



## COUNTRY REPORT

PORTUGAL

**[PR1]**

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## 1. Executive Summary

The recognition of women's rights, and specifically migrant women's rights in Portugal, was the object of this report, which includes:

- a review of the challenges faced by migrant women accessing better jobs prospects; and the results of the consultation directly made to this target group
- the summary and analysis of the stakeholder's point of view on the project's topic
- data collection and brief analysis of national legislation, covering the project's general topics to understand how migrant women's rights are seen, the means available for its effective implementation
- data collection and brief analysis of the Portuguese entities that work on these specific topics, also presenting main programmes and projects in progress.

Taking into account the complexity and scope of the project topic, the main constitutional provisions, the legislation and other measures implemented at a state government level and at a municipal level that was identified are a small sample of what exists in Portugal in this matter.

## 2. Introduction

**Empowering women for better employment** (EMPOWERED) is an ERASMUS+ project being implemented between November 2021 and November 2023. The EMPOWERED project aims to create a training programme:

- to upskill women's digital skills so they can reinforce their position in the labour market,
- to reinforce women's psychological capital, and personal development so they can better endure daily psychological strains.

It is expected that targeted women to develop some of their technical competencies and improve their notion of self-worth. The project target group are:

- Women who want to change their employment status
- Women facing socioeconomic and/or geographical obstacles
- Adult education providers, career counsellors, and CSOs
- Other associated partners and stakeholders.

This document presents the results of **Task 1.2. Conduct the desk and field research**, conducted in Portugal, foreseen under **PR1. State of the Art Report on the obstacles women face to change their employment status**.

## 3. Part A: Challenges for women in their professional life

### 3.1. Methodological framework and objective

The methodology used to collect information combined both field research and a questionnaire application, whether through direct interviews (when it was possible) or through the application of online questionnaires.

The main objective was to contact directly with the project specific target group, thus collecting and registering their experiences on the challenges they face in their professional lives.

### 3.2. Reaching out to the target group and collecting responses

To get direct contact with the target groups of the project, Mindshift contacted the following local partners, also considered associated partners that will support the implementation of the project:

- **Professional Women's Network Lisbon** ([www.pwnglobal.net/lisbon](http://www.pwnglobal.net/lisbon)) is a federation of over 24 networks, 3500 professionals, and 90 countries, promoting gender-balanced leadership and equal opportunities for women in all sectors.
- **Amato Lusitano** ([www.amatolusitano-ad.pt](http://www.amatolusitano-ad.pt)) a private non-profit development association based in Castelo Branco that provides integrated and autonomous responses to vulnerable groups at risk of social exclusion through skills development, capacity building and community cooperation. The association is responsible to provide support to the migrant community that lives in the centre region of Portugal.
- **Casa do Brasil de Lisboa** ([www.casadobrasildelisboa.pt](http://www.casadobrasildelisboa.pt)) a non-profit immigrant association founded in 1992 by Brazilians living in Portugal and Portuguese related to Brazil, being open to all nationalities. Since its foundation, it has been actively working on the implementation of public policies, assuming a fundamental role in activism and claiming egalitarian policies for immigrant communities in Portugal. This association has been implementing different projects on migrant integration in the labour market aiming at skills development through training, awareness-raising on the discrimination in the labour market and appreciation of personal trajectories as a training tool.
- **Forma-te Portal** ([www.forma-te.com](http://www.forma-te.com)) - the National Association for the Training of Trainers and Educators is the largest Virtual Learning Community for all professionals in professional education and adult training.

These organisations supported Mindshift by identifying the individuals from the target groups to respond to the questionnaires, and also sending the online questionnaires to their contacts lists.

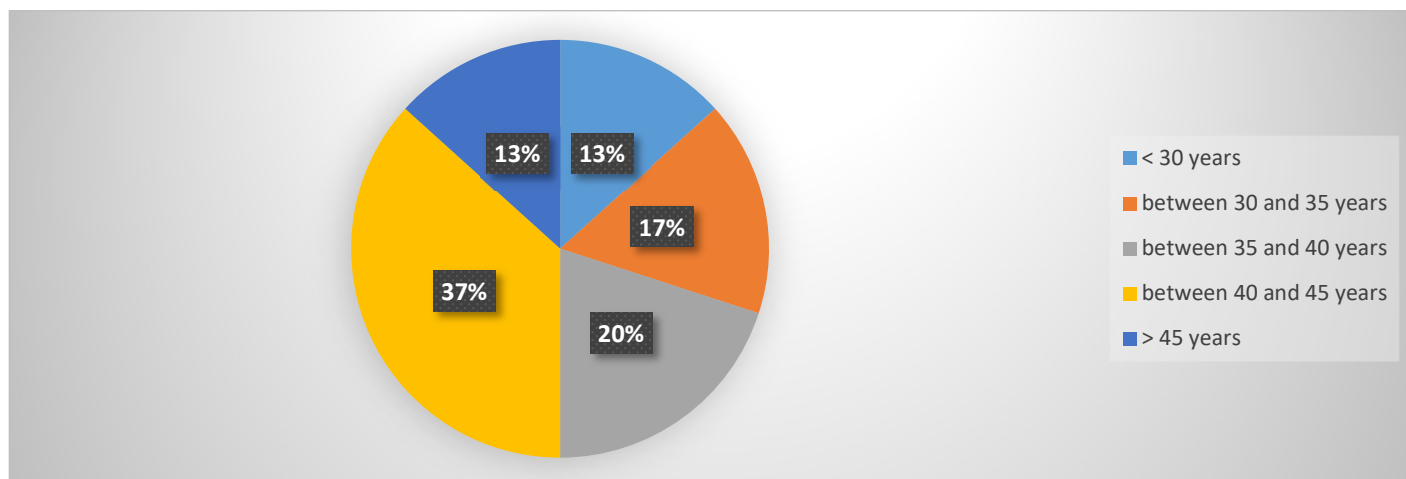
### 3.3. Analysis of responses collected

In Portugal, a total of 30 women responded and provided feedback to the questionnaire. Following it is presented the compilations of the responses collected:

#### 3.3.1. Personal information

##### 3.3.1.1. How old are you

The majority of the respondents have between 40 and 45 years old (37%), followed by respondents in the 35-40 age group (20%), 30-35 age group (17%), 45+ age group (13%), under 30 age group (13%).



