



GENDER EQUALITY PLAN 2023/2026

ISAL | HIGHER INSTITUTE OF ADMINISTRATION AND LANGUAGES
FUNCHAL, JANUARY 2023

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1. MESSAGE FROM THE BOARD

"Equality, in itself, is the basis of a fair and inclusive society, with respect for the rights and freedoms of all the people who make up that society. Higher Education Institutions, as centres of scientific production and critical thinking, are privileged spaces for the discussion of heterogeneity and its positive and negative impacts, promoting the development of mechanisms, measures and actions that allow the recognition and achievement of full parity between men and women".



José Quaresma

Director-
General

"Gender Equality and equal opportunities are fundamental rights and structuring principles of any democratic society. Mere formal recognition of gender equality is not enough; effective actions are needed to achieve this equality at political, economic, social and cultural levels. Educational Institutions are, therefore, essential spaces of influence and positioning for cultural change and implementation of effective measures of equality and dissemination of egalitarian thinking and respect for difference".



Sancha de Campanella

Vice-Director General

2. INTRODUCTION

Plans for equality are fundamental instruments for strategic management, transformation and modernisation, based on ensuring effective equality between women and men in areas such as access to employment, working conditions, remuneration, protection in parenthood and conciliation of professional, personal and family life.

This strategic plan is based on the experience of the Higher Institute of Administration and Languages (ISAL) as a Higher Education Institution, which started operating in the 1980s.

ISAL is based on an egalitarian and identity matrix, promoting equality and anti-discrimination policies and practices, in all its aspects, such as gender, sexual orientation, ethnicity, age, disability and religion.

This Gender Equality Plan is aligned with ISAL's Strategic Plan, with its Educational, Scientific and Cultural Project and with all internal regulations and codes of conduct and ethics.

The promotion of gender equality is integrated in an equitable and inclusive vision of society. In fact, the gender equality theme is a comprehensive one.

Although ISAL is not an entity obliged to prepare an annual gender equality plan, it recognises the advantages of having one, so it has prepared it in accordance with the recommendations of some supranational bodies, such as the United Nations (Agenda 2030 Sustainable Development Goals), European Commission (Horizon Europe) or the European Research Area. At national level, its alignment with the National Strategy for Equality and Non-Discrimination 2018-2030 - *Portugal + Igual* (ENIND), published in May 2018 (Council of Ministers Resolution No. 61/2018), should be highlighted.

The Gender Equality Plan is aligned with the IV Regional Plan for Equality and Active Citizenship (IV PRICA), approved by the Resolution of the Regional Government of Madeira No. 1199/2021 published in *JORAM*, I Series, No. 207, 16.11.2021, 2nd Supplement.

The promotion of gender equality is part of an equitable and inclusive vision of society. In fact, the theme of gender equality is a global one, as well demonstrated by the Sustainable Development Goals (SDGs).

Figure 1 – Sustainable Development Goals



Source: United Nations

Gender equality in the United Nations 2030 Agenda is mirrored globally in several SDGs, in particular SDGs 4, 5, 8, 10, 16.

Efforts for Gender Equality in the SDGs:



- By 2030, ensuring equal access for all men and women to affordable, quality technical, vocational and higher education, including university.

- By 2030, eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the most vulnerable, including people with disabilities, indigenous peoples and children in vulnerable situation.



- Ending all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- Eliminating all harmful practices, such as early, forced and child marriages and female genital mutilation
- Recognising and valuing unpaid care and domestic work, through the provision of public services, infrastructure and social protection policies, as well as the promotion of shared responsibility within the home and family, according to national contexts
- Ensuring full and effective participation of women and equal opportunities for leadership at all levels of decision-making in

political, economic and public life

- Ensuring universal access to sexual and reproductive health and reproductive rights, in line with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of its review conferences
- Carrying out reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national law
- Increasing the use of basic technologies, in particular information and communication technologies, to promote women's empowerment
- Adopting and strengthening sound policies and applicable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

GENDER EQUALITY PLAN 2023/2026

And still in SDG 8, achieving full and productive employment and decent work for all women and men (including youth and people with disabilities) and ensuring equal pay for work of equal value.

The Gender Equality Plan aims to introduce and develop a culture and a set of actions to promote equal opportunities and the reduction of inequalities within ISAL.

ISAL aims at promoting a culture of quality, based on the defence of the most elementary fundamental rights, and is aware that the defence of a culture of equality and diversity translates into several benefits, such as the increase of motivation and commitment of employees, faculty members and students, as well as a greater use of their capacities and a sharing and diffusion of different ideas and perspectives, as well as the development of a culture of equality and diversity.

3. Diagnosis

In this chapter we will describe the reality of ISAL in terms of measures to implement equality policies, as well as carry out an analysis of its teaching staff, students, non-teaching staff and governing bodies.

ISAL has always developed inclusion and equality policies over its more than 30 years of activity. In terms of inclusion policies, ISAL has a special system of assessment and support for students with special needs, which was translated into regulations in 2016, which can be consulted at <https://isal.pt/wp-content/uploads/2021/01/regulamento-de-apoio-ao-estudante-com-necessidades-educativas-especiais-1.pdf>

3.1. Counsellor for Equality and Citizenship

Since June 2016, following an initiative proposed by the Regional Secretariat for Inclusion and Social Affairs - Gender Equality Service, ISAL has a Counsellor for Equality and Citizenship, which is governed by its own regulation, the "Regulation of the Counsellor for equality and citizenship", which is available at: <https://isal.pt/wp-content/uploads/2021/01/regulamento-do-conselheiro-para-a-igualdade-e-cidadania.pdf>

The Counsellor for equality is responsible for monitoring and promoting the implementation of local, regional, national or other policies for citizenship and gender equality.

