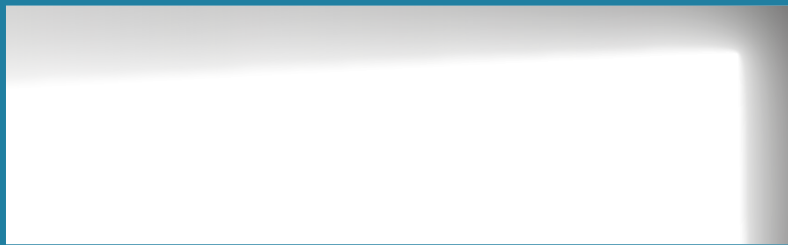


# 2021-2025

## Gender Equality Plan

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# gender



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theoria poesis praxis



**Title**

Gender Equality Plan –  
University of Aveiro, 2021-2025

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# 2021-2025

## Gender Equality Plan

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## Message from the Rector

Gender equality in access to education and health care, in work and career opportunities, and in leadership positions has received special attention over the past few years. As a goal to be fully achieved by 2030, this Sustainable Development Goal is a fundamental requirement for development, cohesion and social justice. Diversity promotes talent and creativity.

Recent studies released by the European Institute for Gender Equality show that Europe is making progress, but still slowly. In 2021, the Gender Equality Index grew by only 0,6 points from 2020. Portugal moved up one spot, appearing more or less in the middle of the table, but is still below the European average. There continues to be a clear gender distinction in employment, wages and training areas. Although the number of women in political decision-making positions has gone up, there are still differences in the economic sphere and in health, with no improvement in recent times.

Considering the millennial history of universities, promoting gender equality is a recent concern. Access to the medieval university and participation in the construction of knowledge was an essentially male process. A woman obtaining a doctorate may not have occurred until Elena Piscopia in the 1670s in Padua.

Oxford and Cambridge universities only began admitting women in the 1870s and by government decree. In continental Europe one of the first universities to take this step was the University of Berlin, in 1809, with von Humboldt's model – which advocated access to education for all. In Portugal, the first woman entered higher education in 1891. Access was extended to both genders five years later. The first Portuguese university professor took office already during the First Republic.

The entry of women into academia was late, but the situation has evolved positively. For more than three decades the number of women graduates in Portugal has exceeded that of men, and in the last decade women have also started to lead in the number of doctorates.

However, there are still important challenges. In certain areas, such as STEAM skills – Science, Technology, Engineering, Arts and Mathematics, there is still an under-representation of women. In 2020, STEAM careers in Portugal had just over 30% women. On the other hand, there is still work to be done to make the presence of the female gender in the decision-making bodies of academic structures more expressive.

Although there is no tradition of implementing affirmative policies of non-discrimination in Portugal, diversity, inclusion and gender (in)equality have been very present concerns in the cultural and cognitive framework of the University of Aveiro for some years now.

The University of Aveiro was the first public Portuguese university to be led by a woman. During the entire first decade of the 21st century, the top people responsible for the University were women (Professors Isabel Alarcão and Helena Nazaré).

In the workforce, the percentage of total female employees has remained close to 54% in recent years. Among technical, administrative, and management staff, the feminization rate is about 69%. In the research career, the number of women has grown significantly. In 2018, they represented 47% of researchers and currently about 61%.

In the teaching career, the feminization rate is at 42% and has remained stable over the last three years, but it is also important to understand how some people progress in their careers. Let's consider the percentage of associate or full professors of the male gender, relative to the total number of career professors of that gender, and the corresponding percentage for the female gender. In 2018, this percentage for men was more than 10% higher. By 2021, the gap has narrowed to about 4%.

It is interesting to disaggregate this result by the different scientific areas. In engineering, the percentage of male associate or full professors, relative to the total number of career professors of that gender, is (perhaps surprisingly) lower than the corresponding percentage for the female gender. The gap remained relatively stable between 2018 and 2021 (between 7% and 8%).

In 2018, in the social sciences, arts, and humanities, the percentage of male associate or full professors relative to total career professors of that gender was higher than the corresponding percentage for females by about 5%. However, by 2021 the situation was reversed: the percentage of male associate or full professors was 1% lower than the corresponding percentage of female professors.

