Gender Equality Plan
2021-2025

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Gender Equality Plan - 2021-2025

<table>
<thead>
<tr>
<th>V#</th>
<th>Publication Date</th>
<th>Editors (alph.)</th>
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<tr>
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<td>04/11/2021</td>
<td>Cláudia Barbosa</td>
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</tbody>
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TABLE OF CONTENTS

LIST OF TABLES .................................................................................................................. 4
LIST OF FIGURES ............................................................................................................... 4
GENDER EQUALITY WORKING GROUP ........................................................................... 5
   Contacts .......................................................................................................................... 5
   Composition ................................................................................................................... 5
1. INTRODUCTION ........................................................................................................... 6
2. STRATEGIC OBJECTIVES .......................................................................................... 10
3. ANALYSIS AND MONITORING ................................................................................ 11
4. FOCUS AREAS .......................................................................................................... 18
5. REFERENCES .............................................................................................................. 21
LIST OF TABLES

Table 1 - Contact and Internet Presence of the Gender Equality Working Group...........................................5
Table 2 - Gender Equality Working Group.................................................................5
Table 3 - Gender distribution by role (Stand: 30 June 2021) ........................................14
Table 4 - Gender distribution by research level (Stand: 30 June 2021) .................14
Table 5 - Gender distribution by type of leadership position (Stand: 30 June 2021) ..........................................................................................................................15
Table 6 - Gender distribution by scientific area (Stand: 30 June 2021)..............15

LIST OF FIGURES

Figure 1 - it members of the Aveiro site by role and gender (Stand: 30 June 2021) ........................................................................................................................................12
Figure 2 - it members of the Lisbon site by role and gender (Stand: 30 June 2021) ........................................................................................................................................12
Figure 3 - it members of the Coimbra site by role and gender (Stand: 30 June 2021) ........................................................................................................................................13
Figure 4 - Total it members by role and gender (Stand: 30 June 2021) ..........13
Figure 5 - Percentage (%) of female students enrolled in Higher Education courses in Portugal over time and by scientific area.........................................................16
Figure 6 - Gender distribution of researchers by Physical Sciences field.........17
GENDER EQUALITY WORKING GROUP

Contacts

It Gender Equality Working Group has an internet presence and a dedicated email account as listed in Table 1 below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>email</strong></td>
<td><a href="mailto:equality@it.pt">equality@it.pt</a></td>
</tr>
<tr>
<td><strong>web page</strong></td>
<td><a href="http://www.it.pt/equality">www.it.pt/equality</a></td>
</tr>
</tbody>
</table>

Table 1 - Contact and Internet Presence of the Gender Equality Working Group

Composition

It Gender Equality Working Group is composed of the following members (Table 2):

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Pole</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana Aguiar</td>
<td>Research</td>
<td>IT - Porto</td>
<td></td>
</tr>
<tr>
<td>Ana Charas</td>
<td>Research</td>
<td>IT - Lisboa</td>
<td></td>
</tr>
<tr>
<td>Ana Luisa Ribeiro</td>
<td>Human Resources</td>
<td>IT - Aveiro</td>
<td></td>
</tr>
<tr>
<td>Cláudia Barbosa</td>
<td>Project Management</td>
<td>IT - Aveiro</td>
<td></td>
</tr>
<tr>
<td>Daniel Pôças</td>
<td>Interface</td>
<td>National</td>
<td></td>
</tr>
<tr>
<td>Fátima Barata</td>
<td>Project Management</td>
<td>IT - Lisboa</td>
<td></td>
</tr>
<tr>
<td>Hugo Proença</td>
<td>Research</td>
<td>IT - Coimhã</td>
<td></td>
</tr>
<tr>
<td>Jonathan Rodriguez</td>
<td>Research</td>
<td>IT - Aveiro</td>
<td></td>
</tr>
<tr>
<td>José Marcelino Pousa</td>
<td>General Director</td>
<td>National</td>
<td>Head of the Working Group</td>
</tr>
<tr>
<td>Liliana Teixeira</td>
<td>Interface</td>
<td>National</td>
<td></td>
</tr>
<tr>
<td>Maria João Cardoso</td>
<td>Interface</td>
<td>National</td>
<td></td>
</tr>
<tr>
<td>Rui Paulo</td>
<td>Technical Support</td>
<td>IT - Coimhã</td>
<td></td>
</tr>
<tr>
<td>Sara Correia</td>
<td>Project Management</td>
<td>IT - Lisboa</td>
<td></td>
</tr>
<tr>
<td>Tiago Morgado</td>
<td>Research</td>
<td>IT - Coimbra</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 - Gender Equality Working Group
1. INTRODUCTION