In this scope ISAL has already participated as a partner in the preparation of the III and IV Regional Plans for Gender Equality and Citizenship of the Autonomous Region of Madeira.

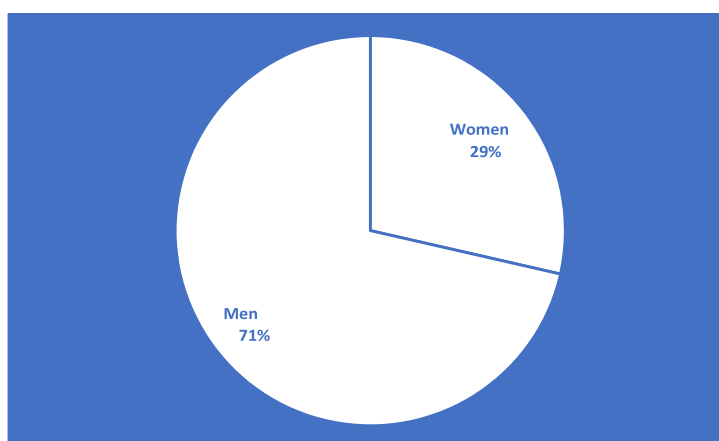
The Counsellor for Gender Equality has participated in several activities of the Regional Secretariat for Inclusion and Social Affairs - Gender Equality Service, such as the preparation of the Basic Guide to the Social Stigma of Obesity and the above mentioned plans.

3.2. Board of Directors, Coordination and Founding Body

The top management of ISAL is divided into the Board of Directors, the Founding Body and the Coordination of Higher Education Courses.

The Board is composed of 5 members, a Director-General, a Vice-Director-General and the 3 course coordinators. In terms of gender representation, the Board has 2 female and 3 male members:

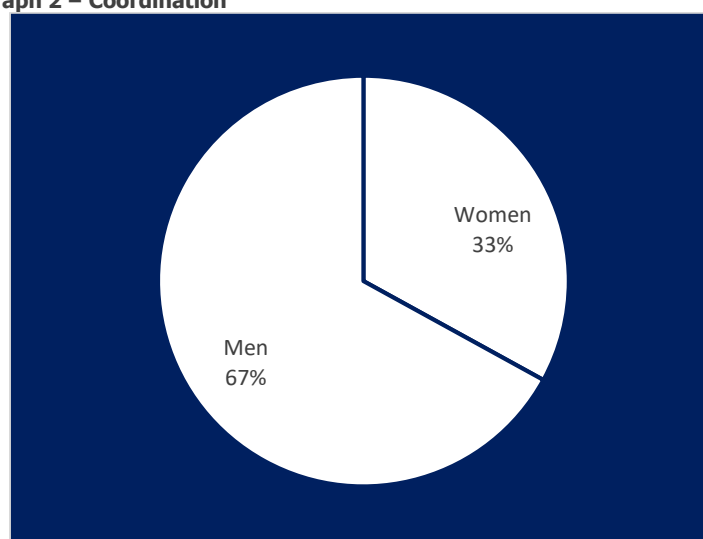
Graph 1 – Board of Directors



Source: ISAL

The Courses coordination is composed of 3 coordinators, two male and one female member:

Graph 2 – Coordination

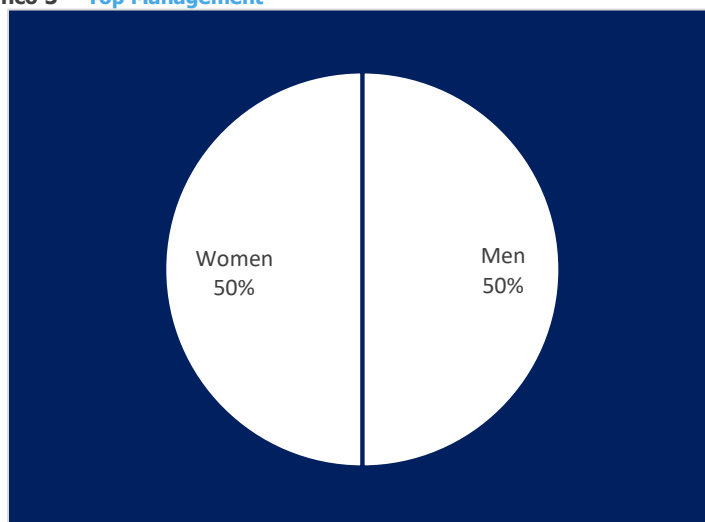


Source: ISAL

The Founding Body is represented by a woman, which represents 100%.

Thus, at the top management level (Board of Directors, Founding Body and course coordination) the representation at ISAL is equitable with 3 female and 3 male members.