Something similar is going on in the polytechnic faculty. In 2018, the percentage of men who were coordinating professors, in the universe of male career professors, was higher than the corresponding percentage for women by about 10%. In 2021, the situation reversed and the percentage of male coordinating teachers became lower than the percentage of female coordinating teachers by about 4%.

In terms of the student community, the percentage for female (52%) and male (48%) have remained virtually unchanged over the past three years.

The concern for social equity at the University of Aveiro is not, however, limited to a single aspect, but rather incorporates a broader perspective that has been publicly recognized. This recognition translated, for example, into UA being awarded the “Inclusive Employer Seal” distinction in two consecutive years – 2017 and 2019, by the Institute of Employment and Professional Training (IEFP).

The existence of an organizational culture of inclusion and social responsibility is evident in several actions. One of them is the creation, in 2019, of the Local Support Centre for the



Integration of Migrants (CLAIM), the first center located in a Portuguese university. Another example is the creation, in 2021, of the innovative non-degree course for people with special needs or developmental difficulties (DID), in partnership with the Jerónimo Martins Group, which guarantees access to qualification for people with this type of profile and, at the same time, access to work, enhancement, and professional integration.

The University of Aveiro Gender Equality Plan 2021-2025 was built on an intersectional basis, including the various dimensions that interact with gender in structuring discrimination. The concern with gender equality is present, in a transversal way, in all policies, at all levels and in all phases and actors involved in the creation, implementation and assessment of policies and institutional practices.

Paulo Jorge Ferreira



## 1. Introduction

The **University of Aveiro Gender Equality Plan 2021-2025**, based on a mainstreaming and intersectional approach, is composed of 16 objectives and 33 strategic actions distributed by five subject areas (figure 1).

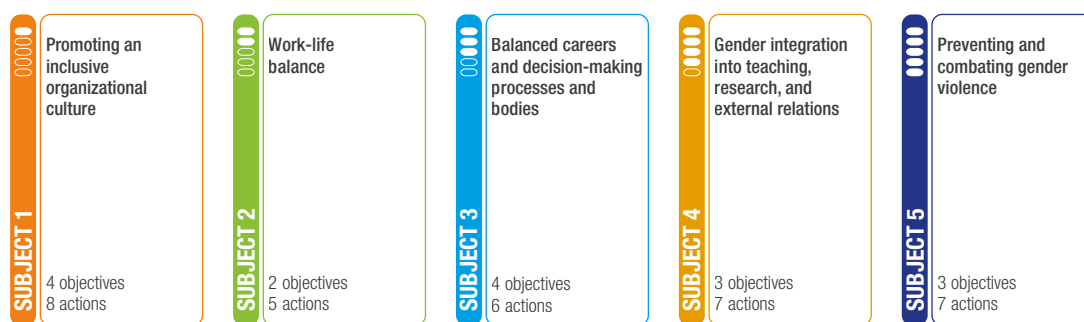


Figure 1. Subject areas of intervention

The identification of the subfields of action and the selection of the actions to be implemented result from a diagnosis of the UA situation regarding gender (in)equality, carried out by the CHANGE project team – Challenging Gender (In)Equality in Science and Research between 2018 and 2020.

The measures in the Gender Equality Plan result from the needs identified at UA. Its creation counted with the contribution of the rectorate team, the teaching and research staff, and the technical, administrative and management staff. It also counted with the active collaboration of the Sounding Board members of the CHANGE project. In preparing this plan, the analyses and recommendations of good practices resulting from other national and international research projects associated with the design and implementation of Gender Equality Plans in Higher Education Institutions were also taken into consideration.