Instituto de Telecomunicações (it) is a private, not-for-profit organisation, created in 1992 and is now an association of nine institutions with research and development (R&D) activities in the fields of Technologies of Information, Communications and Electronics (TICE).

Associated Institutions:

- Instituto Superior Técnico (IST)
- Universidade de Aveiro (UA)
- Universidade de Coimbra (UC)
- Altice Labs
- Nokia Solutions and Networks S.A
- Universidade da Beira Interior (UBI)
- Universidade do Porto (UP)
- ISCTE-Instituto Universitário de Lisboa (ISCTE-IUL)
- Instituto Politécnico de Leiria (IPL)

it mission is to create and disseminate new knowledge and support advanced training in the broad field of TICE, with a special emphasis on Telecommunications, in close cooperation with its associated institutions.

it is organised around three main sites:

- Aveiro, in the Santiago Campus of the University of Aveiro,
- Coimbra, in Site II of the University of Coimbra,
- Lisboa, in the Alameda Campus of Instituto Superior Técnico,

four branches:

- Leiria, in the Escola Superior de Tecnologia e Gestão of the Leiria Polytechnic Institute (IPL),
- Covilhã, in the University of Beira Interior (UBI),
- Porto, shared by the Faculty of Engineering (FEUP) and the Faculty of Sciences of the University of Porto (FCUP),
- Lisboa, in the Instituto Universitário de Lisboa, ISCTE-IUL,

and one external laboratory:
• Lisboa, in the Faculty of Sciences and Technology, of the NOVA University of Lisboa.

In 2021 it human resources counted a total of 814 collaborators, the categories and partial figures of each are detailed in chapter 3.

It human capital, since the beginning, was understood as the most important asset for it mission and strategy. As such, since 2016, it has been implementing several management processes related to the promotion of an organizational culture that puts people as the pivot point of its sustainability.

Implemented human resources procedures in it are detailed in the following internal documents:

• Human Resources Management Model;
• IT Research Career Management Model;
• Code of Conduct and Good Practices.

These internal regulations already consider several aspects related to topics such as work-life balance and organisational culture, gender equality in recruitment and career progression and directives against violence including gender-based violence and sexual harassment.

It Code of Conduct, for example, considers the duty of respect and impartiality governing relationships and recruitment within the institution stating that:

• "Research and interpersonal relationships should be guided by respect for the rights of others" (Code of Conduct and Good Practices, p. 4)
• "No form of discrimination based on sexual orientation, religion, ethnic origin, nationality, age, gender and physical condition is allowed" (Code of Conduct and Good Practices, p. 4)
• "No form of harassment is allowed" (Code of Conduct and Good Practices, p. 4)
• "Criteria for classification of competitions must be explicit and publicized before the act of classification" (Code of Conduct and Good Practices, p. 5)

It Human Resources Model reaffirms it commitment to promote a working environment compliant with the high standard work conducted at the institution, supporting the development of the individual as a well-rounded person and professional. On the other hand, it requests its community members to conduct themselves in an ethical manner, espousing the values of transparency, honesty, responsibility, dedication and commitment: "IT (...) aims to provide [employees] with a work environment in line with the requirements of the work conducted, and
the development of their intellectual capacities, valuing the person in their most complete scope. In order to achieve this, IT requires from employees an ethical behaviour consistent with values of transparency, honesty, responsibility, dedication and commitment to the IT project, and its code of conduct." (IT Human Resources Model, p. 5, translation by the authors)¹.