Gráfico 3 – Top Management



Source: ISAL

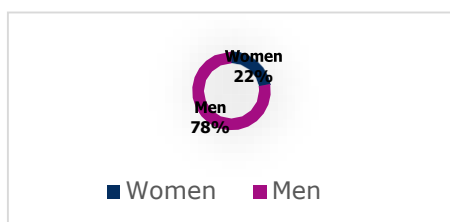
Thus, at the level of top and executive management, the gender representation corresponds to 50% for each gender, far above the national average, which is around 33%. We thus verify the inexistence of any type of vertical segregation.

3.3. Scientific Council

The Technical-Scientific Council of ISAL, composed in accordance with article 17 of ISAL Statutes (*Diário da República*, 2nd Series, No. 214 of 4 November 2009) is currently composed of 7 faculty members, elected among their peers in a general faculty meeting.

In terms of gender representation there are two women and five men:

Graph 4 – Technical-Scientific Council

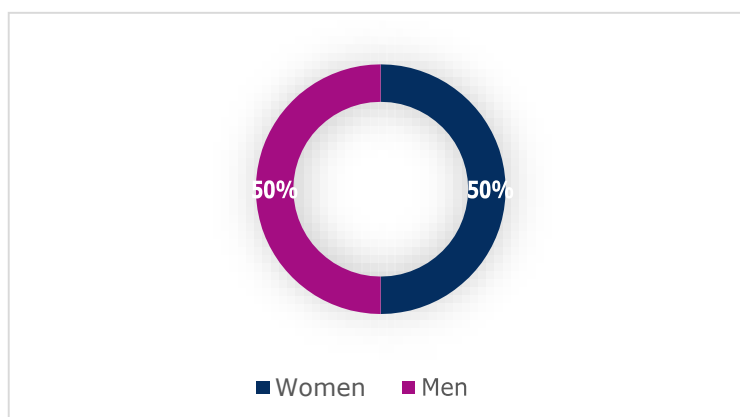


Source: ISAL

3.4. Pedagogical Council

The Technical-Scientific Council of ISAL is composed of an equal number of representatives of the institution's faculty and students, in accordance with article 20 of ISAL's Statutes (*Diário da República*, 2nd Series, No. 214 of 4 November 2009). In the current academic year 2022/2023, it is composed of 12 members, with an equal gender representation of 6 men and 6 women.

Graph 5 – Pedagogical Council

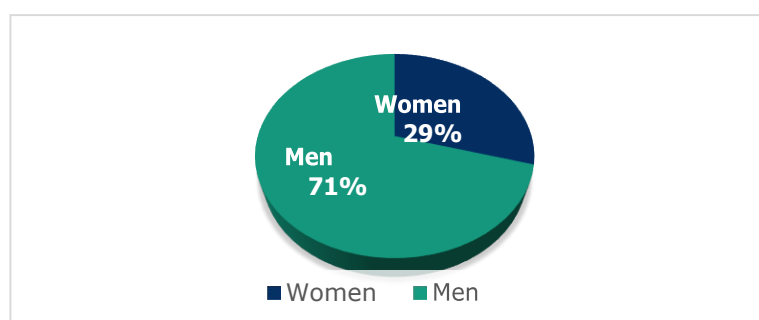


Source: ISAL

3.5. Faculty

The faculty for the academic year 2021/2022 consisted of 17 lecturers, 5 women and 12 men.

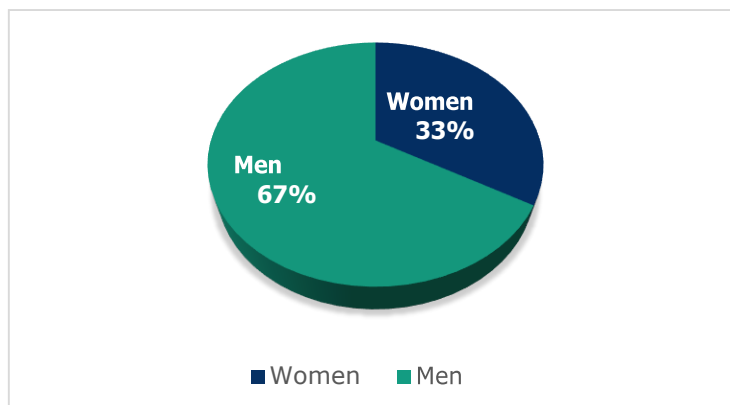
Graph 6 – Faculty 2021/2022



Source: ISAL

The faculty for the academic year 2022/2023 consisted of 18 lecturers, 6 women and 12 men.

Graph 7 – Faculty 2022/2023



Source: ISAL

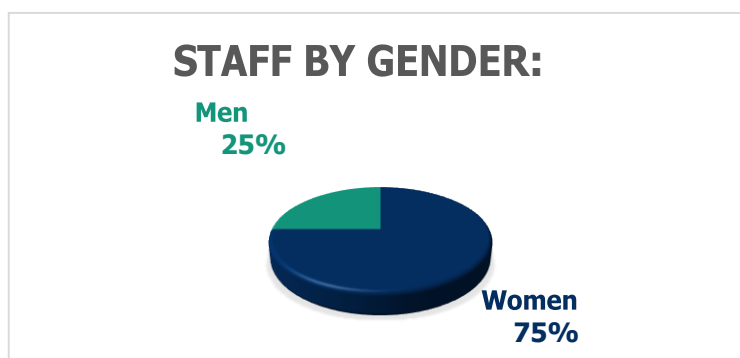
Thus, there has been an increase in gender representation in the current academic year.

