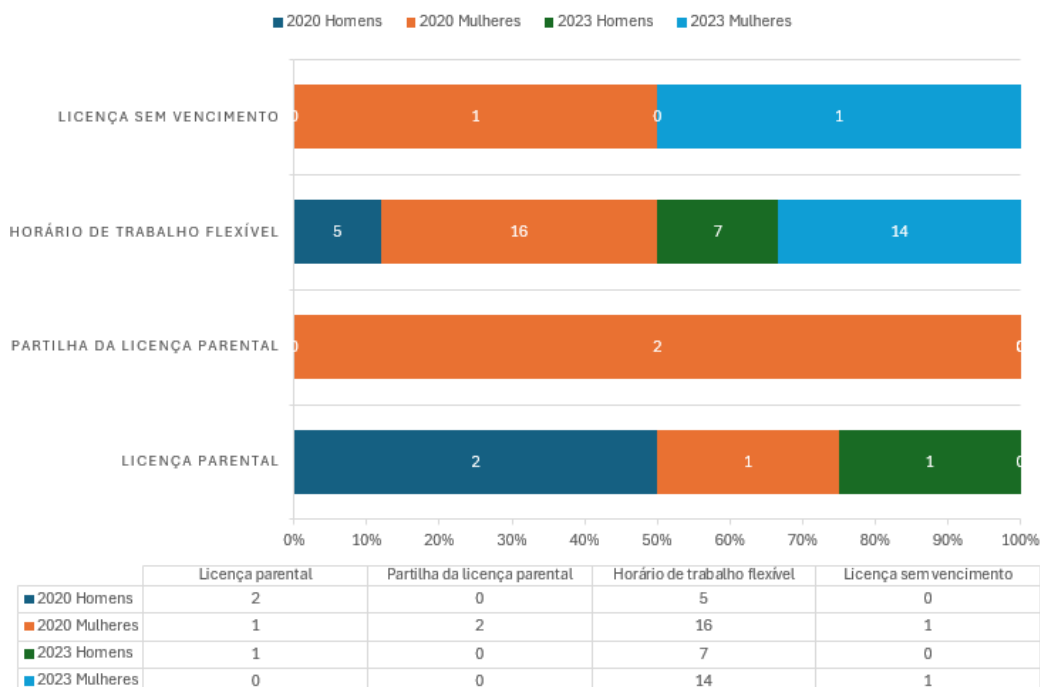
The following graphs show data by gender for the years 2020 and 2023 on work-life balance for teaching and non-teaching staff.