The Gender Equality Plan is aligned with the requirements and/or recommendations of some supranational bodies, such as the United Nations (Sustainable Development Goals of the 2030 Agenda), European Commission (Horizon Europe) or the European Research Area. At the national level, its alignment with the National Strategy for Equality and Non-Discrimination

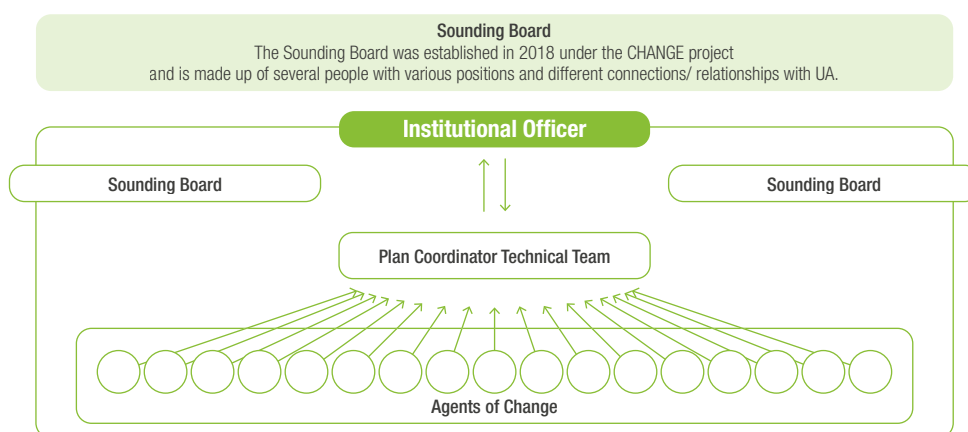


2018-2030 – Portugal + Equal (ENIND), published in May 2018 (Council of Ministers Resolution No. 61/2018), is noteworthy.

The adoption and implementation of the Gender Equality Plan for 2021-2025 (re)affirms, strengthens and extends UA's commitment to gender equality, diversity and inclusion, and, at the same time, calls the entire academic community to an active involvement in building a more just, equal and cohesive society.

The monitoring and assessment of the UA **Gender Equality Plan** is under the responsibility of the **Sounding Board** which will ensure its continuous and participative assessment in collaboration with the CHANGE project team members.

To ensure an efficient implementation of the Plan, a tripartite structure will also be created, responsible for the execution of the various actions and consisting of the following elements: **Institutional Officer, Plan Coordinator, Technical Team and Agents of Change** (figure 2).



**Figure 2.** Governance model for the implementation and monitoring of the Plan

**Institutional Officer:** member of the rectorate team responsible for articulating the Gender Equality Plan with the UA's policy and strategy and for ensuring the systematic integration of gender equality at the institutional level.

**Plan Coordinator:** person with specialized knowledge in the gender field, who can identify both the need for training in this field and specialists in the scientific community for its implementation. This is the person responsible for achieving the Plan's objectives, and must ensure that its implementation is effective.

**Technical Team:** made up of research staff from the University of Aveiro in the gender field and diversity whose duty will be to support the work and scientific backing of the plan.

**Agents of Change:** points of contact at the Organic Unit and Research Unit level to aid the creation, implementation and monitoring of actions. These are the people responsible for developing actions at a more micro level.

# University of Aveiro Gender Equality Plan, 2021-2025

## Subject 1. Promoting an inclusive organizational culture

Objectives	Action name	Target Audience	Expected Results
<b>1. Raise awareness of the importance of stereotypes and unconscious biases</b>	Action 1 – Training and discussion actions on equality and inclusion	Technical, Administrative and Management Staff (TAG); Academic Staff.	Output: 10 participants per action. Outcome: Increased awareness of TAGs and academic staff with managerial roles regarding the relevance of stereotyping's interference in the decision-making process Increased awareness among teaching and research staff of the importance of stereotypes in everyday behaviors.
	Action 2 – Including, whenever possible, data disaggregated by diversity variables (e.g., gender, age, etc.) in institutional information and documents, complying with data protection standards.	Members of the academic community with management responsibilities; TAG.	Output: Disaggregation of information based on diversity variables in institutional documents. Outcome: Monitoring the institution's evolution in terms of inclusion.
<b>2. Incorporate inclusivity into the institutional culture</b>	Action 3 – Creating and adopting an inclusive language manual.	Academic community (teaching and research staff and students); External stakeholders.	Output: Creation of an inclusive language manual. Outcome: Adoption of inclusive language in the institution, with the implementation of the manual's guidelines.
	Action 4 – Actions to disseminate and publicize the Equality Plan among the academic community and outside UA .	Academic community (teaching and research staff and students); External stakeholders.	Output: Creation of a web site to publicize the Equality Plan. Outcome: Affirmation of the image and recognition of UA as an inclusive institution.
<b>3. Enhance and highlight the promotion of an inclusive culture at UA</b>	Action 5 – Exchanging good practices with other national and/or international HEIs.	External stakeholders; Head of Human Resources Management Services (SGRH).	Output: Organization of an annual and/or international meeting. Outcome: Monitoring and updating the implementation of best practices in the institution.
	Action 6 – Creating institutional communication mechanisms to affirm and disseminate the culture of equality at UA.	Academic community (teaching and research staff and students); External stakeholders.	Output: News dissemination in the formal communication channels used by the institution. Outcome: Make visible the institutional appreciation of people and actions that contribute to a more inclusive culture.