With regard to the possible horizontal segregation of teaching staff by scientific area, we can verify that this does not exist, since the teaching staff fall into different areas in identical percentages and the lecturers who hold master's degrees, PhDs or specialist qualifications have several areas of training at the same time, making it difficult to fit into a single area.

3.6. Non-teaching staff and employees

ISAL has 11 employees, some of whom are also lecturers; 9 are women and 3 are men:

Graph 8 – Students in Higher Education: Mainland HEI vs Madeira HEI



Source: ISAL

3.7. Students

We will present the students of the last three academic years, since these last years do not faithfully portray the reality of ISAL, as these were years marked by the pandemic period, with necessary consequences at the level of demand and attendance of higher education courses.

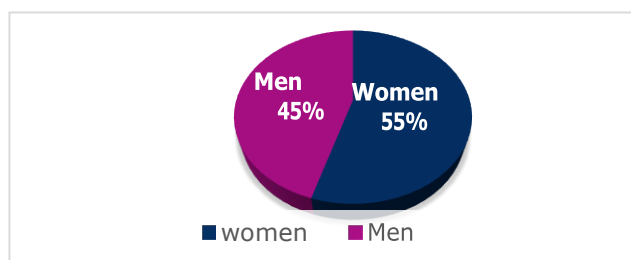
We will only present the higher education courses and postgraduate courses, leaving out the rest of ISAL's training offer, such as language and executive courses.

We can therefore see an increase in gender representation in the current academic year.

3.7.1. Academic Year 2019/2020

In the Academic Year 2019/2020, 245 students were enrolled in ISAL's higher education courses, mostly female students - 134 female students and only 111 male students.

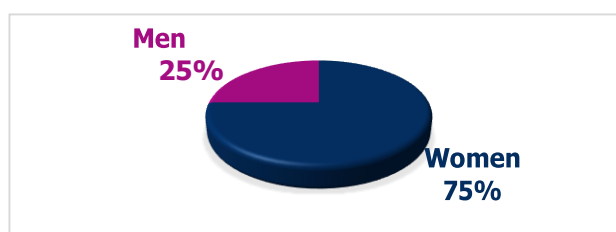
Graph 9 – Enrolled in higher education 2019/2020



Source: ISAL

In the postgraduate courses, female students predominated, with 24 female students and only 8 male students.

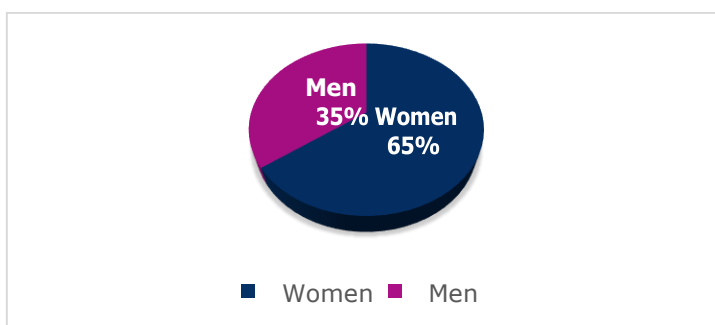
Graph 10 – Enrolled in the postgraduate courses in the Academic Year 2019/2020



Source: ISAL

In terms of graduates, 63 female students and 34 male students graduated.

Graph 11 – Graduates 2019/2020

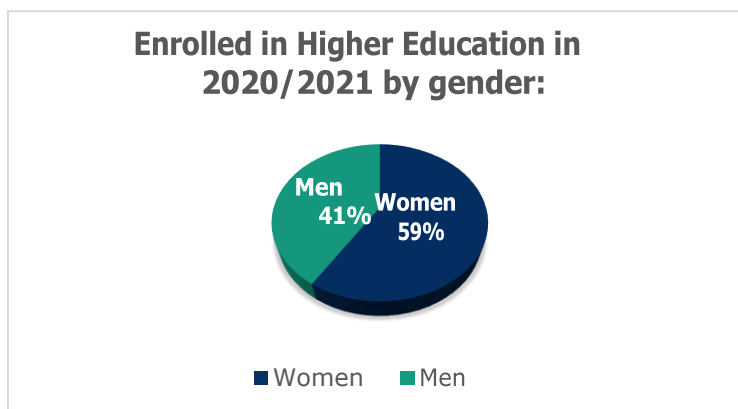


Source: ISAL

3.7.2. Academic Year 2020/2021

In the Academic Year 2020/2021, 151 students were enrolled in ISAL's higher education courses, mostly female - 89 female students and 62 male students. The number of students enrolled decreased significantly due to the fact that ISAL did not provide the Hotel Management and Organisation degree that year.

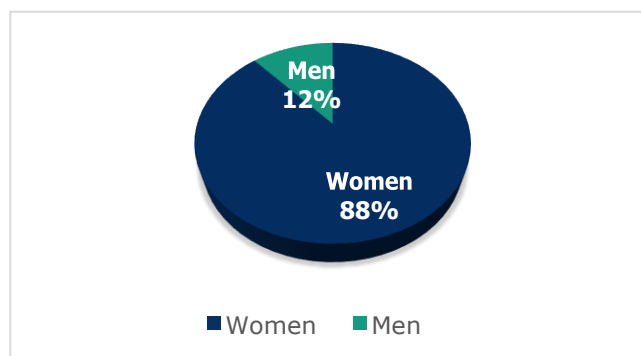
Graph 12 – Enrolled in Higher Education 2020/2021



Source: ISAL

Regarding the postgraduate courses, 26 students enrolled, of which 23 were women and 3 men.