The Human Resources Model also defines practices to support work-life balance such as: flexible working hours; the possibility to take half-days off work for personal reasons, with compensation of the unworked hours in the following two weeks; payment to the employee of the first 3 days of medical leave, which are not supported by Social Security, up to a maximum of 6 days per year; and a day-off related to the employee's birthday.

As aforementioned, IT consecrates in its strategy, policies, and through its practices, a clear responsibility that drives IT to a clear guidance in reducing inequalities by eliminating imbalances and barriers, thus ensuring equal opportunities for access and rights in line with the UN sustainable development goals of the 2030 Agenda.

The work on equality undertaken at IT is designed to promote equality and combat discrimination among the IT employees and scientific community, regardless of their gender, ethnicity, national origin, language, religion and beliefs, functional abilities, sexual orientation, gender identity and age. Although different types of discrimination have some common characteristics, there are some situations where it can be appropriate to highlight gender equality as a priority area.

IT Gender Equality Plan (GEP) outlines an approach to promote gender equality, which contains specific and well-defined activities. Furthermore, the timeframe for the action plan reflects that the work of promoting gender equality is dynamic, so that it should be amenable for possible adjustments and to incorporate new perspectives and initiatives.

IT, in its role as an institution that works to build a fairer, more united and more humane world, has a special responsibility to make the right to equality among genders effective. Our institution is committed to carry out this GEP, assuming that gender equality is a basic principle and an unavoidable social demand.

¹ "O IT (...) tem com objectivo proporcionar-lhes [aos colaboradores] um ambiente de trabalho consentâneo com a exigência do mesmo, e o desenvolvimento das capacidades intelectuais, que valorize a pessoa no seu mais completo âmbito. Para tal o IT exige por parte dos colaboradores, um comportamento ético consentâneo com valores de transparência, honestidade, responsabilidade, dedicação e compromisso com o projeto IT, e seu código de conduta." (IT Human Resources Model, p. 5, original text).
The commitment to equality derives from the responsibility assumed by the institution in building a fairer society, in the search for better ways to participate and to respond to the challenges of our current reality. As an organisation that transmits values and knowledge, it is committed to integrate the gender perspective into all organisational, research and transfer processes, as well as to improve the management conditions in which daily life takes place within the working and living space at it.
2. STRATEGIC OBJECTIVES

The actions defined in this plan address three major strategic objectives:

1. ensure equal treatment and opportunities for men, women, non-binary individuals and all those perceived as non-compliant with the dominant perception of masculinity or femininity, in the various dimensions of their relationship with it (e.g. recruitment and selection, performance evaluation and career progression, access to parenting support mechanisms, etc);

2. foster a collaborative environment among all it players, regardless of their gender, nationality, ethnicity or religion; and

3. promote the welfare of it employees through policies to balance work obligations and private and family life.
3. ANALYSIS AND MONITORING

In this chapter we provide an overview of the members by site, with staff located in any of the satellite sites (branch or external laboratory) associated with the main site they are linked to.

As aforementioned, it is organized around three main sites: Aveiro, Coimbra and Lisbon, having staff members located in further branches and satellite sites, always under the responsibility of each of the three main sites.

Human Resources directly related to it can assume different typologies, detailed below:

- **Students** - refers to students enrolled in a degree at any partner University or Polytechnic Institute, who are conducting unpaid research activities at it within the scope of their degree (i.e., conducting research work in it for the completion of their dissertation or final project work);

- **Scholarship Holders** - refers to students enrolled in a degree or postdoctoral researchers awarded a grant to conduct research activities at it within the scope of a research project or planned activity;

- **Contracted Researchers** - refers to researchers who are part of the permanent staff at it or hired on a non-permanent basis to conduct or lead tasks on projects;

- **Professorial Staff** - refers to Professorial Staff Members of the Higher Education Institutions linked to it, who conduct their research activities at it following protocols signed between both institutions;

- **External Researchers** - refers to researchers who collaborate in the research activities of it, while neither being employed directly by it, nor having a teaching position in any of the abovementioned Higher Education Institutions;

- **Administrative and Technical Staff** - refers to it staff conducting tasks of administrative (project management, human resources, travel, purchases, treasury and accountancy) and technical (computer infrastructure, lab management and logistics) nature.
General landscape on gender distribution within it

Figures 1 to 3 below present the distribution of it members per type of role, per main site (Aveiro, Lisboa and Coimbra), broken down by gender while Figure 4 presents the overall gender distribution of it members as a whole, by role.

