

HR Excellence in Research

Action Plan

Action Plan

Case number

2025PT380218

Name Organisation under review

Escola Superior de Enfermagem de Lisboa

Organisation's contact details

Av. Professor Egas Moniz, Lisboa, 1600-190, Portugal

Submission date to the European Commission

28/09/2026

1. Organisational Information

Please provide a limited number of key figures for your organisation. Fields marked with * are compulsory.

STAFF & STUDENTS	FTE
Total researchers = staff, fellowship holders, bursary holders, doctoral candidates either full-time or part-time involved in research *	45,39
Of whom are international (i.e. foreign nationality) *	0,5
Of whom are externally funded (i.e. for whom the organisation is host organisation) *	1,83
Of whom are women *	35,74
Of whom are R3 or R4 = established or leading researchers with a large degree of autonomy (e.g. holding the status of principal investigator or professor) *	5,58
Of whom are R2 = recognised researcher (e.g. postdoctoral researcher, junior researcher) *	4,72
Of whom are R1 = first stage researcher (e.g. doctoral candidate, research apprentice) *	33,84
Total number of students (if relevant) *	30,33
Total number of staff (including management, administrative, teaching, and research staff) *	16,48
RESEARCH FUNDING (figures for the most recent fiscal year)	€
Total annual organisational budget	20915196,00
Annual organisational direct government funding (designated for research)	0

RESEARCH FUNDING (figures for the most recent fiscal year)

€

Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	56415,00
Annual funding from private, non-government sources, designated for research	0

ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)

The Escola Superior de Enfermagem da Universidade de Lisboa (ESEULisboa) is the School of Nursing of the University of Lisbon (ULisboa), the largest public university in Portugal. ESEULisboa is committed to the creation, dissemination, and social and economic valorisation of nursing knowledge and culture, and the development of health and society. The Nursing Research Innovation and Development Centre of Lisbon (CIDNUR) is ESEULisboa's research unit whose mission is to develop fundamental, applied, and experimental nursing research in line with the Sustainable Development Goals and the principles of Open Science. The CIDNUR hosts approximately 60 research projects, including those supported by ESEULisboa and those externally funded or co-funded, while supporting the PhD Programme in Nursing.

2. Strengths and weaknesses of the current practice

Please provide an overview of the organisation in terms of the current strengths and weaknesses of the current practice under the four thematic headings of the European Charter for Researchers at your organisation.

Note: Click on the name of each of the four thematic headings of the European Charter for Researchers to open the editor and provide your answer.

Strengths and Weaknesses (max. 800 words)**Strengths:**

ESEULisboa demonstrates a strong dedication to ethical and professional conduct, supported by institutional structures and a regulatory system. Since 2025, when ESEULisboa was integrated into the University of Lisbon, the School staff and students have been bound to the ULisboa Code of Conduct and Good Practices, ensuring a shared ethical framework across the academic community.

There is a clear institutional commitment to promoting research integrity, accountability, and ethical responsibility, supported by existing codes of conduct, ethics procedures and review mechanisms. Ethical considerations are well integrated into both educational and research activities, as well as into the editorial processes of ESEULisboa's scientific journal, Pensar Enfermagem. At ESEULisboa, plagiarism detection tools are widely implemented.

In the survey conducted at the beginning of 2026, in the scope of the HR Process Gap Analysis, the large majority (98%) of ESEULisboa academic staff and PhD students reported somewhat agreeing, agreeing or strongly agreeing (4%, 25% and 69%, respectively) that they are aware of the ethical practices and standards in their scientific area and of relevant codes of ethics. Almost all (99%) reported agreeing or strongly agreeing (20% and 79%, respectively) that they are aware that they must follow ethical working practices and comply with data protection and confidentiality laws.

The teaching and research staff interviewed in the scope of the HR Process Gap Analysis consistently highlighted that ethical rigour is deeply embedded in supervisory practices, with doctoral students reporting "elevated ethical standards" and "constant reinforcement of scientific honesty" throughout their training.