EQUILÍBRIO ENTRE A VIDA PROFISSIONAL E A VIDA PRIVADA - DOCENTES





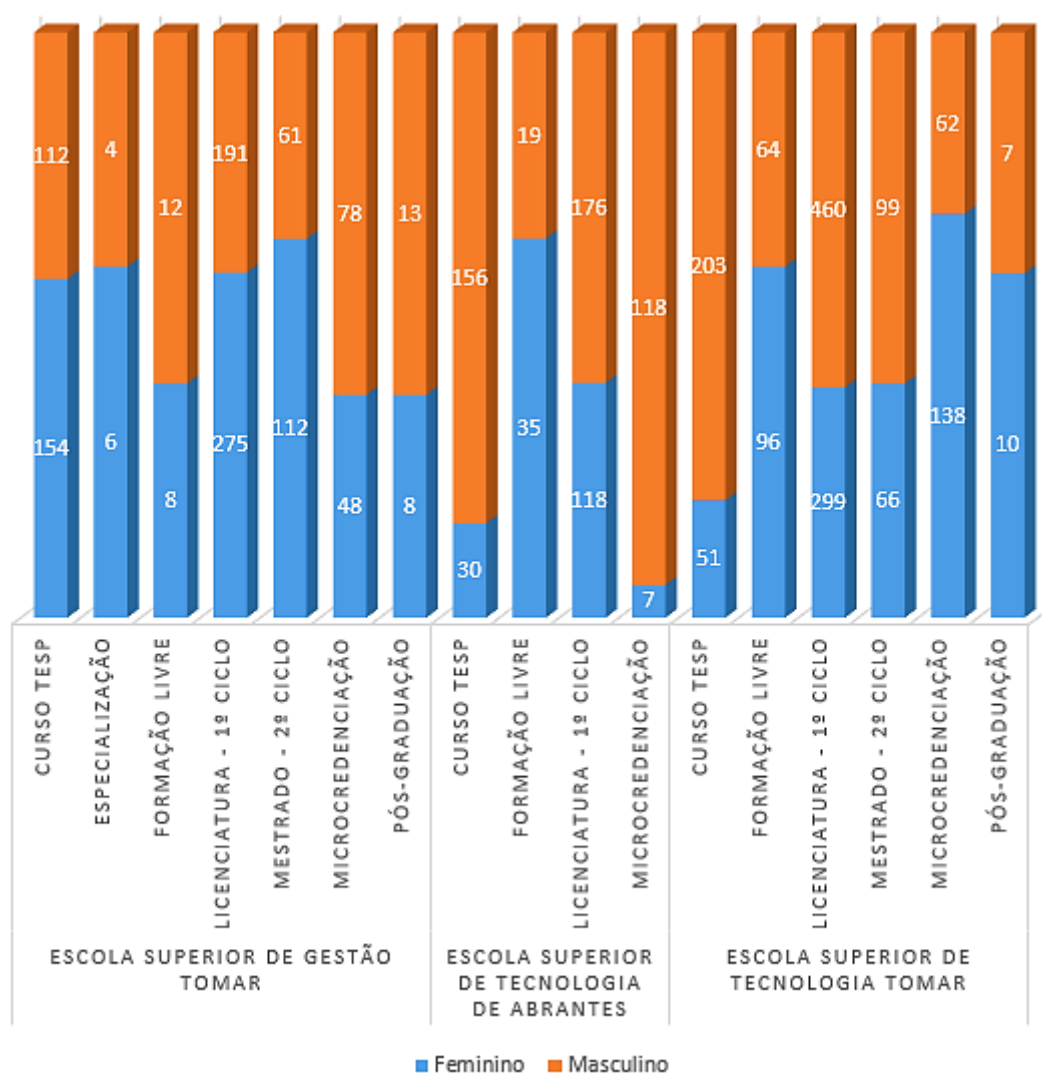
EQUILÍBRIO ENTRE A VIDA PROFISSIONAL E A VIDA PRIVADA - NÃO DOCENTES



The IPT complies with national legislation on measures to reconcile work, private and family life, namely first parental leave for mothers and fathers, adoption leave, sabbatical leave, carer's leave and flexible working arrangements.

Regarding the use of leave to reconcile work and family life, there was some gender balance in the use of parental leave, with a slight predominance of women in some years. Flexible working arrangements were used more by women. There is room for improvement in publicising other measures to reconcile work, private and family life.

The following graph shows data by gender for the 2023/2024 academic year **on the gender balance of the student body by school and type of course.**