### 3.3.1.2. Foreign languages: please write the foreign languages you speak and tell us the level of language proficiency (sufficient - good - very good)

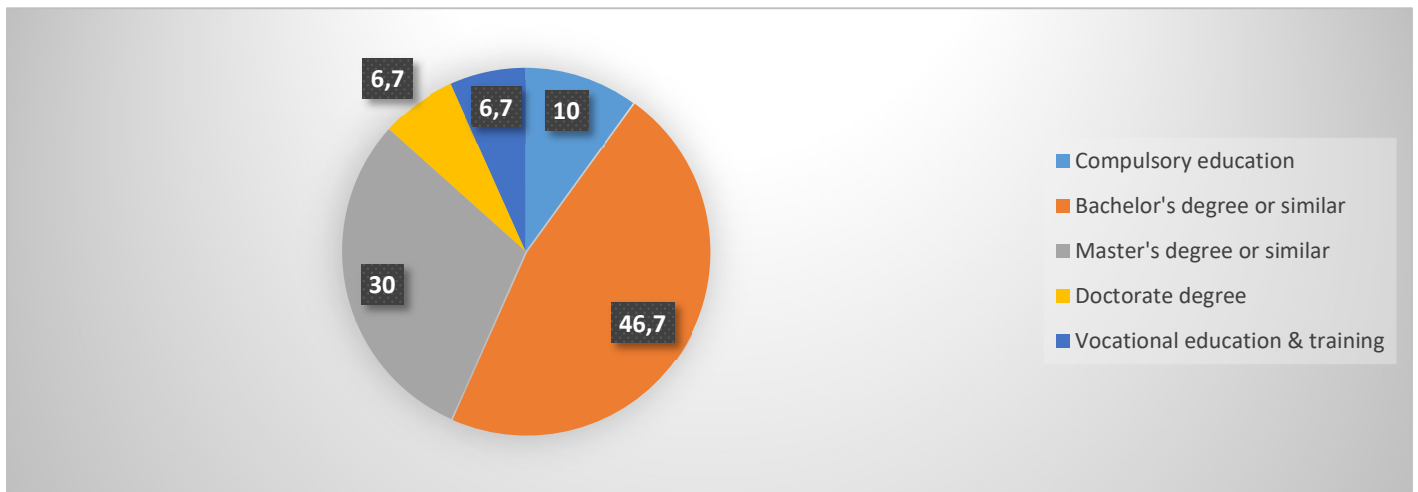
Respondents have indicated knowledge in the following languages:

		Knowledge level			
		Native	Very good	Good	Sufficient
Languages	English	1/30	8/30	5/30	10/30
	French	-	-	3/30	2/30
	Spanish	1/30	1/30	4/30	2/30
	Bulgarian	-	-	1/30	-
	Portuguese	-	-	1/30	1/30
	Italian	1/30	-	-	1/30
	Dutch	-	-	-	1/30

From these results, we can conclude that three of the respondents have foreign origins, namely from the UK, Spain and Italy. Only two respondents have no knowledge of the English language.

### 3.3.1.3. What is the highest level of education you have achieved?

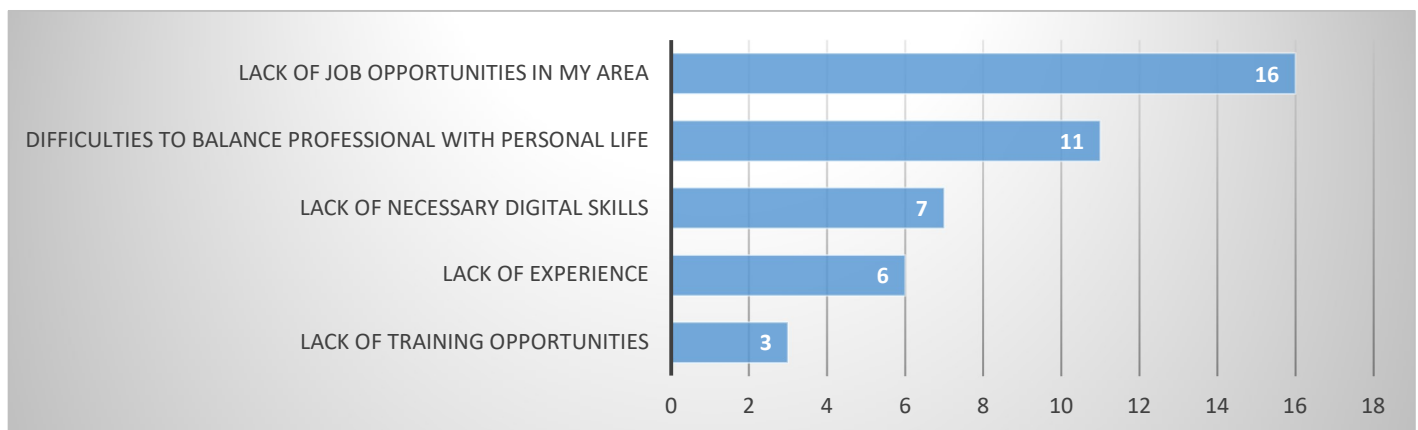
47% of the respondents have a bachelor's degree or similar, followed by respondents with a master's degree (30%), compulsory education (10%), doctorate (7%), and Vocational education & training (6%).



### 3.3.1.4. In terms of your professional life, which are the difficulties you need to face?

When asked about the professional difficulties encountered, the majority of the respondents indicated:

- **“lack of jobs opportunities in my area”** (53,3%, with 16 out of 30 respondents indicating this as being a major difficulty), immediately followed by
- **“difficulties to balance professional with personal life”** (37%, with 11 out of 30 respondents indicating this as being a major difficulty).