(cont.)

**Objectives**

**4. Promote the creation of a multicultural and inclusive awareness in the academic community**

**Action name**

Action 7 – Organizing more inclusive spaces on campuses.

**Target Audience**

Academic community (teaching and research staff and students);  
External stakeholders.

**Expected Results**

Output: Creation of accessibility conditions and multicultural spaces (multi-confessional room).  
Outcome: Increased awareness for inclusion and multiculturalism.

Action 8 – Promoting inclusive participation in events organized by the university.

Academic community (teaching and research staff and students);  
External stakeholders.

Output: Participation of at least one person of the under-represented sex in all events organized by the university  
Ensuring accessibility conditions to events, whenever deemed relevant.  
Outcome: Gender parity participation in all events organized by the institution;  
Inclusion and participation of people with disabilities in the most relevant UA events.



## Subject 2. Work-life balance

Objectives	Action name	Target Audience	Expected Results
<b>1. Redefine working conditions in order to improve work-life relations</b>	Action 1 – Listening to the needs of the UA academic community regarding work-life balance; Questionnaires and focus groups.	Academic community (teaching and research staff, TAG and students).	Output: Report with the main conclusions of the diagnosis and recommendations for improvement of the Equality Plan in this area. Outcome: Increased satisfaction at the workplace, reduced stress and anxiety associated with difficulties in reconciling work and family life, and increased productivity; Encouraging greater gender equality in the distribution of roles associated with family/domestic responsibilities.
	Action 2 – Creating conditions for flexible work hours.	UA Staff (research, teaching and TAG staff).	Output: Formal change in the institutional norms of the work organization. Outcome: Elimination of long working hours in order to enhance work-life balance.
	Action 3 – Creating a good practice guide with recommendations related to the organization of working hours.	Academic community (teaching and research staff, TAG and students).	Output: Increased awareness of the importance of regulating working hours to ensure respect for non-working time. Outcome: Creation of an inclusive organizational culture that facilitates work-life balance.
<b>2. Promote a better conciliation between work and personal life</b>	Action 4 – Adapting spaces and equipment.	Academic community (teaching and research staff, TAG and students).	Output: Creating conditions in institutional spaces for work-life balance. Outcome: Establishing an organizational culture that is inclusive and promotes more balanced and egalitarian lifestyles.
	Action 5 – Creating domestic work support services and development of awareness-raising actions to alert to the importance of greater equality in the sharing of domestic chores.	Academic community (teaching and research staff, TAG and students).	Output: Support services created/available; Awareness-raising actions Outcome: Increased quality of life and well-being of the academic community by promoting an institutional culture that fosters work-life balance.