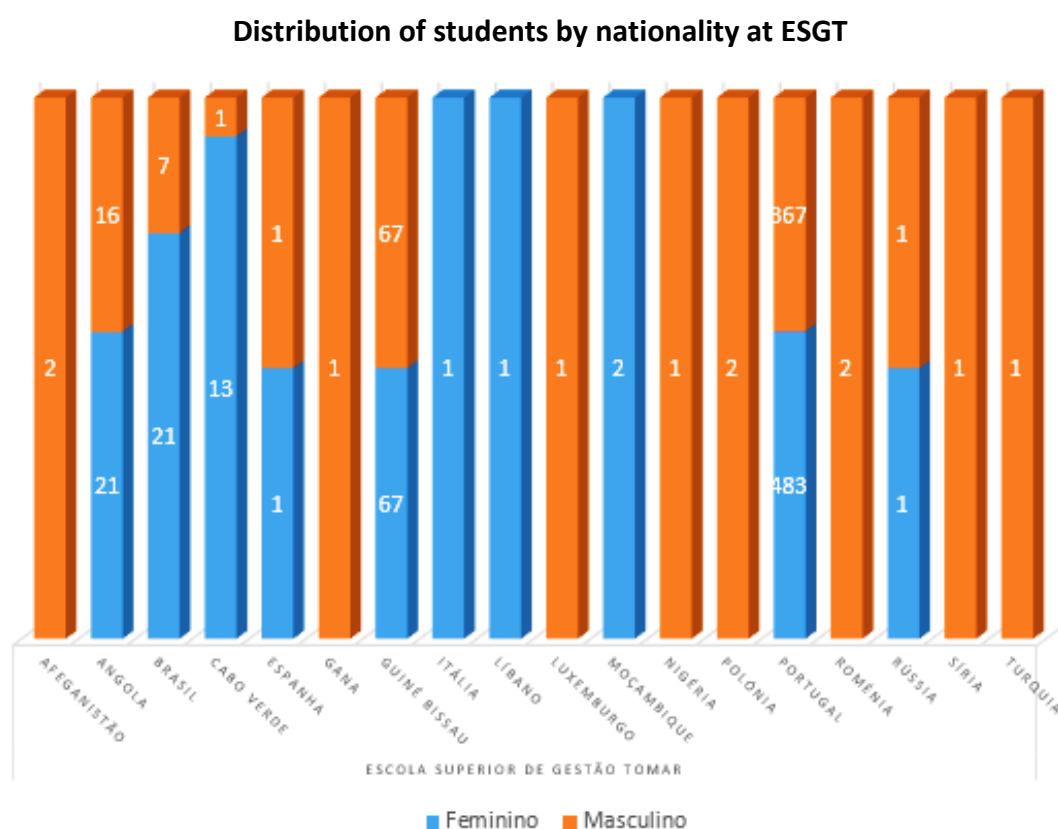


The data collected on students shows a clear predominance of male students, especially in the fields of technology. This difference is most evident in the technology schools of Abrantes (ESTA) and Tomar (ESTT). Although there is a general pattern of a greater male presence in technical fields, the ratio between men and women varies between the three schools. The Tomar Business School (ESGT), for example, has a more balanced gender profile.



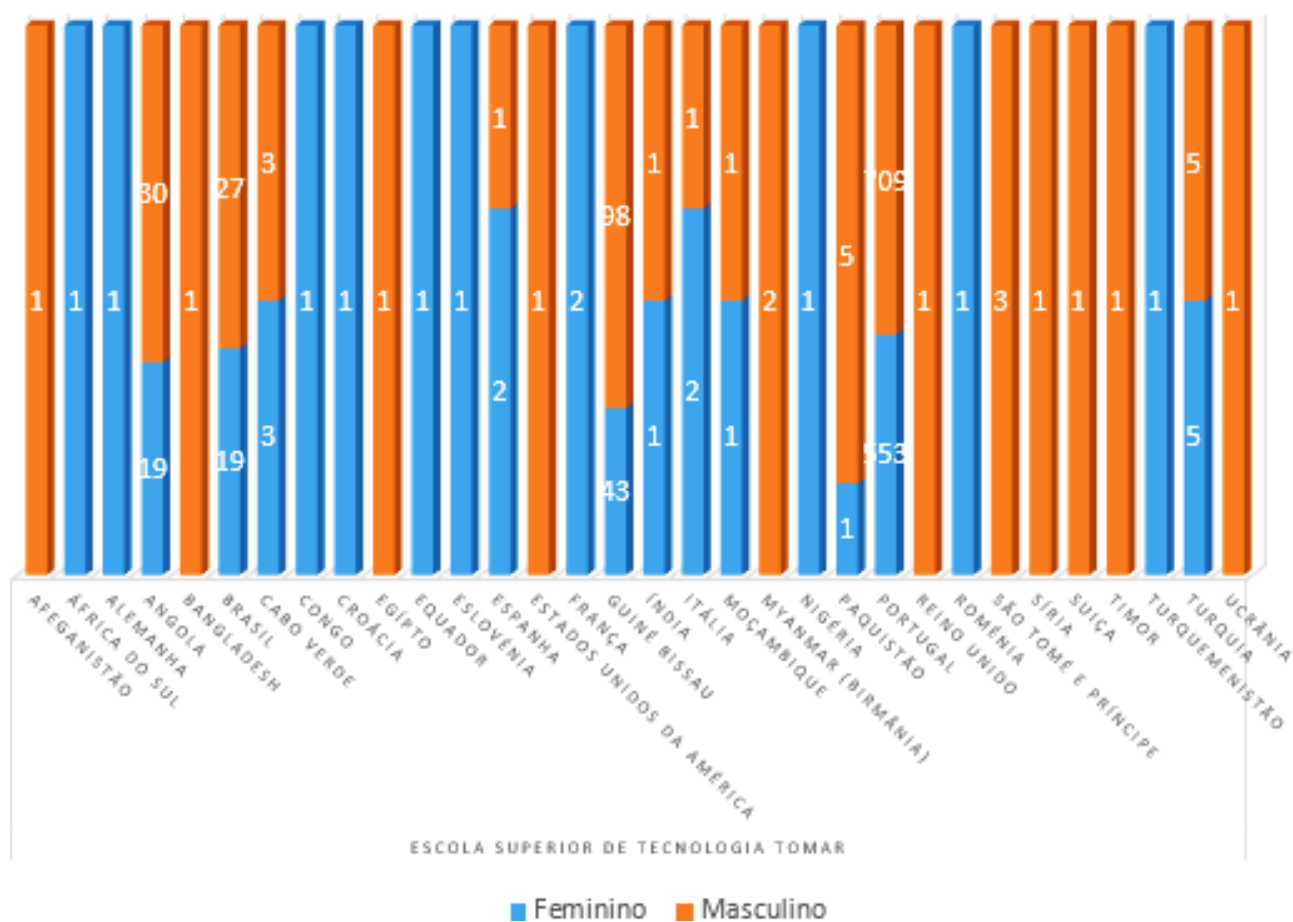
There is a predominance of women in undergraduate and postgraduate programmes and a gender balance in cTeSP and micro-credentials. ESGT has a higher proportion of women than the other schools. ESTA and ESTT have a balanced profile between men and women, with a slight predominance of men in cTeSP. Courses related to fields such as Human Resources Management and Social Sciences have the highest proportion of women, while the majority of men is primarily found in technical engineering courses.