## 3.3.2. Work experience

### 3.3.2.1. Describe your professional experience

#### 3.3.2.2. Are you working right now?

All respondents have professional experience and 80% of the respondents said they were currently working. Six of the 30 respondents are not working at the present moment. The respondents are representative of different professional sectors, namely:

- education and training,

## Country report, Portugal

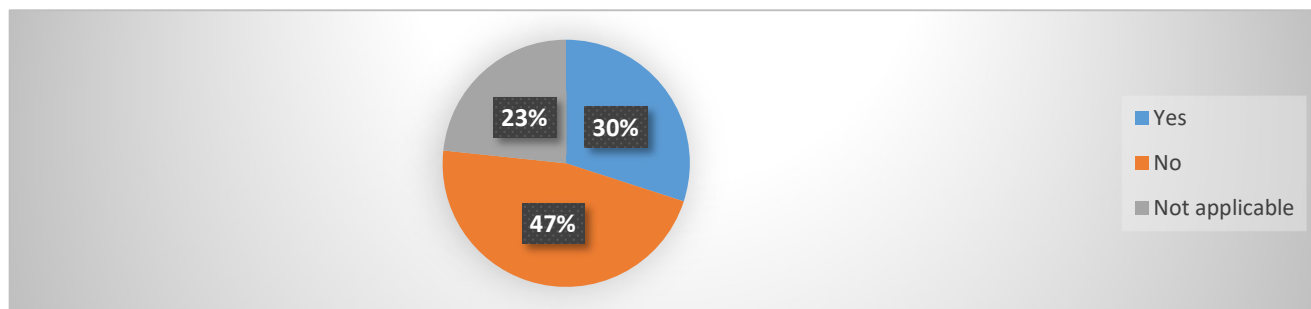
- management,
- social services
- design
- cultural and artistic mediation
- engineering

### 3.3.2.3. Please indicate your working hours

20 of the 30 respondents are currently working full-time or more, with only four working a part-time job (less than 30 hours per week).

### 3.3.2.4. Did your job/ position change following the COVID-19 outbreak?

As seen in the graphic, 47% of the women said that there were no changes in their job/positions during the COVID 19 outbreak.



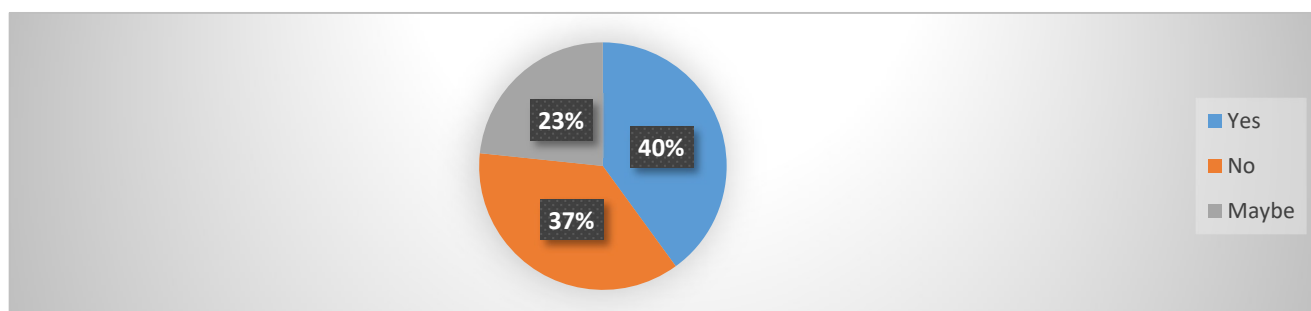
### 3.3.2.5. If yes, in which way?

Of the nine respondents that have indicated that their work situation changed during the COVID 19 outbreak, two became unemployed and four changed jobs. The rest gave the following reasons:

- *I had to learn and create new ways to communicate in remote settings*
- *More contacts with my students and clients through online platforms, with online training*
- *I was unemployed and found a job during the pandemic*

### 3.3.2.6. Would you like to change your position/ sector?

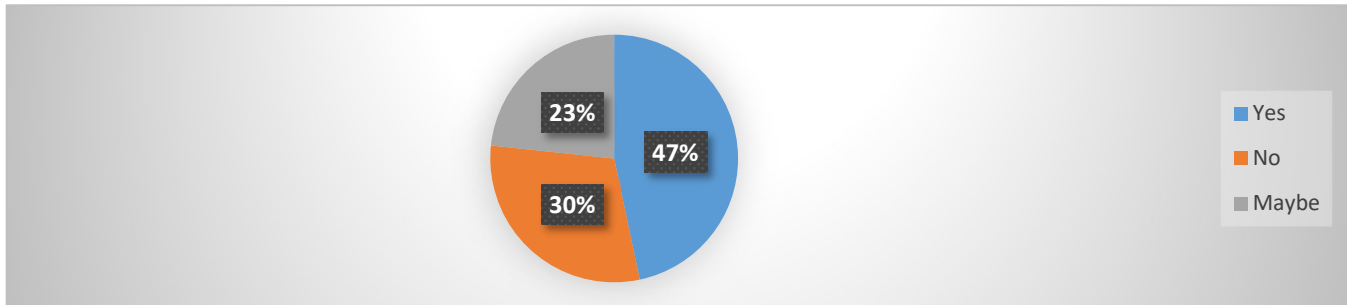
- 12 out of the 30 respondents said that they would like to change their job position
- 11 out of the 30 respondents said that they wouldn't like to change their job position
- 7 out of the 30 respondents said that they maybe would like to change their job position





### 3.3.2.7. Would you like to start a new job?

- 14 out of the 30 respondents said that they would like to start a new job
- 9 out of the 30 respondents said that they wouldn't like to start a new job
- 7 out of the 30 respondents said that they maybe would like to start a new job



### 3.3.2.8. In the past three years have you attended any courses or workshops to improve your skills and competences?

- 20 out of the 30 respondents said "yes"
- 10 out of the 30 respondents said "no"