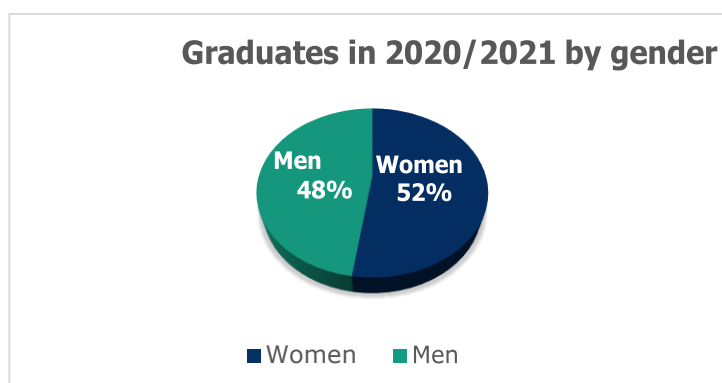
Graph 13 – Enrolled in postgraduate courses in 2020/2021



Source: ISAL

In the academic year 2020/2021, 45 female students and 41 male students graduated, with a total of 96 graduates, with no significant gender difference.

Graph 14 – Graduates 2020/2021

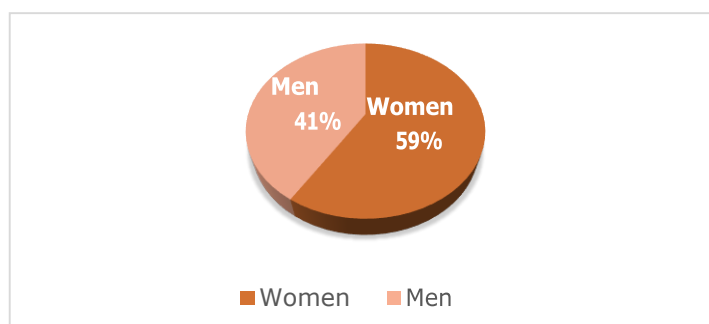


Source: ISAL

3.7.3. Academic Year 2021/2022

In the academic year 2021/2022, 151 students enrolled in Higher Education, of whom 89 were female students and 62 male students.

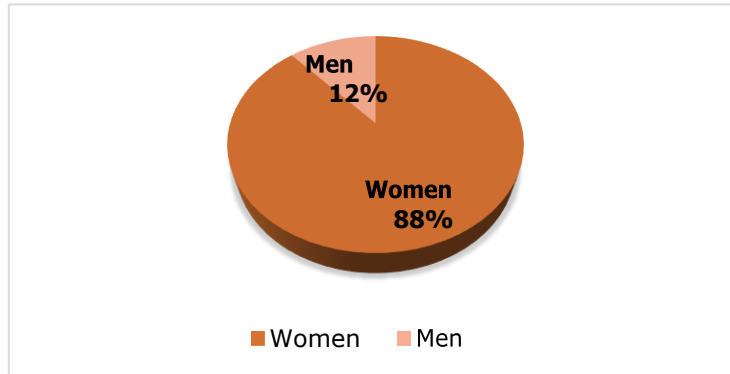
Graph 15 – Enrolled in Higher Education in 2021/2022



Source: ISAL

Regarding the postgraduate courses, 26 students enrolled, 23 women and 3 men.

Graph 16 – Enrolled in postgraduate courses in 2021/2022



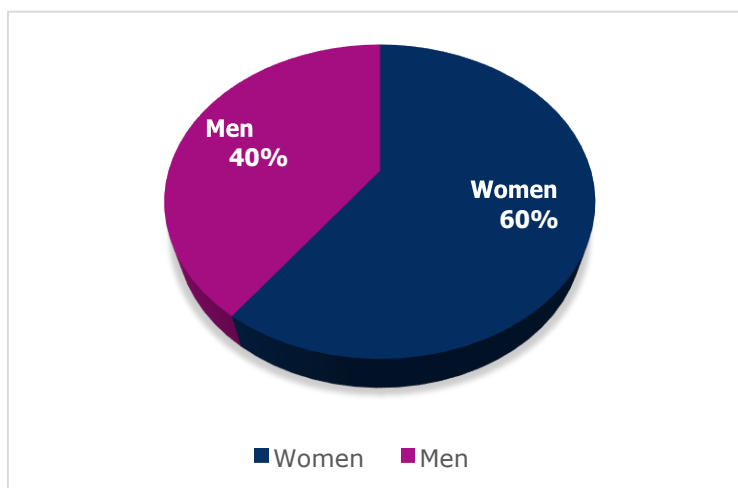
Source: ISAL

The graduates of the year 2021/2022 are not shown since they cannot be accounted for because there is still a special exam period for these (final-year) students.

3.7.4. Academic Year 2022/2023

In the Academic Year 2022/2023, there are 145 students enrolled in the two Higher Education courses at ISAL, 87 female and 58 male students.