### TSubject 3. Balancing career and decision-making processes and bodies

Objectives	Action name	Target Audience	Expected Results
<b>1. Ensure gender equality in the composition of juries in recruitment, promotion and selection processes for positions</b>	Action 1 – Gender balance in the recruitment, assessment and selection committees.	Members of juries of recruitment, public examinations and evaluation committees.	Output: Percentage of juries, tending towards parity, in recruitment, promotion and selection processes. Outcome: Ensure the same opportunities for entry and progression in the various careers at UA for men and women.
<b>2. Develop career counseling policies and practices</b>	Action 2 – Counseling and individual accompaniment in the creation of career plans.	Teaching and research staff and TAG at the beginning of their career.	Output: Creation of individual career plans that raise awareness of potential gender-related obstacles to career progression. Outcome: Promoting more equal participation in all categories of the various careers.
	Action 3 – Creating mentoring networks.	Teaching and research staff at the start of their careers and 3 <sup>rd</sup> cycle students.	Output: Mentoring Networks. Outcome: Sharing experiences and reducing the abandonment of research/academic careers.
<b>3. Monitor the evolution of the gender composition of UA's decision-making bodies</b>	Action 4 – Updating reports/analysis of the composition of decision-making bodies in terms of gender.	Key players in defining the composition of decision-making bodies.	Output: Report with the composition of the decision-making bodies with data segregated by gender. Outcome: Increasing the awareness of those in charge of bodies about potential existing gender (in)balances.
<b>4. Address/ include gender and diversity aspects in institutional decision-making processes</b>	Action 5 – Including the theme of gender inequality and diversity in the training given to members of administrative and management positions with decision-making capacity.	People who hold relevant administrative and management positions in the university's governance structure.	Output: Increased awareness of the relevance of stereotypes in decision-making processes. Outcome: Ensuring that people in decision-making positions have gender equality competencies that enable them to review institutional decision-making processes in order to eliminate potential pockets of inequality.
	Action 6 – Re-evaluating the factors that inhibit women from competing for management positions.	Academic community (teaching and research staff and students).	Output: Report with the analysis and discussion of the factors that inhibit women from competing for management positions. Outcome: Increased awareness of the difficulties and barriers experienced by women in accessing management positions.

## Subject 4. Gender integration into teaching, research and external relations

Objectives	Action name	Target Audience	Expected Results
<b>1. Integrate the gender perspective into content and pedagogical practices</b>	Action 1 – Carrying out training actions in the scope of Docência+ and the Interinstitutional Conferences.	Teaching staff.	Output: A training module in Docência+ and in the interinstitutional conferences. Outcome: Increased awareness of the relevance of stereotypes in pedagogical practices.
	Action 2 – Carrying out actions on the relevance of a gender and diversity approach in the creation of study plans.	Course directors; organic unit directors; members of the Pedagogical Council.	Output: Awareness seminars organized in the organic units. Outcome: Increased awareness of the importance of discussing diversity, gender, and inclusion issues in education.
	Action 3 – Implementing a curricular unit (UC) on gender and diversity (Diversity, equality and inclusion).	Teaching staff and students.	Output: One optional course unit at the 2 <sup>nd</sup> cycle level. Outcome: Equipping student staff with skills in principles of citizenship, equality and inclusion.
<b>2. Integrate the gender perspective into research practices</b>	Action 4 – Carrying out training actions on the inclusion of the gender and diversity aspect in research proposals and projects.	Teaching and research staff; Coordination of research units.	Output: One training action per year, involving the research units. Outcome: Increased awareness of the importance of including the gender aspect in research.
	Action 5 – Raising awareness for the creation of gender-balanced research teams.	Teaching and research staff; Coordination of research units.	Output: Awareness-raising actions; Annual dissemination of information on the constitution of teams in terms of gender by project in the UA research journal. Outcome: Increase in the number of gender-balanced teams.
	Action 6 – Defining guidelines for increasing the number of people of the under-represented sex coordinating projects.	Teaching and research staff; Coordination of research units.	Output: Establishment of a minimum percentage of projects to be coordinated by members of the under-represented sex, per research unit, when submitting funding proposals; Annual disclosure of the percentage of women and men coordinating projects in the UA's research journal. Outcome: Increasing the number of members of the under-represented sex in the coordination of research projects.



(cont.)	Objectives	Action name	Target Audience	Expected Results
<b>3. Encourage gender-balanced participation in knowledge transfer projects and cooperation with society</b>		Action 7 – Training actions to encourage balanced participation in knowledge transfer projects and cooperation with society.	Teaching and research staff; Coordination of research units.	Output: Awareness/training actions. Outcome: Increased awareness of the importance of greater participation of women in cooperation with society.