### 3.3.2.9. If yes, on which topics?

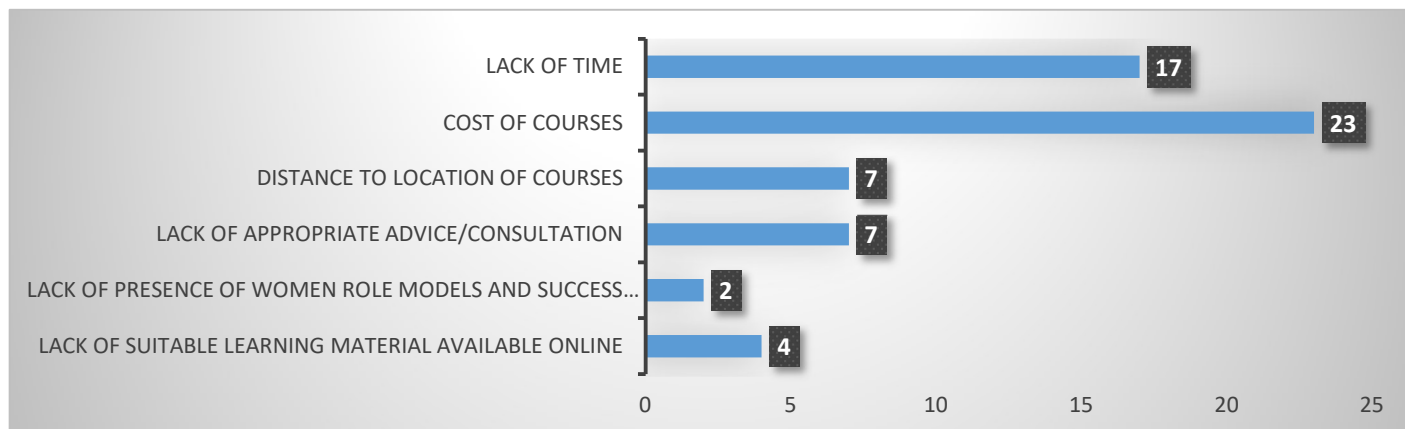
Training topics mentioned were:

- Project management
- Training management
- Domestic violence
- Health
- Photography
- Personal development and wellbeing
- Participatory photography
- Digital skills (technological tools)
- Innovative training
- Health and safety at work
- Cooperative leadership
- Digital literacy
- Emotional management
- Teach and evaluate English at an international level
- Social reports
- Arts and culture
- Phytotherapy
- SEO-SEM-Google Analytics
- Neuro-linguistic programming
- Coaching and Communication

### 3.3.2.10. Which of the following do you consider as barriers for participating in trainings/ education programmes?

When asked about the barriers preventing them from participating in training programmes, the majority of options indicated were:

- **“Cost of courses”** (77%, with 23 out of 30 respondents indicating this as being a major difficulty).
- **“Lack of time”** (57%, with 17 out of 30 respondents indicating this as being a major difficulty).



### 3.3.3. Skills and competences

#### 3.3.3.1. Please indicate your skill level in the following fields

FIELDS	VALUES			
	1	2	3	4
<b><u>Use of PC, laptop, pad, or mobile device for information research</u></b>	-	1/30	11/30	<b>18/30</b>
<b><u>Use of PC, laptop, pad, or mobile device for dealing with Public administration</u></b>	5/30	3/30	<b>15/30</b>	7/30
Use of PC, laptop, pad, mobile device and software for remote working	2/30	4/30	14/30	10/30
<b><u>Use of Software for programming and creation of Apps</u></b>	<b>22/30</b>	5/30	2/30	1/30
Use of Software for time management	9/30	7/30	10/30	4/30
Use of Software for financial management	12/30	12/30	5/30	1/30
<b><u>Use of Software for data analysis</u></b>	<b>16/30</b>	7/30	5/30	2/30
<b><u>Design thinking approach</u></b>	<b>16/30</b>	5/30	6/30	3/30
Marketing strategies	12/30	5/30	12/30	1/30
Social media for business (Facebook - Instagram)	10/30	6/30	8/30	6/30
<b><u>Use of LinkedIn for job research</u></b>	6/30	6/30	<b>14/30</b>	4/30
Best practices of remote working	7/30	3/30	13/30	7/30
<b><u>Principle of effective communication</u></b>	2/30	3/30	<b>18/30</b>	7/30

**1: not good enough and 4: very good**

## 3.3.3.2. Indicate your preference on training topics

FIELDS	VALUES			
	1	2	3	4
Remote working	7/30	9/30	9/30	5/30
<b><u>Creation of websites</u></b>	<b>12/30</b>	3/30	9/30	6/30
<b><u>Marketing and promotions</u></b>	10/30	3/30	<b>11/30</b>	6/30
Social media for business (Facebook, LinkedIn, Twitter, Pinterest etc.)	7/30	1/30	11/30	11/30
e-commerce	11/30	7/30	8/30	4/30
<b><u>Development of app</u></b>	<b>13/30</b>	6/30	6/30	5/30
Making presentations	8/30	6/30	7/30	9/30
<b><u>Design thinking</u></b>	6/30	3/30	<b>11/30</b>	10/30
<b><u>Entrepreneurship and creativity</u></b>	2/30	3/30	11/30	<b>14/30</b>
Money management	6/30	8/30	8/30	8/30
Time management	7/30	7/30	8/30	8/30
Self-confidence	5/30	7/30	6/30	<b>12/30</b>
Goal setting	5/30	5/30	10/30	10/30
<b><u>Problem-solving</u></b>	3/30	7/30	8/30	<b>12/30</b>
<b><u>Motivation</u></b>	6/30	7/30	5/30	<b>12/30</b>
<b><u>Balance professional with personal life</u></b>	4/30	7/30	7/30	<b>12/30</b>
Understand and interpret data (tables, figures, statistics) to support one's work effectively	7/30	8/30	<b>10/30</b>	5/30
<b><u>Ability in active listening, repeating, recollecting, interpreting (paraphrasing), empathy (being aware of others' feelings), giving feedback</u></b>	3/30	8/30	8/30	11/30
Being able to deal with PA through internet platforms	9/30	7/30	7/30	7/30
<b><u>Being able to prepare a CV and a job candidature</u></b>	8/30	4/30	<b>10/30</b>	8/30

## 4. Part B: the point of view of the stakeholders

### 1.1. Methodological framework and objective

The methodology used to collect information combined both field research and a questionnaires application. Due to the unavailability of most of the experts contacted, Mindshift conducted individualised telephone interviews. The interview scripts were adapted from the *stakeholder's* questionnaire.