The following graph shows the data by gender for the academic year 2023/2024 on the **diversity of nationalities in the student body for each IPT school.**



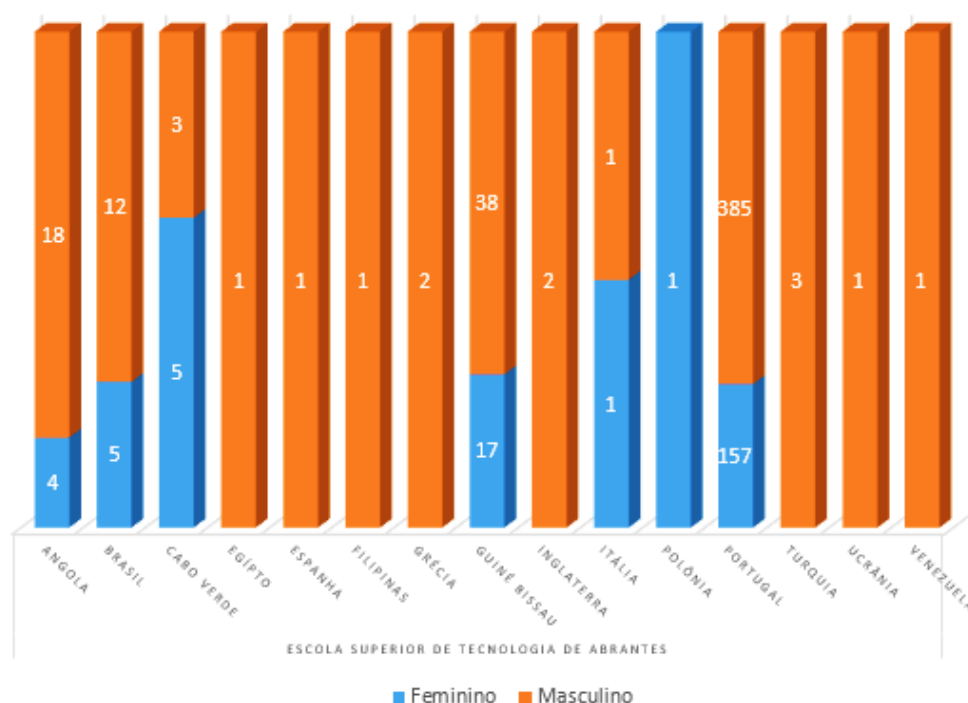


Distribution of students by nationality at ESTT





Distribution of students by nationality at ESTA



The majority of students are Portuguese. There are significant numbers of students from Brazil, Angola, Guinea-Bissau and Cape Verde at the three schools which reflects the historical and cultural links with Portugal. There is also a significant presence of students from other European Union countries, such as Spain, France and Italy. There is also a smaller presence of students from other continents, such as Asia and America. The analysis revealed a dynamic scenario of great cultural diversity.