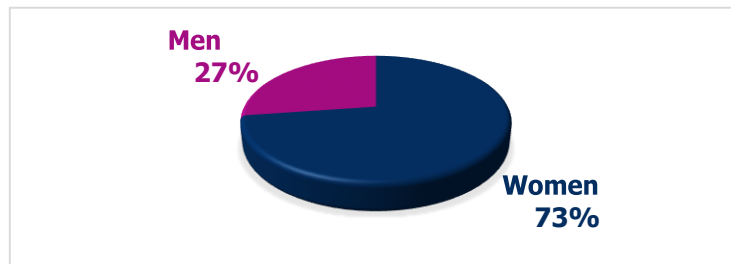
Graph 17 – Enrolled in Higher Education in the Academic Year 2022/2023



Source: ISAL

Only 11 students are enrolled in the Postgraduate Courses, of which 8 are female and 3 are male students. Note that the postgraduate courses have no fixed opening date and can still be opened during the current academic year.

Graph 18 – Enrolled in postgraduate courses in 2022/2023



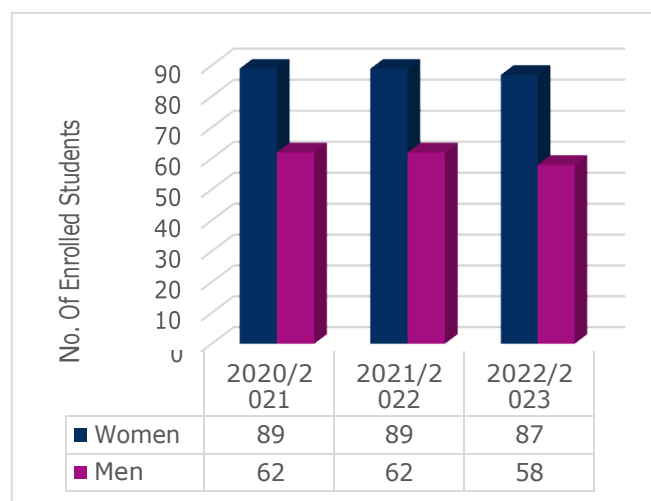
Source: ISAL

The academic year 2022/2023 is still running, so we will not be able to present graduates.

3.7.5. Evolutionary Summary

There has been a slight increase in the number of female students enrolled in Higher Education. Female students represented 55% of the enrolled students in 2019/2020 and in 2022/2023 represented 60% of the students.

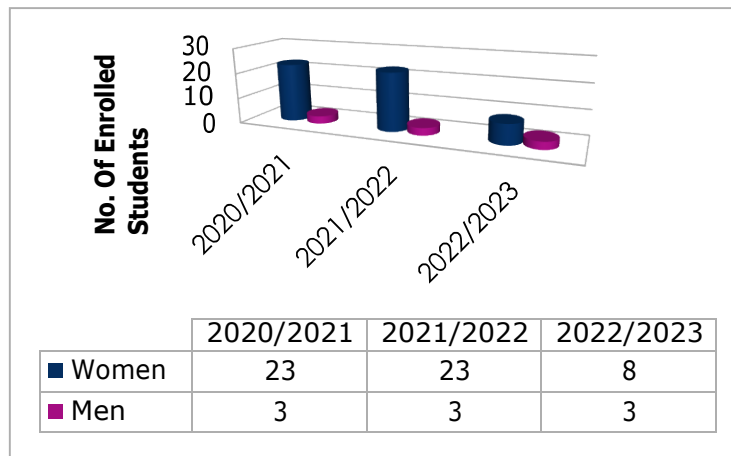
Graph 19 – Evolution of the students enrolled in Higher Education



Source: ISAL

Thus, in terms of those enrolled in postgraduate courses, there has been a decrease in the number of female students.

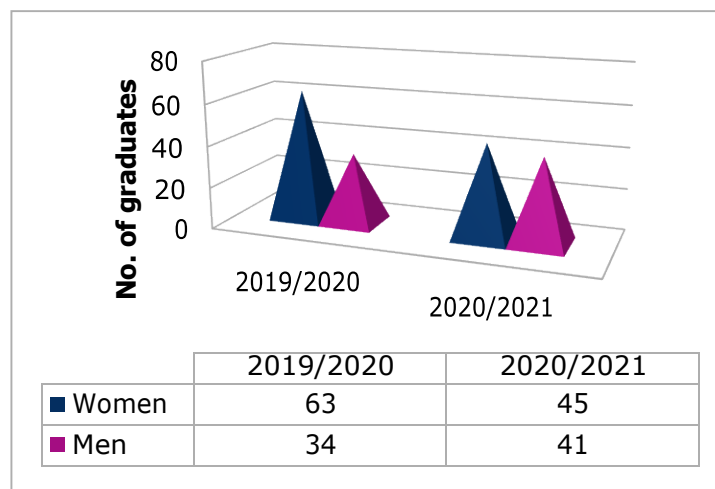
Graph 20 – Evolution of the students enrolled in postgraduate courses



Source: ISAL

Only the students from the 2019/2020 and 2020/2021 academic years can be analysed at the moment, there is a decrease in female representation.

Graph 21 – Evolution of the graduates



Source: ISAL

3.8. Academic Practices and Prevention of Discriminatory Practices

ISAL has opted for the implementation of academic anti-sexism, bullying and any kind of sexual or moral harassment practices.