### 1.2. Reaching out and engaging the stakeholders

Mindshift contacted the following local partners, also considered associated partners that will support the implementation of the project:

- **Professional Women's Network Lisbon** ([www.pwnglobal.net/lisbon](http://www.pwnglobal.net/lisbon)) is a federation of over 24 networks, 3500 professionals, and 90 countries, promoting gender-balanced leadership and equal opportunities for women in all sectors.
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- **Forma-te Portal** ([www.forma-te.com](http://www.forma-te.com)) - the National Association for the Training of Trainers and Educators is the largest Virtual Learning Community for all professionals in professional education and adult training.

### 1.3. Proceedings of the focus group and feedback collected

A total of 5 experts, from the above-mentioned organisations, accepted to provide feedback by answering the questions of the stakeholder's questionnaire during individualised telephonic interviews. Due to these experts' unavailability and agenda overlaps it was impossible to agree on a common date to conduct a focus group. Following it is presented the results of the feedback collected:

**Question 1: Do you think that policies and laws created to support women's employment are enough? If not, which field it is lacking (training, psychological support, logistic support, maternity, salary, etc...)**

**Respondent 1:** *"I don't think they are enough. Policies for effective flexible work environments are still needed, for both men and women, to support women's employment. Parental measures should be reinforced and promoted for effective life role balance. Holistic approaches to continuous (professional) development should be adopted, prompting meaningful paths for women."*

**Respondent 2:** *"Portugal has a diverse legal framework to protect women's rights, the big question is in the mechanisms and procedures to enforce these laws."*

**Respondent 3:** *"I do not have enough knowledge regarding laws to give my opinion on this matter. However, I do know that in Portugal CIG (Commission for Citizenship and Gender Equality) is very dynamic namely in this field."*

**Respondent 4:** *"Better parental leave policies, better childcare infrastructure, more flexibility at work."*

**Respondent 5:** *"No. The employers should also individually fight for equality among their employees (equal pay, equal representation)."*

**Question 2: Do you think the gender gap in the labour market has increased or decreased in the last few years?**

## Country report, Portugal

**Respondent 1:** *"I believe it is decreasing but at a slow pace. There is still a lot to do to effectively reduce the gender gap in a balanced way, promoting equitable access of both women and men to the diverse sectors and roles in the labour market."*

**Respondent 2:** *"Last data from 2007 to 2019, has shown some decreased tendency, but numbers are far from the needed indicators. According to the most recent data on the gender pay gap (2018), women receive 16.2 per cent less pay per hour - the equivalent of 52 working days - and this gap has been persistent in recent years. And last reports, from the Commission for Citizenship and Gender Equality (CIG), states that as the level of education and qualification increases, the wage differential between men and women is bigger, with a clear loss for women."*

**Respondent 3:** *"According to CIG's last statistic report that dates from November 2021, "although in Portugal the participation of women in the labour market is one of the highest in the context of the European Union, the unemployment rate and part-time work continues to reach them more." (...) "Although more educated than men and working in less well-paid sectors and occupations (horizontal segregation of the labour market), they are also in a minority in positions of power and decision-making, both political and Economic (vertical segregation of the labour market)." (...) "The gender pay gap persists. Average salaries, both at the level of basic remuneration and earnings, are always higher in men at all levels of qualification, for all degrees of seniority and in all large professional groups. It should be noted that these wage gaps between women and men, accumulated throughout life, result in an even greater disparity in pensions, with elderly women being particularly more exposed to the risk of poverty than men."*

**Respondent 4:** *"I think it had been decreasing and then increased again a bit over the last 2 years due to the pandemic."*

**Respondent 5:** *"It may have decreased but it is still not enough towards equal representation."*

### **Question 3: Dealing with your job, what are the most frequent stereotypes you encounter?**

**Respondent 1:** *"Gender bias related to jobs, in terms of fields of activity, roles, and career paths/progression to higher levels of responsibility and acknowledgement. Gender bias related to other personal/family roles (such as being a mother) as potential constraints to good performance and contributors to work absenteeism."*

**Respondent 2:** *"Fortunately, I have never dealt with any type of stereotypes in my current job. My company is pro-active in projects fighting discrimination of all kinds and empowering people to do so."*

**Respondent 3:** *"The stereotype that I face is more in the sense that I am fitted for the job. Since I am a woman and my work experiences have been in roles that traditionally in Portugal are developed by women, seldom do people look at me as I am doing the right thing."*

**Respondent 4:** *"Women deal with "soft" issues, "mothers are not committed to their work", "the system is fine and women are those who should change."*

**R5:** *"It doesn't cross their mind that I am the boss, and they think they need to deal with a man from the company."*

### **Question 4: Do you believe that organizations/entities like yours have enough budget to support women's employment?**

**Respondent 1:** *"I believe this is more a question of a mind shift than a question of the budget - differently valuing and optimizing the women's skillset and organizing workplans."*

**Respondent 2:** *"I work for a small start-up, and yes, we would need more budget to actively empower women in employment."*

**Respondent 3:** *"The same budget they have to support men. The budget is one. It is the distribution of the budget that frequently is uneven."*

**Respondent 4:** *"Not yet."*

**Respondent 5:** *"No. I don't think SMEs can have enough budget to actually make a difference."*

### **Question 5: Do you think that third sector partners could help women in the process of employment, for example through active participation in the association life, volunteering works, etc...**

**Respondent 1:** *"Yes, by making available opportunities that help them recognise their potential and skillset, envisioning their presents and their futures through empowering lenses."*