Action Plan

IPT's Equality, Inclusion and Diversity Plan is organised into six priority areas for which strategic goals and actions have been set out. For each action some elements were identified such as the year of implementation, the people in charge as well as the monitoring indicators and respective targets.

This Plan sets out six Priority Areas:

1. Governance
2. Communication
3. Education and research
4. Harassment, discrimination and violence
5. Diversity and Inclusion
6. Work-life balance.

For each Priority Area, the following strategic goals have been identified:

Priority Area 1- Governance

Goal: Integrate the perspectives of inclusion and equality into the organisational culture.

Action 1: Map institutional diversity

Action 2: Commit to strengthening the promotion of human rights in the IPT's strategy

Action 3: Create conditions for quality and inclusive public services

Action 4: Create a group of gender equality ambassadors within the IPT community

Action 5: Create a database of gender and diversity experts

Action 6: Evaluate the Plan

Action 7: Monitor and evaluate the plan after implementation



Priority Area 2- Communication

Goal: Promote inclusive communication

Action 1: Promote strategic communication on diversity and inclusion

Action 2: Provide training on the use of inclusive language in the community

Action 3: Develop communication materials on the topic

Action 4: Promote and implement IPT's inclusive language guide

Action 5: Implement a new signage model for priority services

Priority Area 3 – Education and research

Goal: Promote equal opportunities in teaching and research

Action 1: Promote transversal skills training on gender and diversity

Action 2. Organise thematic events (workshops, seminars, talks)

Action 3: Provide training to raise awareness of bias and its consequences in research.

Action 4: Encourage the use of scientific discourse devoid of sexist bias.

Priority Area 4 – Harassment, sexist attitudes and violence

Goal: Preventing and tackling harassment, discrimination and violence

Action 1: Organise events/initiatives to raise awareness of harassment, discrimination and violence in the academic community.

Action 2: Develop a reporting application

Action 3: Raise awareness of the fight against discrimination on grounds of sexual orientation, gender identity and expression and sexual characteristics.



Priority Area 5 – Diversity and Inclusion

Goal 1: Promote inclusion in a diverse environment

Action 1: Promote the exchange of good practice with similar higher education institutions

Action 2: Organise initiatives to raise awareness of the rights of people with disabilities

Action 3: Organise initiatives to promote diversity and inclusion

Action 4: Organise cultural initiatives that celebrate the cultural diversity of the community at large: Celebrate Cultural Diversity.

Action 5: Promote initiatives in partnership with external organisations in the field of gender equality and inclusion.

Action 6: Develop a programme/action to support students on low incomes, refugees or from under-represented groups.

Action 7: Organise diversity and inclusion awareness training activities for employees and their line managers

Goal 2: Implement accessibility improvements

Action 1: Ensure that buildings and facilities are accessible to all

Priority Area 6 - Work-life balance

Goal: Improve the balance between professional, personal and family life

Action 1: Implement measures to promote work-life balance.

In order to monitor the plan and assess whether the objectives have been achieved, a series of indicators and corresponding targets have been set for each action. Once the plan is implemented, it will require ongoing monitoring. This will enable an annual assessment of the implementation progress of the actions, as well as an analysis of the results achieved by measuring the indicators against their respective targets. The provisions include publicly disseminating annual reports, thereby ensuring the institution's commitment to the successful implementation of the initiatives.