**Figure 1 - It members of the Aveiro site by role and gender (Stand: 30 June 2021)**

**Figure 2 - It members of the Lisbon site by role and gender (Stand: 30 June 2021)**
Figure 3 - It members of the Coimbra site by role and gender (Stand: 30 June 2021)

Figure 4 below presents the overall gender distribution of it members at the national level, per type of role.

Figure 4 - Total IT members by role and gender (Stand: 30 June 2021)
Table 3 presents the gender distribution of IT staff (all sites) per role.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>166</td>
<td>45</td>
<td>211</td>
<td>78.7%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Scholarship Holders</td>
<td>153</td>
<td>52</td>
<td>205</td>
<td>74.6%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Contracted Researchers</td>
<td>67</td>
<td>16</td>
<td>83</td>
<td>80.7%</td>
<td>19.3%</td>
</tr>
<tr>
<td>External Researchers</td>
<td>34</td>
<td>4</td>
<td>38</td>
<td>89.5%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Professorial Staff</td>
<td>219</td>
<td>26</td>
<td>245</td>
<td>89.4%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Administrative and Technical Staff</td>
<td>14</td>
<td>18</td>
<td>32</td>
<td>43.8%</td>
<td>56.3%</td>
</tr>
</tbody>
</table>

Table 3 - Gender distribution by role (Stand: 30 June 2021)

All the roles - except the Administrative and Technical Staff - present a majority of male staff members, which constitute 89.5% of the Professorial Staff, 83.5% of the Contracted Researchers, 78.7% of the Students and 74.6% of the Scholarship Holders.

Female staff members constitute 56.3% of the Administrative and Technical Staff Group.

Table 4 presents the gender distribution of IT research-related members (all sites) when considering two groups: the more entry level positions (students and scholarship holders) and the more senior roles (contracted and external researchers, and professorial staff).

<table>
<thead>
<tr>
<th>RESEARCH STAFF</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students &amp; Scholarship Holders</td>
<td>319</td>
<td>97</td>
<td>416</td>
<td>76.7%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Professorial Staff &amp; Contracted Researchers</td>
<td>320</td>
<td>46</td>
<td>366</td>
<td>87.4%</td>
<td>12.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>639</td>
<td>143</td>
<td>782</td>
<td>81.7%</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

Table 4 - Gender distribution by research level (Stand: 30 June 2021)

Table 5 presents the gender distribution of IT research leaders (Cluster and Group Leaders).
Table 5 - Gender distribution by type of leadership position (Stand: 30 June 2021)

Given the eligible researcher pool that could ascend to cluster or group leader role (professorial staff, and contracted and external researchers), the percentage of female researchers in leadership positions is either equal to the percentage of female researchers (12.5% for Cluster leaders) or superior to that percentage (15.0% for Group leaders), thus reflecting the research population.

The Board of Directors of it is composed of 5 members, two of them appointed by IST, one by UC, one by UA and one by Altice Labs, the founding institutions of it (it Bylaws). The Board members elect among themselves the President, who is responsible in particular for overseeing the work and representing it in external relations. All members are currently male.

Table 6 presents the gender distribution of it research staff (all sites) per scientific area.

Table 6 - Gender distribution by scientific area (Stand: 30 June 2021)

National landscape of gender distribution in education and research

Despite the shift over past decades to the landscape of gender in education and workforce, with relevant gains for women in representation, equitable pay and recognition, it is consensual that differences still persist in the field of science, technology, engineering and mathematics (STEM).

There is a perceived Gender Gap in Engineering sciences both at the University level, with female students comprising historically a figure of around 30% of the
students of Engineering related courses, as depicted in Figure 5, which presents the percentage of female students enrolled in Higher Education by scientific area since 1991. *Engineering, Transformative Industries and Construction* is depicted in light blue and is the lowest level line in the graphic.