In this sense it has forbidden academic hazing of this nature, as well as followed the guidelines of the Ministry of Science, Technology and Higher Education, such as the guidelines of 17.05.2022, which led to the adoption of

a position from the Technical-Scientific and Pedagogical Councils on 23.06.2022, with a view to facilitating reporting channels and carrying out awareness-raising actions among the academic community.

All the recommendations of the Presidency of the Council of Ministers were taken into account, such as recommendation 2/2018 of 2018.01.10, which adopted the motto "No one can be left behind" and determined the approval of the National Strategy for Equality and Non-Discrimination (ENIND) – *Portugal + Igual* and the respective National Action Plans.

ISAL, in partnership with the Regional Secretariat for Inclusion and Social Affairs - Gender Equality Service, has promoted awareness-raising actions among students through the joint promotion of conferences.

3.9. Internal and Labour Practices

The matrices for analysis of the Gender Equality Plan contemplated in Normative Order no. 18/2019, of June 2, integrate five areas:

- Equality in access to employment;
- Equality in working conditions
- Equal pay
- Parental protection;
- Conciliation of professional activity with family and personal life.

All these aspects were analysed and it was concluded that there is an equal policy on access to employment, working conditions and remuneration practices, with no differences on the basis of gender.

With regard to parental protection, ISAL's staff is of a mature age, on average over 40, which means that most of them have adult children. However, the support and protection of parenthood is ensured by fully complying with the legislation and granting the father or mother the necessary flexibility at work in order to meet all their family needs.

In terms of conciliating professional activity with family and personal life, ISAL is concerned with this aspect, not only complying with the law in force, but also supporting the worker and favourably analysing their requests in this sense.

In the preparation and distribution of timetables to lecturers, the particularities of each lecturer's family are taken into consideration (when these are presented).

ISAL has an affirmative anti-discriminatory position and supports events under the theme of gender equality, inclusion and diversity.

Its small size does not justify the creation of an office or service dedicated to these issues. However, it has internal reporting channels for eventual complaints on the subject, such as the Student Ombudsman, the Course coordinators and the Board.

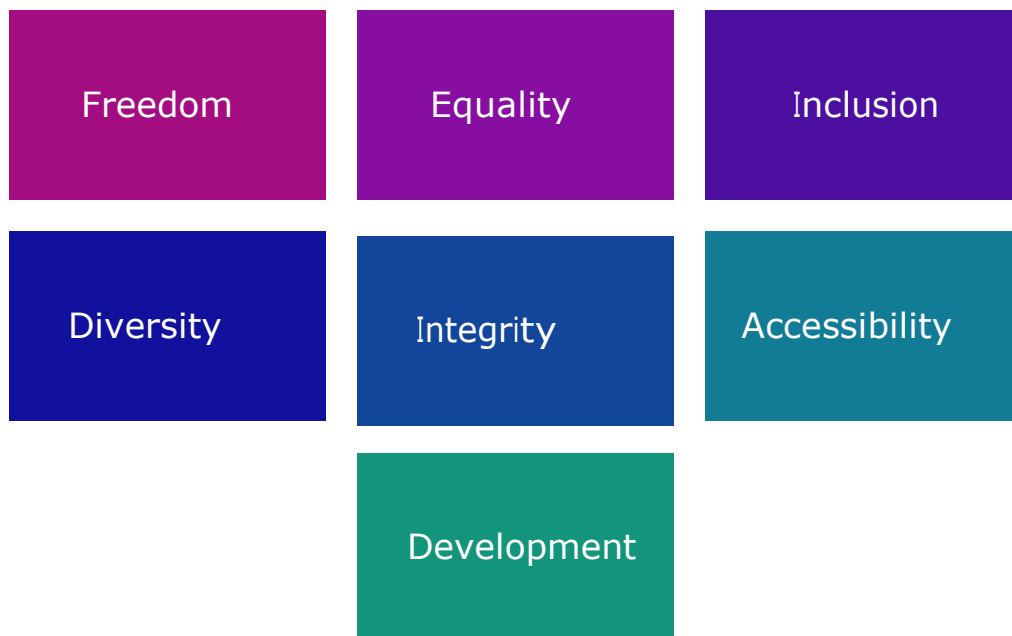
These reporting channels also ensure the prevention of the practice of harassment, as recommended in an open letter from the Minister of Science, Technology and Higher Education - Elvira Fortunato in May 2022.

4. Gender Equality Plan

In this chapter, we will list the structuring principles of the plan for gender equality, but also for inclusion, identifying the strategic objectives and the actions to be developed.

4.1. Principles

The Gender Equality Plan is based on the following principles:



- **Freedom:** development of critical sense and freedom of speech, thought and action. Defence of individual and collective freedom;
- **Equality:** implementation of actions and processes that ensure equal opportunities in all areas of action;
- **Inclusion:** promotion of an inclusive culture, based on respect for equality, dignity and the right to difference and fighting discrimination

- **Diversity:** Promotion of policies of respect among different cultures, religions and ideologies, awareness raising for the respect of diversity;
- **Integrity:** Encouraging transparent practices, in defence of integrity and academic honesty, repressing and fighting any kind of academic fraud;
- **Accessibility:** Promotion of accessibility policies, creation of conditions for people with special needs;
- **Development:** Valuing human and individual potential, with the aim of contributing to the education of citizens who are aware of their rights and responsible for their obligations.