Freedom of research is well supported within the institution. In the abovementioned survey, the majority (89%) of the ESEULisboa academic staff and PhD students in the sample reported somewhat agreeing, agreeing or strongly agreeing (11%, 31% and 47%, respectively) that they enjoy freedom of thought and expression and may freely direct their research, and no gaps were identified by the interviewees in this area.

Regarding Open Science, following the integration into the University of Lisbon in 2025, ESEUL takes part in ULisboa's research ecosystem, including the ULisboa Research Data Management and Sharing Policy, which follows Open Science and FAIR principles. ULisboa provides a structured set of resources designed to support the adoption of best practices in Open Science.

These include:

- ULisboa Interdisciplinary Research Data Management Centre (iRe:SEARCH), which promotes Open Data and the responsible management of research information through guidance documents and training (<https://www.ulisboa.pt/en/info/support-open-science>);
- ULisboa Research Portal, which serves as a key interface for disseminating scientific outputs and activities, ensuring that research publications are made openly available (<https://researchportal.ulisboa.pt>);
- University of Lisbon Institutional Repository, the institutional repository that follows the RCAAP Portuguese repository's guidelines to make research freely available to the public (<https://repositorio.ulisboa.pt/home>).

ESEUL will also be involved in the implementation of Coalition for Advancing Research Assessment (CoARA) Action Plan of ULisboa that was developed to foster a more inclusive, transparent, and effective research ecosystem (<https://www.ulisboa.pt/en/info/coara>).

Regarding science communication and dissemination, ESEULisboa it is worth noting:

- a dedicated channel for publicising scientific activities on the institutional portal: <https://enfermagem.ulisboa.pt/noticias/cidnur> (<https://enfermagem.ulisboa.pt/noticias/cidnur>);
- participation in a diverse portfolio of initiatives aimed at communicating to the public the results of projects and research topics addressed (e.g., European Night of Researchers; ESEULisboa Open Day; Smart City of Rock; Try the Future);
- ESEULisboa scientific open-access journal Pensar Enfermagem;
- institutional financial support for open access publishing and national transformative agreements with scientific journal publishers are in place for open access publishing with APC exemption or discounts (bon/FCT/FCCN - <https://www.b-on.pt/acesso-aberto/#acessoaberto>).

In the 2026 survey, the majority (92%) of the ESEULisboa academic staff and PhD students in the sample reported somewhat agreeing, agreeing or strongly agreeing (11%, 26%, and 55%, respectively) that their school research environment supports and encourages Open Science practices, such as open access publishing, data and coding sharing, and pre-registration of studies.

The research unit, CIDNUR, has a well-established Citizens' Council, which fosters citizen participation in research. There are research projects which promote citizen involvement, including a specific initiative focused on the participation of citizens and patients in nursing research and education.

Non-discrimination practices are supported by a Gender Equality Commission, a Gender Equality Plan, and a Code of Conduct Against Harassment and Discrimination. These practices are also considered in recruitment and through awareness-raising and training initiatives. Formal reporting channels are available to ensure confidentiality for researchers, staff and students about misconduct practices. Each channel has a designated Reporting Commission responsible for analysing and handling submitted reports. The majority (94%) of the ESEULisboa academic staff and PhD students that took part in the survey reported somewhat agreeing, agreeing

or strongly agreeing (7%, 34%, and 53%, respectively) that their school promotes gender equality at all levels of staff, including supervisory and managerial levels. The majority (97%) of the same sample reported somewhat agreeing, agreeing or strongly agreeing (5%, 27%, and 65%, respectively) that their school does not discriminate based on gender, age, ethnicity, nationality or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.

ESEULisboa's researchers demonstrate a strong commitment to responsible and accountable research. In the 2026 survey, the great majority (98%) of the ESEULisboa academic staff and PhD students in the sample reported agreeing or strongly agreeing (13% and 85%, respectively) that they are aware of their responsibility to ensure their work is original, socially relevant, and respects intellectual property and collaboration.