![Percentage of Female students enrolled in Higher Education in Portugal by scientific area](image)

**Figure 5 - Percentage (%) of female students enrolled in Higher Education courses in Portugal over time and by scientific area**

[Source: “Alunos do sexo feminino em % dos matriculados no ensino superior: total e por área de educação e formação”, Data Source: DGEEC/ME-MCTES - DIMAS/RAIDES; Source: PORDATA, accessed on 21/09/2021).

The perspective at the research level is very much similar to the higher education attendance figures presented above, as demonstrated by the Study “Gender in the Portugal Research Arena: A Case Study in European Leadership” conducted by Elsevier and part of a wider analysis of gender in the global research landscape, with the aim of examining research participation, career progression and perceptions across the globe. The study reports on gender distribution of researchers in the Physical Sciences field (which includes Computer Science, Mathematics, Engineering and Physics and Astronomy) in Portugal, recording values well below gender parity for each of these areas (Figure 6).
Figure 6 - Gender distribution of researchers by Physical Sciences field

[Source: "Gender in the Portugal Research Arena: A Case Study in European Leadership", Elsevier 2020]

The figures of gender distribution for entry-level and more senior research positions show an underrepresentation of female researchers, well in line with the national landscape for both students and researchers.

**General landscape on cultural diversity within it**

As gender perception is a dimension that can be influenced by cultural perspectives, it is worth pointing out the fact that it is a veritable researching melting pot, incorporating members from more than 30 different nations. This element will also be taken into consideration when planning actions for raising awareness on gender issues.
4. FOCUS AREAS

This action plan describes the activities that it will develop in the period 2021-2025 in relation to the four focus areas detailed below, each with the following objectives:

1. Recruitment:
   - improve data collection and monitoring of the recruitment process;
   - raise awareness of gender equality in all stages of the recruitment process, guaranteeing more inclusiveness;
   - actively promote it as an inclusive research body to raise the number of applications, particularly of female applicants in researcher roles.

2. Career development:
   - improve career development at it in order to ensure gender equality at all levels of the career ladder;
   - take into consideration in the evaluation of staff and researchers socially protected grounds such as parental leave, long-term serious illness, and other legal situations of unavailability to work;
   - create greater clarity about future career prospects and opportunities in regards to staff recruitment and retention;

3. Leadership and Management:
   - establish a clear mandate to promote gender equality at all levels of decision-making bodies;
   - promote awareness among scientific and non-scientific decision-making bodies on gender biases;

4. Workplace culture:
   - create an inclusive, diverse and unbiased work environment;
   - promote an easier combination of work and family life;
   - promote awareness-raising initiatives on female role models and on gender diversity in research teams.

