

2. Políticas, instituições e cidadania

OC - (22866) - PATHWAYS TO EQUALITY IN PORTUGAL AND POLAND: CHALLENGES AND WINDOWS OF OPPORTUNITY

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Gender equality is central to our lives, especially at European Higher Education Institutions. Benefiting from the inputs of the European Commission, many have put into place Gender Equality Plans (GEPs) to boost change towards more equal Academies.

At RESET - *Redesigning Equality and Scientific Excellence Together*, we have been engaged in promoting Gender Equality and Diversity by developing a GEP and also by setting up some core actions to build a consistent pathway to equality (e.g., training, harassment reporting systems, gender-sensitive data management systems).

In this paper, we aim to present the path to equality taken by two RESET partners and reflect on the commonalities, challenges, and windows of opportunity faced. We will reflect on the national, social, and political contexts as sets of opportunities for dismissal.

Drawing on GE indicators, we will map two institutions - the University of Porto (Portugal) and the University of Lodz (Poland) – and frame the possibilities for implementation in different core GE topics (e.g., work-life conciliation, leadership endorsement, discrimination; gender-inclusive communication) that resonated in the ongoing GEPs. Both UŁ and U.Porto have a score on the gender equality index below the European average. However, UŁ functions within a challenging socio-political context, marked by a solid anti-feminist backlash and resistance toward any regulations tackling gender equality or that could introduce gender studies/gender mainstreaming mechanisms on the national and local levels. In Portugal, in contrast, recent governments have been prosecuting and implementing a National Strategy for Equality, and relevant legal developments have been achieved. After the first year of the GEP implementation, the future of GEP and its sustainability concerns both institutions, despite the diverse pathways taken regarding the institutionalization of GEPs and GE. As such, we aim to reflect and foresee avenues for each country and implications for European implementation upshots.

Palavras-chave : gender equality plans, higher education institutions, gender mainstreaming, resistances