The following table provides a summary of the Action Plan, including the respective monitoring processes and the responsible services or groups within the IPT community:

CPE.ipt – Casa do Pessoal (Staff Association);

CIS–Centro de Informática e Sistemas (Computer Systems Centre); CINV - Centros de Investigação (Research Centres)

DRH – Divisão de Recursos Humanos (Human Resources Division); DSA – Divisão de Serviços Académicos (Academic Services Division); ESN – *Eramus Student Network*

GCR– Gabinete de Comunicação e Relações-Públicas (Communication and Public Relations Office) GDI - Grupo Diversidade e Inclusão (Diversity and Inclusion Group);

GJU - Gabinete Jurídico (Legal Office); GMento – Grupo de Mentoria (Mentoring Group);

GQS– Gabinete da Qualidade e Sustentabilidade (Quality and Sustainability Office);

GRI–Gabinete de Relações Internacionais (International Relations Office);

GTConc – Working Group for the Reconciliation of Professional, Personal, and Family Life (SGC – Reconciliation Management System)



Goals, Actions, Indicators and Monitoring Targets

Gender Equality, Diversity and Inclusion Plan
Instituto Politécnico de Tomar
2025-2028



Priority Area 1- Governance								
Goals:	Actions	Coordinator Unit(s)	Indicators	Implementation				Targets
				2025	2026	2027	2028	
Integrate the perspective of inclusion and equality into the organisational culture	Create conditions for quality and inclusive public services	GDI; DRH/BUN/S POC; DSA GCR	No. of training actions No. of participants registered; Satisfaction surveys; No. of information items		x		x	1 training initiative by the end of 2028 Prepare an information guide by the end of 2026
	Commit to promoting human rights in IPT strategy	GDI; Governing Board	Contribute to the strategic plan.	x				Text to be included in the strategic plan
	Evaluate the Plan	GDI	Satisfaction survey and collection of contributions; Draw up a final evaluation report.				x	Evaluation report Present Report
	Monitor and evaluate the plan after implementation	GDI	Draw up annual evaluation reports.	X	X	X	X	Publish annual evaluation reports.
	Map institutional diversity	GDI; DRH; DSA;	Proposal for disaggregated collection				x	Implementation of the proposal



Priority Area 1- Governance								
Goals	Actions	Coordinator	Indicators	Implementation				Target
		Unit(s)		2025	2026	2027	2028	
			categorised from the students' personal data; Publish infographics with disaggregated statistical data; Make the report available on the GDI website.					Report available by the end of 2027 By the end of 2027
	Create a group of equality ambassadors within the IPT community	GDI; DRH, DSA, BUN/SPOC, GCR, CPE.ipt;	Creation of the group and the action programme.		x			Implementation by the end of 2026
	Create a database of gender and diversity experts.	GDI; DRH	Definition of database by category.				x	By the end of 2028



Priority Area 2 – Communication								
Goals:	Actions	Coordinator Unit(s)	Indicator	Implementation				Targets
				2025	2026	2027	2028	
Promote inclusive communication	Promote Strategic Communication on Diversity and Inclusion	GDI; GCR	Development of Communication/ Action Plan.	x	x			Approve the plan by the end of 2025. Implement the Plan from 2026.
	Create communication material on the theme	GDI; GCR	No. of flyers and videos; No. of Awareness Campaigns; No. of posters displayed on campuses; Create a diversity wall.	x	x	x	x	1 flyer and/or 1 video per year 1 awareness campaign per year 3 posters displayed on campuses per year 1 wall painted by the end of 2028
	Promote and implement IPT's inclusive language guide	GDI; GQS; Governing Board	No. of actions; Survey completed by participants; No. of participants; No. of documents analysed by service/unit.	x	x	x	x	1 action per year 2 documents per audited service per year
	Implement a new signage model for priority services.	GDI; GCR	Signage proposal.				x	Complete the installation of signage by 2028
	Provide training on the use of inclusive language in the community	GDI	No. of initiatives; No. of surveys completed by participants; No. of participants.	X	X	X	X	1 Event per year



Priority Area 3 – Education and research								
Goals:	Actions	Coordinator Unit(s)	Indicator	Implementation				Targets
				2025	2026	2027	2028	
Promote Equity in E&R	Foster training in cross-cutting skills related to gender and diversity.	GDI; DRH	No. of training actions available; No. of participants registered; Satisfaction surveys.		x	x	x	3 courses by the end of 2028
	Organise events (workshops, seminars, talks)	GDI; CINV	No. of events available; No. of participants registered; Satisfaction surveys.		x	x	x	1 for each Research Centre by the end of 2028
	Provide training to raise awareness of bias and its consequences in research.	GDI; CINV	No. of training actions; No. of participants registered; Satisfaction surveys.		X		X	2 actions by 2028
	Encourage the use of scientific discourse devoid of sexist bias.	GDI; CINV	No. of initiatives No. of participants registered; Satisfaction surveys.		x		x	2 initiatives by 2028