The activities will be supported by a communication effort to ensure that knowledge and experience will be shared and accessible across the organisation. In order to achieve the objectives listed above, this plan undertakes to propose the following measures:
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Measures</th>
<th>Instrument</th>
<th>Target Group</th>
<th>Timeline</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td>creation of the Gender Equality Working Group;</td>
<td>meeting minutes</td>
<td>x</td>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>1</td>
<td>raise its attractiveness through the creation of a YouTube playlist on its channel with interviews with female its researchers;</td>
<td>playlist</td>
<td>female students and researchers</td>
<td>x</td>
<td>Communication, Management</td>
</tr>
<tr>
<td>1, 4</td>
<td>conduct interviews with its female researchers on their experience as females in STEM;</td>
<td>videos</td>
<td>female students and researchers</td>
<td>x x x x x</td>
<td>Communication, Management</td>
</tr>
<tr>
<td>1, 4</td>
<td>ensure that its female members are featured in at least one of the regular sections of the its newsletter (e.g. highlights, where are you now, PhDs hosted by its, etc);</td>
<td>newsletter issues</td>
<td>female students and researchers</td>
<td>x x x x x</td>
<td>Communication, Management</td>
</tr>
<tr>
<td>1, 4</td>
<td>create a section in the its newsletter featuring administrative and technical activities that support its research, to demystify traditional roles;</td>
<td>newsletter issues</td>
<td>its community and future members</td>
<td>x x x x x</td>
<td>Communication, Management</td>
</tr>
<tr>
<td>1, 4</td>
<td>organize regular dissemination actions in local high schools to motivate students, and female students in particular, to elect engineering courses and engage in research activities;</td>
<td>workshops</td>
<td>local school communities</td>
<td>x x x x x</td>
<td>Working Group</td>
</tr>
<tr>
<td>4</td>
<td>conduct a survey with its employees to collect their opinions and suggestions concerning work-life balance and equality issues in its;</td>
<td>survey design and implementation</td>
<td>its community</td>
<td>x</td>
<td>Working Group</td>
</tr>
<tr>
<td>4</td>
<td>assess the survey results and propose measures;</td>
<td>results analysis report and list of proposed measures</td>
<td>its community</td>
<td>x</td>
<td>Working Group</td>
</tr>
<tr>
<td>3, 4</td>
<td>elect measures to be implemented, deriving from the analysis and discussion of the conducted survey;</td>
<td>measure implementation plan</td>
<td>its community</td>
<td>x</td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>---</td>
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<td>---</td>
</tr>
</tbody>
</table>
| 1, 3, 4 | plan and execute training actions to raise awareness on the topics of:  
- unconscious gender biases,  
- gender violence and sexual harassment,  
- intercultural issues. | training actions | it community | X | X | X | X | Working Group, Management |
| 4 | create a contact form in the Gender Equality Working Group page ([www.it.pt/equality](http://www.it.pt/equality)) for suggestions and complaints, ensuring total confidentiality; | contact form | it community | X | | | | Communication, Working Group |
| 4 | create a web page ([www.it.pt/equality](http://www.it.pt/equality)) and a contact email (equality@it.pt) for the Gender Equality Working Group; | web page | it community | X | | | | Communication, Working Group |
| 1, 2, 3, 4 | adapt the HR management and recruitment tools to allow for a more detailed data collection and analysis of gender indicators; | management tool | HR, Management | X | | | | Management, HR |
| 1, 2, 3, 4 | update regulations, namely HR management model, Quality Policy and Scientific Productivity Grant regulation, in order to extend the reference periods for evaluation, whenever the suspension of activities is justified on socially protected grounds (such as parental leave, long-term illness, and other legal situations of unavailability to work); | internal regulations | it staff | X | | | | Management |
| 1, 2, 3, 4 | maintain the "it welcome guide" updated and make it available to the it community on the intranet; | Welcome Guide | it community | X | X | X | X | Communication, HR, Management |
| 1, 2, 3, 4 | disseminate the "it welcome guide" to new it members; | Welcome Guide | new members | X | X | X | X | HR |
| 1, 2, 3, 4 | prepare annual monitoring reports on the following indicators:  
- gender distribution of applicant, by typology  
- origin distribution of applicants, by typology  
- gender distribution of staff, by typology  
- origin distribution of staff, by typology  
and on the implementation and outcomes of the gender equality plan and propose improvements and adjustments. | report | it community | X | X | X | X | Working Group |

Given the fact that it associates, mainly Higher Education Institutions, also have gender equality working groups, further actions can be devised and implemented in articulation with these entities.
5. REFERENCES


DGEEEC (2021), *Alunos do sexo feminino em % dos matriculados no ensino superior: total e por área de educação e formação*, Data Source: DGEEC/ME-MCTES - DIMAS/RAIDES; retrieved from PORDATA, accessed on 21/09/2021.


*it* Human Resources Model (2016), internal document.

*it* Quality Policy (2020), retrieved from [https://www.it.pt/docs/Pol%C3%ADtica_de_Qualidade_2020_(V20.2)_-_Publicado.pdf](https://www.it.pt/docs/Pol%C3%ADtica_de_Qualidade_2020_(V20.2)_-_Publicado.pdf)

*it* Scientific Productivity Grant Regulation (2021), internal document.

Aveiro, 28 de Dezembro de 2021

[Signature]