Mobility is encouraged, including by law, as one of the missions of higher education institutions. Mobility opportunities are regularly disseminated by the International Relations and Mobilities Office and CIDNUR. Internationalisation is recognised in staff performance assessments, which value non-linear career paths.

Weaknesses:

Limited awareness of mechanisms for managing misconduct cases reported by researchers.

ESEULisboa's integration into the ULisboa research ecosystem is still at an early stage, with limited awareness of the resources available and insufficient Open Science training for researchers and technical staff, which may constrain the effective implementation of the ULisboa Research Data Management and Sharing Policy.

Citizen science and communication of research outputs to the general public are promoted, but this could be fully consolidated, as researchers highlighted the need for further training and more consistent implementation in practice, alongside greater visibility of research outputs beyond academic publications.

In gender equality and inclusion, the main weaknesses identified are the limited integration of gender and diversity dimensions into research design, as well as the poor visibility of diversity in research outputs.

The valorisation of non-linear and multi-professional career paths was not clearly recognised by interviewees. Some researchers also reported limited awareness of existing mobility programmes and difficulties in reconciling mobility opportunities with teaching responsibilities. While some initiatives have been implemented at ESEULisboa towards a better work-life balance for researchers, such as teleworking, balancing teaching and research among academic staff appears to be a significant challenge, partly attributed to a heavy administrative workload that constrains their capacity to engage in research activities.

A further point highlighted by researchers in the interviews was the limited provision of training in sustainability practices in research.

Strengths and Weaknesses (max. 800 words)

Strengths:

Recruitment and selection processes at ESEULisboa are well aligned with the principles of Open, Transparent, and Merit-Based Recruitment (OTM-R). All recruitment stages are communicated and publicly disclosed. Recruitment notices are widely disseminated through national and international channels, including EURAXESS, and use inclusive language with clearly defined merit-based criteria. The electronic recruitment platform has improved efficiency and reduced administrative burden.

In the survey conducted in 2026, the majority (86%) of the ESEULisboa academic staff and PhD students in the sample reported somewhat agreeing, agreeing, or strongly agreeing (11%, 41%, and 34%, respectively) that recruitment procedures in their institution are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Regarding the interviewees, they appreciated the presence of clear, predefined criteria, as well as structured procedures that ensure fairness and transparency. They also valued the communication of results, the existence of formal mechanisms for appeal, and the use of evaluation methods appropriate to each category.

Regarding Selection processes, clear rules are in place for the composition and appointment of selection panels, which must include a majority of members external to the institution and ensure gender balance. The majority (86%) of the ESEULisboa academic staff and PhD students in the sample of the 2026 survey reported somewhat agreeing, agreeing, or strongly agreeing (8%, 42%, and 36%, respectively) that the candidate selection committees at their institution include competent and diverse specialists.

Career progression for research and teaching staff is ensured by their respective statutes, the Scientific Research Career Statute and the Higher Education Teaching Career Statute, which provide structured mechanisms for performance evaluation and enable progression in remuneration levels within the same career category. Institutions have a responsibility to develop tailored recruitment, performance assessment, and career regulations, as well as to promote progression across different career categories for research and teaching staff. This progression between different career categories must occur through the opening of competitive recruitment procedures for positions in higher categories, and it has been the practice at ESEULisboa.

Research activities have been systematically included within the teaching staff performance assessment framework at ESEULisboa. At this moment, the ESEULisboa teaching staff recruitment, performance assessment and career regulations are being reviewed in the scope of the integration of the School into the ULisboa in 2025. As a new Portuguese Scientific Research Career Statute was enacted, requiring the revision of existing regulations across universities and their respective schools, the ESEULisboa research staff recruitment, performance assessment and career regulations are being jointly developed with the ULisboa Rectorate and all the other schools.