**Respondent 2:** *"Yes, I believe that this paradigm shift is essential. There is a huge unexplored potential for the role third institutions have in promoting active participation skills. Such would help women identify their own goals, to involve in learning and take participation to bring about change for themselves. Acquiring such skills would be of higher importance as it would allow women to also participate in the decision-making processes that can shape their professional lives."*

**Respondent 3:** *"I think it is time to shift things a bit. Nowadays, in my country, I feel women are generally aware of the gender gaps they are facing. I think now is time to work with men so we can shorten this gap."*

**Respondent 4:** *"Yes."*

**Respondent 5:** *"Yes."*

**Question6: Describe with 4 keywords what are the most relevant problems you encounter in the exploitation of your work.**

**Respondent 1:** *"Empowerment, recognition, learning, fulfilment."*

**Respondent 2:** *"Language barrier, Cultural differences, Insufficient budget, Lack of state support."*

**Respondent 3:** *"Wages, salary, income, pay. (In general, salaries in Portugal are far below the media)."*

**Respondent 4:** *"Fundraising, communication, team development."*

**Respondent 5:** *"Male-dominated, underrepresentation, climbing the scale."*

**Question7: Put in order of relevance the target you are working with more in the last 2/3 years**

**(1 min - 5 max)**

	<b>Respondent 1</b>	<b>Respondent 2</b>	<b>Respondent 3</b>	<b>Respondent 4</b>	<b>Respondent 5</b>
<b>A - Unemployed</b>	3	3	4		3
<b>B - Looking for a new job</b>	5	4	4	3	5
<b>C - Looking for the first job</b>	1	5	4	1	2
<b>D - Looking for training</b>	2	2	4	2	2
<b>E - Looking for advice/coaching</b>	4	1	1	4	2

## 5. Part C: Analysis of interventions at policy and institutional level

### 5.1. Statistical data on women's employment

The 2021 statistical report on gender equality in Portugal, carried out by the CIG in November 2021 brings important data about women's rights in Portuguese society. The areas of this report are:

- health;
- education, training and science
- digitization and information and communication technologies
- work and employment
- power and decision-making
- reconciliation between professional, personal and family life
- poverty and social protection
- gender violence
- LGBTI
- consequences of Covid 19

Analysing the numbers of the report, we have drawn the following conclusions:

- despite women having a longer life span than men, they live, on average, fewer years of healthy life than men
- the segregation of educational choices, motivated by the promotion of different occupations taking into account gender prejudices, leads to segregation in the labour market
- women have a higher unemployment rate and greater exposure to part-time work
- despite having a higher level of education, they work in less paid sectors and are in a minority position in places of power and decision-making
- average earnings are always lower for women
- the salary disparities are reflected during the active working life, and, consequently, during the retirement period
- the vast majority of victims of gender-based violence are women and the vast majority of reported/convicted are men
- women were particularly affected during the pandemic, in terms of unemployment
- it was found that during the pandemic, women stopped actively looking for work and dedicated themselves to caring for children or disabled adults

### 5.2. Support provided at government level

The protection of women's rights is provided for in the Portuguese legal system at the constitutional level and the level of ordinary laws, and there are municipal regulations and municipal plans that implement at the local level certain provisions that protect these rights.

#### 5.2.1. Constitution of the Portuguese Republic

Article 9 of the *Constituição da República Portuguesa* (CRP, in English, Constitution of the Portuguese Republic) identifies the promotion of equality between men and women as a fundamental task of the State. This provision is implemented in a variety of ways, one of which is the work carried out by the *Comissão para a Igualdade no Trabalho e no Emprego* (CITE, in English Commission for Equality in Work and Employment). The *Laboratórios para a Igualdade* (Equality Laboratories) are an example of the work carried out and consist of online training to enable people to implement measures and good practices regarding equality at work and in employment in the organisations where they work, as well as to promote a deeper knowledge of these issues and the respective working tools.

Following we list the relevant articles in the CRP relevant to the topics of the project:

- **Art. 13.<sup>o</sup>** *all citizens have the same social dignity and are equal before the law. No one shall be privileged, favoured, prejudiced, deprived of any right or exempted from any duty on account of ancestry, sex, race, language, territory of origin, religion, political or ideological beliefs, education, economic situation, social condition or sexual orientation.* A derivation of this article is article 36.<sup>o</sup> n.<sup>o</sup> 3 of the CRP, which predicts that the spouses have equal rights and duties regarding civil and political capacity and the maintenance and education of their children.



- **Art. 15.º:** *foreigners and stateless persons who are in or reside in Portugal enjoy the rights and are subject to the duties of Portuguese citizens, with some exceptions.*
  - E.g., foreign workers or stateless persons who are authorized to exercise a professional activity in Portuguese territory enjoy the same rights and are subject to the same duties as workers with Portuguese nationality. (Art. 4.º, Labour Code)
- **Art. 59.º:** *it is the State's responsibility to ensure the working conditions, pay and rest to which workers are entitled, namely the special labour protection of women during pregnancy and after childbirth and the protection of working conditions and the guarantee of social benefits for emigrant workers.*
  - E.g., the worker or job applicant is entitled to equal opportunities and equal treatment as regards access to employment, vocational training and promotion, or career and working conditions, and shall not be privileged, favoured, prejudiced, deprived of any right or exempted from any duty on the grounds of, inter alia, ancestry, age, gender, sexual orientation, gender identity, marital status, family situation, economic situation, education, origin or social condition, genetic heritage, reduced work capacity, disability, chronic illness, nationality, ethnic origin or race, territory of origin, language, religion, political or ideological beliefs, and union membership, and the state must promote equal access to such rights. (Art. 24.º n.º 1, Labour Code)
  - E.g., in vocational training courses aimed at occupations predominantly performed by workers of one of the sexes, preference should be given, whenever justified, to workers of the sex with less representation, as well as, if appropriate, to workers with reduced schooling, without qualifications or responsible for a single-parent family or in the case of parental leave or adoption. (Art. 30.º n.º 3, Labour Code)
- **Art. 68.º:** *Women are entitled to special protection during pregnancy and after childbirth, and women workers are also entitled to time off from work for an adequate period, without loss of pay or any benefits.*
  - E.g., the mother can take up to 30 days of initial parental leave before childbirth. The mother is required to take six weeks of leave following childbirth. (Art. 41.º n.º 1 and n.º 2, Labour Code).
- **Art. 74.º:** *Everyone has the right to education with guaranteed equal opportunities for access and success in school. In carrying out education policy it is the responsibility of the State to ensure that the children of emigrants are taught the Portuguese language and have access to Portuguese culture.*
  - E.g., primary education is universal, compulsory, free of charge and lasts nine years. (Art. 6.º n.º 1, Law n.º 46/86).
- **Art. 109.º:** *The direct and active participation of men and women in political life is a fundamental condition and instrument for consolidating the democratic system, and the law must promote equality in the exercise of civic and political rights and non-discrimination based on sex in access to political office.*
  - E.g., the lists of candidates for the Assembly of the Republic, the European Parliament and the elective bodies of the local authorities, as well as the list of candidates for the office of member of the parish councils, are composed to ensure parity between men and women. (Art. 1.º n.º1, Organic Law n.º 3/2006).