4.2. Strategic objectives and actions

According to the diagnosis and the priority areas of intervention identified, a set of 7 strategic goals and 24 measures/actions were defined to be included in the Gender Equality Plan.

Considering the IV Regional Plan for Equality and Active Citizenship (IV PRICA), of which ISAL was a partner in the preparation and the measures/activities therein, we selected some measures from Axes 1, 2, 3, 4 and 5.

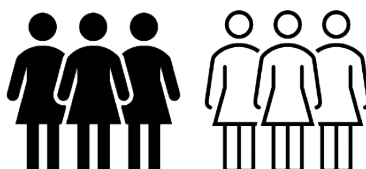
Strategic objective	Action/Measure	Goal
1 Ensuring inclusion and combating vertical segregation by supporting career development.	Promoting training in the areas of Citizenship, Equality, Equity and Diversity for leaders.	1 - 3 actions
	Preparing guidelines in order to promote, whenever possible, the balanced presence of women and men in the Technical- Scientific and Pedagogical councils.	Achieving 40% gender representation
	Ensuring gender representation in all its bodies, in accordance with the Law 26/2019, of March 28.	Achieving 40% gender representation
	Supporting and encouraging female entrepreneurship.	1 - 2 actions
	Providing training and co-creation workshops about barriers to gender equality, raising awareness about the dynamics that inequalities reproduce.	1 - 3
2 Improving the conciliation and balance between work/study and personal and family life.	Providing guidance on scheduling meetings during working hours compatible with family responsibilities.	100%

	Developing an integrated campaign, on the importance of co-responsibility - integrated in the IV PRICA - Axis 4	1 – 3 actions	
	Making available a form of school timetable that allows the needs of work/family articulation to be considered in the distribution of teaching work.	100%	
3	Integrating equality, equity and diversity in structures and policies	Adapting information collection systems in order to integrate information about students' family situation (existence of underage children).	To implement
		Adopting inclusive language and the gender variable in all data and statistics and reports and public documents of the course, allowing for the evaluation of gender equality in all areas.	To implement
		Defining a model and indicators for regular monitoring and evaluation reports on the institution's situation in terms of equality, equity and diversity.	To implement
		Communicating the equality, equity and diversity policy and goals to the whole academic community.	To implement
4	To integrate a gender perspective and the principles of equality, equity and diversity in course contents and research	Holding workshops and training sessions for teaching staff on the integration of gender perspective, gender principles, equality and diversity principles and ethics in the pedagogical practice.	1-3
		Introducing in the courses the gender perspective in scientific work.	To implement
		Mapping the academic staff with gender competences and integration of gender in scientific work.	To implement
		Implementing pilot projects for the inclusion of the gender perspective in study plans in different scientific areas.	To implement
		Conducting a study on the influence of gender in the training options.	To implement
		Inclusion of Gender Studies in the line of research in Social Sciences and Human Sciences.	To implement
		Creation of a Neutral Language Guide	To implement
5	To raise awareness in the academic community about equality, equity and diversity.	Promoting seminars, conferences and other public sessions on equality, equity and diversity.	3 to 5
		Integrating equality, equity and diversity in training plans.	To implement
		Disseminating to the whole academic community the gender diagnosis and the	To implement

	plan for equality, equity and diversity, including the creation of a promotional video.	
6	Promoting policies of inclusion and protection of minorities, preventing discrimination and fighting harassment and violence at all levels (sexual, sexist and moral).	Carrying out an awareness/information and dissemination campaign to prevent and combat sexual and psychological harassment.
		Promoting co-creation workshops to identify possible improvements to the Code of Conduct for the prevention and combat of harassment.
7	Deepening the themes of Citizenship and Equality, continuously implementing improvement measures.	Strengthening the academic community's social responsibility and civic action, valuing its quantitative and qualitative dimensions, sharing methodologies, instruments and good practices and developing common actions with social impact.
		Developing training, awareness raising and debates, which allow students and the rest of the academic community to increase freedom of thought and expression and respect for dignity.

4.3. Scheduling

The plan will be implemented gradually over a 3-year period.



4.4. Monitoring the implementation of the plan

The implementation of the equality plan will be systematically followed up in order to monitor the effectiveness of the actions and the achievement of the objectives, identifying potential improvements or new measures to be implemented.

Although the measures have not been scheduled, they will be monitored by the Board of Directors.

The results of the proposed measures will be disseminated in order to provide continuous and transparent improvement in gender equality.

The proposed measures will be updated or altered if necessary. The plan is not static and will be amended and adapted as changes occur in ISAL, academia and civil society.

5. Conclusion

ISAL intends to create an inclusive and diverse working environment and culture, and to accept new critical and differentiating factors in the promotion of creativity, innovation and results of excellence, creating with this differentiating environment a competitive advantage.

ISAL is a socially responsible institution/company, and as it incorporates in its principles, values and practices the most basic principles of equality, diversity and inclusion, with the aim of contributing to the improvement of the quality of life of its employees, lecturers and students, eliminating career barriers, enhancing a better balance between personal and professional life and always promoting gender equality.

ISAL aims to promote a culture that attracts and enhances talent, that stimulates personal and professional development, that focuses on flexibility, collaboration and involvement of all, that recognises and rewards excellence and merit, that values individuality without forgetting the group, and that creates an environment of well-being, respect, equal opportunities and productivity for all.

6. References

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