## Subject 5. Preventing and combating gender violence

Objectives	Action name	Target Audience	Expected Results
<b>1. Prevent discrimination and combat the various types of harassment and violence at all levels (sexual, sexist, moral)</b>	Action 1 – Carrying out actions to disseminate information to prevent and combat harassment (moral, psychological and sexual) and discrimination.	Academic Community (teaching, research, TAG and student staff).	Output: a massive awareness-raising action for the entire academic community at the beginning of the academic year Outcome: Increasing the academic community's awareness of the various aspects of harassment and discrimination with a view to eliminating them.
	Action 2 – Creating specific procedures for reporting and/or filing complaints in case of situations of discrimination, moral and/or sexual harassment and other forms of (gender) violence in the workplace.	Academic Community (teaching, research, TAG and student staff).	Output: Creation of a process flow for reports and complaints that ensures anonymity. Outcome: Elimination of potential constraints to reporting and/or filing complaints by victims of discrimination and/or harassment.
	Action 3 – Disseminating existing complaint procedures and legislation in this regard.	Academic Community (teaching, research, TAG and student staff).	Output: Creation of a communication plan for dissemination to the academic community with information on national legislation and UA procedures. Outcome: Inhibiting the existence of discriminatory and harassing behaviors and eliminating potential constraints for victims of discrimination and/or harassment to report and/or file complaints.
<b>2. Define, implement, and disseminate a Code of Conduct for diversity and gender equality</b>	Action 4 – Creating and disseminating a code of conduct to prevent and combat harassment.	Academic community (teaching and research staff, TAG and students).	Output: Creation of a code of conduct for diversity and gender equality; Publicizing the code of conduct for diversity and gender equality on the UA website. Outcome: Inhibiting behaviors of discrimination and harassment and ensuring the existence of institutional mechanisms to punish them; Inhibiting behaviors of discrimination and harassment and ensuring the existence of institutional mechanisms to punish them.

(cont.) Objectives	Action name	Target Audience	Expected Results
<b>3. Ensure an organizational environment based on respect for the integrity and dignity of the people who study and work at UA</b>	Action 5 – Integrating content on the various types of harassment and gender-based violence into regular training practices for technical, administrative, and management staff.	Academic Community (TAG).	Output: Inclusion of content on various types of harassment and gender-based violence in the regular training practices of technical, administrative and management staff. Outcome: Increased awareness of what discrimination and harassment behaviors are in order to inhibit their emergence in the institution.
	Action 6 – Training to make students aware of various forms of harassment and violence.	Students.	Output: Inclusion of content on the various types of harassment and violence in the education of students. Outcome: Increased awareness of what are violent and harassing behaviors in order to inhibit their emergence in the institution.
	Action 7 – Creating an UA Staff Worker Ombudsperson.	Teaching, research and TAG staff.	Output: Establishment of an UA Staff Worker Ombudsperson and appointment of a person to hold the position to ensure the rights of the university's staff under its regulations. Outcome: Affirmation of the university as an institution that preserves human dignity in labor relations.



### 3. Action Calendar

[illegible]

**Subject 2**  
Work-life balance

	Dec. 21	Jan. 22	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec. 23	Jan. 24	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec. 24	Jan. 25	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
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**Subject 2**  
Work-life balance (cont.)

6. Adaptation of spaces and equipment (a room for breastfeeding and a diaper room; space and conditions for the development of active pause exercises with work gymnastics).
7. Creating domestic work support services and development of awareness-raising actions to alert to the importance of greater equality in the sharing of domestic chores

Dec. 22	Jan. 23	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec. 23	Jan. 24	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec. 24	Jan. 25	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec. 25	

### Subject 3

Balancing career and decision-making processes and bodies

1. Gender balance in the recruitment, assessment and selection committees

2. Counseling and individual accompaniment in the creation of career plans

3. Creating mentoring networks

4. Updating reports/analysis of the composition of decision-making bodies in terms of gender (by reference to the initial CHANGE project report) [Update: whenever there is any change in the composition of the bodies]

5. Including the theme of gender inequality and diversity in the training given to members of administrative and management positions with decision-making capacity

6. Reassessing the factors that inhibit women from competing for management positions (referring to the initial work developed under the CHANGE project)

Dec. 21	Jan. 22	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan. 23	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan. 24	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan. 25	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	

Gender integration into teaching, research and external relations

[illegible]



### Subject 3

Preventing and combating gender violence

[illegible]

## 4. Glossary

The list of concepts presented here is intended as a useful introduction to some key terms used in the University of Aveiro Gender Equality Plan.