## 5.2.2. Ordinary laws and regulations

In terms of ordinary laws and regulations, the examples were taken from:

- 1 Law n.º 4/84 - Maternity and Paternity Protection: the woman is assured, free of charge, the right to receive consultations and examinations necessary for the proper preparation and monitoring of the pregnancy, as well as during the 60 days following childbirth. (Art.4.º n.º 1);
- 2 Decree-Law n.º 426/88 - Regime of equal treatment at work for men and women in the public administration: extends the competence of the CITE and densifies the constitutional concepts of equality of all citizens, refusing privileges or discrimination, namely based on sex;
- 3 Law n.º 9/2001 - Strengthens the mechanisms for monitoring and punishing labour practices that discriminate based on sex: at any time, on its initiative or when requested to do so by an appropriate entity, the General Labour Inspectorate (ACT, in Portuguese, Autoridade para as Condições de Trabalho) must proceed to verify the existence of a discriminatory practice, within a maximum of 30 days after receiving notice. (Art. 3.º);

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- 4 Law n<sup>o</sup> 10/2001 - Establishes an annual report on equal opportunities for men and women: the Government shall send to Parliament, until the end of each legislative session, a report on the progress of equal opportunities for women and men in labour, employment, and professional training, which contains indicators at the national level with data essential for Parliament to evaluate the progress made;
- 5 Law n<sup>o</sup> 14/2008 - Prohibits and sanctions discrimination based on sex in the access and supply to goods and services: transposition into the internal legal order of the Directive 2004/113/EC, of the Council, of December 13<sup>th</sup>;
- 6 Regulatory decree n<sup>o</sup> 1/2012, of 06/01 - Approves the structure and competences of the Commission for Citizenship and Gender Equality (CIG in Portuguese, *Comissão para a Cidadania e a Igualdade de Género*): CIG is responsible for the implementation of public policies in the field of citizenship and the promotion and defence of gender equality;
- 7 Law n<sup>o</sup> 4/2018 - Legal regime of gender impact assessment of normative acts: Draft regulatory acts prepared by the central and regional administration, as well as drafts and bills submitted to Parliament, are subject to prior gender impact assessment.

At the local level, there can be found:

- a) Municipal Plans for Equality, where the municipality adopts a set of actions that promote and enhance gender equality and fight discrimination based on sex in all areas of life in society;
- b) Municipal plans for the integration of migrants: some city councils have attendance offices in the areas of pregnancy, parenting, sexuality, and family planning, as well as migrant reception and integration services.

### 5.3.Support provided at programmes level

The Resolution of the Council of Ministers n.º 61/2018, approved the National Strategy for Equality and Non-Discrimination 2018-2030 (ENIND, in Portuguese, *Estratégia Nacional para a Igualdade e a Não Discriminação*).

One of the plans that structure the ENIND is the action plan for equality between women and men (PAIMH, in Portuguese, *Plano de ação para a igualdade entre mulheres e homens*).

The strategic objectives of this plan are:

- A. Ensure governance that integrates the fight against discrimination and the promotion of equality between women and men (IMH in Portuguese, *igualdade entre mulheres e homens*) in policies and actions at all levels of public administration.
- B. Ensure the conditions for full and equal participation of women and men in the labour market and professional activity.
- C. Ensure the conditions for education and training free of gender stereotypes.
- D. Promote IMH in higher education and scientific and technological development.
- E. Promote gender equality in health throughout the life cycles of men and women.
- F. Promote a culture and social communication free of sexist stereotypes and supporter of gender equality.
- G. Integrate the promotion of the IMH in the fight against poverty and social exclusion.

The plan specific goals are:

- A.1.Ensure quality information, including statistical data, is disaggregated by gender.
- A.2.Integrate the IMH perspective in public procurement, funding and lines of support, including structural funds.
- A.3.Integrate the IMH perspective in the training of human resources of the public administration.
- A.4.Strengthen the mechanisms that ensure the integration of the IMH perspective in public administration.
- A.5.Promote an institutional communication that fosters IMH, throughout public administration.
- A.6.Recognize and integrate the intersectional perspective.
- A.7.Integrate the IMH perspective in international relations and cooperation.
- B.1. Fight sex segregation in all professions.
- b.2. Eliminate income disparities between women and men.

- B.3. Ensure parental protection and promote the conciliation between professional, personal and family life.
- B.4. Promote balanced representation in decision making.
- C.1. Promote a school education free of gender stereotypes, for girls and boys.
- C.2. Promote collective and organizational dynamics that guarantee the experience of equal relationships between girls and boys in schools and other educational institutions.
- C.3. Encourage non-formal and informal educational practices that promote equal relationships between girls and boys.
- D.1 Integrate the IMH perspective in scientific and technological production.
- D.2 Integrate the IMH perspective in higher education.
- E.1 Promote projects in IMH and produce information, including statistical data, disaggregated by sex, on health.
- F.1 Empower the media and create mechanisms to flag sexist content in all public spaces of formal and informal communication.
- F.2 Promote IMH in culture.
- G.1 Promote the empowerment of women and men in situations of particular social and economic vulnerability, namely elderly women and men, women with disabilities, migrants, applicants for international protection, and ethnic minorities such as the Roma population (in articulation with ENICC).