Priority Area 4 – Harassment, Discrimination and violence								
Goals	Actions	Coordinator	Indicators	Implementation				Targets
		Unit(s)		2025	2026	2027	2028	
Prevent and tackle harassment, discrimination and violence	Organise events/initiatives to raise awareness of harassment, discrimination and violence in the academic community.	GDI	No. of initiatives; No. of participants registered; Satisfaction surveys.	x	x	x	x	1 thematic event per year
	Develop a reporting application.	GDI; CIS	Implement the application.		x			By 2026
	Raise awareness of the fight against discrimination on grounds of sexual orientation, gender identity and expression and sexual characteristics.	GDI	No. of initiatives; No. of participants registered; Satisfaction surveys.				x	1 initiative by 2027

Priority Area 5 – Diversity and Inclusion								
Goals	Actions	Coordinator	Indicators	Implementation				Targets
		Unit(s)		2025	2026	2027	2028	
Promote inclusion in a diverse environment	Encourage the sharing of best practices with peer educational institutions.	GDI	No. of initiatives; No. of participating institutions; No. of participants.	x			x	2 initiatives by the end of 2028
	Organise initiatives to raise awareness of the rights of people with disabilities.	GDI	No. of initiatives; Surveys completed by participants; No. of participants		x	x	x	3 initiatives by 2028
	Organise initiatives for students that promote diversity and inclusion.	GDI; GRI; GMINT	No. of initiatives; No. of participating institutions; No. of participants.	x	x	x	x	1 initiative per year



Priority Area 5 – Diversity and Inclusion								
Goals	Actions	Coordinator Unit(s)	Indicators	2025	2026	2027	2028	Targets
	Organise cultural initiatives that celebrate the cultural diversity of the community at large: Celebrate Cultural Diversity.	GDI; GRI; ESN	No. of initiatives; Surveys completed by participants; No. of participants.	x	x	x	x	1 event per year
	Promote initiatives in partnership with external organisations in the field of gender equality and inclusion.	GDI	No. of initiatives; Surveys completed by participants; No. of participants.	x	x	x	x	2 initiatives by 2028
	Develop a programme/action to support students on low incomes, refugees or from under-represented groups.	GDI; SAS; GRI; GMENT	No. of supports and type; No. of students covered.				x	By the end of 2028
	Organise diversity and inclusion awareness training activities for employees and their line managers	GDI; DRH	No. of activities; Surveys completed by participants; No. of participants;		x		x	2 by the end of 2028
Implement accessibility improvements	Ensure that buildings and facilities are accessible to all.	GDI; Governing Board	No. of buildings intervened				x	4 by the end of 2028



Priority Area 6 - Work-life balance								
Goals	Actions	Coordinator Unit(s)	Indicator	Implementation				Targets
				2025	2026	2027	2028	
Improve the reconciliation between professional, personal and family life of staff	Implement measures to promote work-life balance.	GTConc; GDI CPE.ipt;	No. of employees covered No. of initiatives available;					50 employees per year
			No. of participants registered; satisfaction surveys.	x	x	x	x	6 initiatives by 2027



Final Considerations

The IPT Equality, Diversity and Inclusion Plan for the four-year period 2025-2028 was drawn up by the Diversity and Inclusion Working Group and involved the entire academic community. It includes contributions from the various IPT services and research centres, as well as from students, teaching and non-teaching staff.

With this new plan and the actions set out here, IPT reaffirms its commitment to promoting equality, inclusion and valuing the diversity of its community, striving to remove barriers and respond to diverse needs.

In order to achieve this goal, we count on the involvement of the entire IPT community, namely in the progressive acquisition of concepts, values, attitudes, behaviours and practices that promote equity, inclusion and social justice, enabling us to build a truly inclusive and tolerant community and contribute to building a fairer world.



Instituto Politécnico de Tomar
Quinta do Contador - Estrada da Serra
2300-313 Tomar
Portugal

t: +351 249 328 100
e: geral@ipt.pt