The definitions in the Glossary are derived from the compilation of information from various sources, including national and European Union and Council of Europe legislative and policy documents, as well as concepts used and/or recommended by the European Institute for Gender Equality (EIGE).

### **Intersectional Approach**

Research method in which gender, ethnicity, class, sexuality, and other social differences are analyzed simultaneously (EIGE, 2021).

### **Conciliation**

Reconciliation is a state of satisfactory balance between a person's professional and private (personal and/or family) life. According to paragraph b) of article 59 of the Constitution of the Portuguese Republic (CRP), all workers, regardless of age, sex, race, citizenship, territory of origin, religion, political or ideological convictions, have the right to work in socially dignifying conditions, so as to enable personal fulfillment and conciliation between work and family life.

### **Sex-disaggregated data**

Sex-disaggregated statistics are data collected and presented separately for women and men. They allow for the measurement of differences between these in various social and economic aspects and are one of the requirements for obtaining gender statistics (EIGE, 2021).

### **Gender balance**

The term gender balance is used in reference to human resources and the equal participation of women and men in all areas of work, projects or programs. In a gender equality scenario, women and men can be expected to participate in proportion to their distribution in the population (EIGE, 2021).

## **Gender**

Traditionally, the word “gender” was closely associated with the distinction between women/men and girls/ boys, corresponding to the roles, attributes, behaviors and social opportunities associated with each one. At the present, there is consensus in the scientific community on the possibility of gender diversity integrating the existence of other human variations, including sex, sexuality, age, social status, etc. (GenPort, 2021).

### **Gender Mainstreaming**

Gender mainstreaming is a principle according to which equality between men and women must be systematically taken into account in all Community policies and actions, right from their conception and in an active and visible manner (Comissão Europeia, 1996). It is a way of making the concerns and experiences of women and men an integral aspect of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres in order to achieve gender equality (EIGE, 2021).

## **Inclusion**

Gender inclusion corresponds to the concept or belief that all institutions, services and opportunities are open to everyone, regardless the influence of gender biases, stereotypes, norms and expectations (Shore et al., 2011; van Eck, Dobusch and van den Brink, 2000).

### **Gender Equality**

Gender equality refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same, but that their rights, responsibilities, and opportunities do not depend on whether they were born male or female. It involves taking into account the interests, needs, and priorities of both women and men, recognizing the diversity of different groups of women and men. Gender equality is seen as a human rights issue and as a precondition and indicator of people-centered sustainable development (EIGE, 2021).

## **Inclusive Language/ Gender-Sensitive Language**

Inclusive or gender-sensitive language is language that treats women and men equally, without perpetuating stereotypical perceptions of each person's gender roles. When considering gender-sensitive alternatives, one must always take into account possible ambiguities or inflections of meaning and choose the most appropriate solution (General Secretariat of the Council of the European Union, 2018).

## **Gender Roles**

Gender roles refer to social and behavioral norms that, within a specific culture, are widely regarded as socially appropriate for individuals of a particular sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender roles can be conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflicts or disasters, and other locally relevant factors. Gender roles may evolve over time, notably through the empowerment or empowerment of women and/ or the transformation of masculinities (EIGE, 2021).

## **Gender perspective/ aspect**

Integrating the gender aspect into scientific research involves ensuring that sex (biological characteristics) as well as gender (social and cultural characteristics, behaviors and needs of both women and men) are taken into account (European Commission, 2020).

## **Sex**

Sex refers to the biological characteristics that define a human being as female or male. These sets of biological characteristics are not mutually exclusive since there are individuals who possess both (EIGE, 2021).



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