The **Strategic Plan for Migration** (2015-2020), came to the following conclusions:

- should promote equality between men and women in all priority axes
- reinforced measures to promote gender equality and strengthen the personal, professional and civic integration of immigrant women in Portuguese society
- promoting the participation of immigrant women in the associative movement
- information to immigrant women about their specific rights and duties as women
- promotion of information about the rights and duties of immigrant workers
- awareness and information actions promoted by ACM, in conjunction with CITE and CIG, concerning gender equality and non-discrimination, namely in the areas of parenting, equal pay, work-family conciliation, and moral and sexual harassment
- inspection actions in workplaces, promoting citizenship and gender equality through the integration of immigrants, fighting illegal use of labour (including undeclared work), racial discrimination and human trafficking.

Regarding the transversal problem of gender-based violence, and taking into account that migrant women are more vulnerable to any kind of violence, due to the lack of language skills of the country of migration, and consequently, lack of knowledge of laws and regulations, as well as entities and protection procedures. This adds, in the case of some migrant women, the lack of regular documentation to meet legal requirements. These women hardly complain to the competent authorities, for fear of administrative extradition proceedings being raised.

The **V National Plan for Preventing and Combating Domestic and Gender-Based Violence, 2014-2017**, arrived at the following conclusions:

- the need to conduct awareness-raising actions on domestic and gender-based violence directed at immigrants;
- equip communication spaces with information materials aimed at immigrant communities on domestic and gender-based violence;
- expand the training of professionals working in the area of immigrant reception and integration, as professionals who intervene, directly or indirectly, in the area of domestic and gender violence;
- create a manual to support training, oriented towards intervention with particularly vulnerable victims;
- adopt a registration tool, to collect information on the number of cases of domestic violence registered in immigrant communities.

## 5.4.Support provided by other entities

The public entities dealing with the intersection of immigrant and women's status in Portugal:

- Alto Comissariado para as Migrações, I.P. (ACM) [www.acm.gov.pt/acm/o-acm](http://www.acm.gov.pt/acm/o-acm);
- Comissão para a Cidadania e a Igualdade de Género (CIG) [www.cig.gov.pt/](http://www.cig.gov.pt/);
- Comissão para a Igualdade no Trabalho e no Emprego (CITE) <https://cite.gov.pt/>.

The High Commissioner for Migration (ACM, in Portuguese, Alto Comissariado para as Migrações) provides local centres of support for the integration of migrants (CLAIM, in Portuguese, Centros Locais de Apoio à Integração de Migrantes).

These centres are reception, information and support offices or spaces designed to help migrants in the areas of regularization of their migration situation, nationality, family reunification, housing, work, social security, voluntary return, health, education, entrepreneurship, support for associations, etc.

## 6. Conclusions

Despite the legal protection of women's rights, and specifically, of the rights of migrant women, provided by the Portuguese legal system, significant inequalities continue to persist in Portuguese society. The answers obtained in the questionnaires carried out give an account of the perception of these inequalities and help in their identification.

The work carried out by civil society, although worthy, is not enough to mitigate these inequalities and the lack of implementation of measures and conclusions set by plans and programmes on this matter, translates into the continuation of these inequalities.

Considering the **consultation carried out with women (30 respondents)**:

- In terms of barriers to professional life, respondents reported as major problems the lack of job opportunities in their areas/sector and difficulties balancing work and professional life
- Regarding the effects of COVID 19, aside from two respondents that lost their job and four who changed jobs, the others identify with the need to adapt to remote work
- Almost half of the respondents affirmed that they would like to change their job position or start a new job
- The majority participate actively in training, and “cost of courses” and “lack of time” was indicated as the significant barriers preventing them to participate in more training programmes
- A great number of participants rated as high level (3/4) the following competences
  - Use of PC, laptop, pad, or mobile device for information research
  - Use of PC, laptop, pad, or mobile device for dealing with public administration
  - Use of digital tools for remote working
  - Use of LinkedIn for job research
  - Principles of effective communication
- Regarding preferential training topics, a great number of participants rated as high level (3/4) the following:
  - Marketing and promotions
  - Social media for business (Facebook, LinkedIn, Twitter, Pinterest etc.)
  - Design thinking
  - Entrepreneurship and creativity
  - Self-confidence/ personal empowerment
  - Problem-solving
  - Identifying work goals
  - Motivation
  - Balancing professional and personal life

From the **stakeholder's feedback (5 respondents)**:

- Respondents agreed that effective enforcement of laws protecting women's rights is needed and indicated some areas where the law should be changed to allow equal treatment.
- In terms of perceived changes in the situation of unequal treatment between men and women in the workplace, some respondents referred to data from the Portuguese commission for gender equality, which clarifies that inequalities persist, even though women's participation in the labour market is one of the highest in the European Union.
- The answers given show that stereotypes also persist, and the respondents consider that it is important for the third sector partners to participate to bring about the necessary changes in society.
- The answers given show that the problems raised by the exploitation of women's work have various origins and must therefore be addressed on various levels in an articulated manner.

Based on the desk research made and the consultations carried out, we have identified the following needs:

- Promotion of awareness-raising actions about the current lack of effective protection of women's rights
- Adoption of a registration tool to collect information on cases of acts of violence against women
- Promotion of information actions to women about their specific rights
- Enabling adequate facilities and human resources to address the specific needs of women
- Creation of a manual to support training, oriented towards intervention with women and to address specific needs related to discriminations they still endure

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- Enabling specific training of workers who deal with the rights of women
- Take to effect specific measures to promote personal, professional, and civic integration of migrant women in Portuguese society
- Promotion of legislative protection to allow migrant women access to the justice system without fear of extradition proceedings.

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