Weaknesses:

To further strengthen the alignment of ESEULisboa's recruitment framework with OTM-R principles, additional staff guidance and training, together with the development of systematic monitoring indicators (KPIs), such as time-to-hire and candidate diversity metrics, could be implemented. In this regard, the international visibility of recruitment processes could be further enhanced through the expanded use of EURAXESS and other relevant networks.

When it comes to selection processes, interviewees highlighted the need for mechanisms to quickly mitigate gender imbalances among selection committee members, which sometimes occur due to the significantly lower number of male nurses.

Research performance assessments continue to rely predominantly on quantitative metrics, with limited consideration of the qualitative dimensions of research activities.

Strengths and Weaknesses (max. 800 words)**Strengths:**

ESEULisboa offers a supportive working environment with modernised facilities and flexible working arrangements. The 2026 survey results show that 79% somewhat agree, agree or strongly agree (13%, 40% and 26%, respectively) that facilities foster a safe and stimulating research environment. The School's integration into ULisboa, in 2025, has also strengthened access to shared infrastructures and institutional policies.

The school ensures compliance with national regulations on working time, teleworking, work–life balance, and physical and mental health of staff. As a public institution, ESEULisboa provides clear remuneration frameworks through the Portuguese Public Administration Remuneratory System. ESEULisboa ensures employment rights for all researchers, including sabbatical and parental leaves, holidays, absences, and insurance policies through individual employment contracts. Fellows also receive benefits through fellowship contracts, including accident insurance and voluntary social security options.

ESEULisboa has made significant progress in job stability, being the first nursing school in Portugal to hire auxiliary researchers on open-ended public employment contracts. The School maintains a policy of filling the positions included in its staffing map, which is publicly available on the ESEULisboa website.

Intellectual property protection is well recognised, as 90% of ESEULisboa academic staff and PhD students reported that they somewhat agree, agree, or strongly agree (14%, 38%, and 38%, respectively) that the School ensures adequate protection of intellectual property rights for Research and Development results. Following the integration into ULisboa, the School adopted and disseminated the University's Intellectual Property Regulation (<https://www.ulisboa.pt/documento/regulamento-depropriedade-intelectual-da-universidade-de-lisboa>). This broader academic environment represents an important opportunity in this context, enabling collaborations with other schools or services with greater expertise in the development and protection of technological innovation.

Concerning participation in governing bodies, and in accordance with ESEULisboa's Statutes, teaching and research staff take part in the School Council, the collegiate governing body of ESEULisboa, and in the Technical-Scientific Council, and may be elected as President.

Weaknesses:

Surveys and interviews indicate that the workload of teaching and research staff remains an area for improvement. This is particularly reflected in the difficulty of balancing teaching and research responsibilities, as well as in the need for increased administrative and project management support, as reported in the interviews.

Although ESEULisboa has been integrating researchers through permanent contracts, monitoring the employment stability of staff on fixed-term contracts and research fellows would further enhance institutional transparency and demonstrate a strong commitment to sustainable career paths.

The absence of recognition and financial or non-financial incentive mechanisms to reward strong research performance in the teaching and research staff assessment regulations constitutes a weakness that is expected to be addressed through the new performance assessment regulations for teaching and research staff.

Although most researchers are aware of national, sectoral and institutional regulations applicable to their activity, interviews reported a need to improve accessibility to these regulations that govern training and working conditions, which constitutes an opportunity to enhance this access, alongside targeted training initiatives on this issue, particularly in light of the significant number of recently integrated teaching and research staff.

Weaknesses reported by interviewees regarding intellectual property include the need for ESEULisboa's own intellectual property regulation and limited training on this issue.

Strengths and Weaknesses (max. 800 words)**Strengths:**

The School benefits from a highly diverse research community, with researchers from multiple scientific fields and professional backgrounds, which interviewees describe as enriching and fostering interdisciplinary collaboration.

ESEULisboa supports professional development through training, research group activities, and participation and organization of scientific events. Supporting sabbatical leave is an established practice at ESEULisboa. In fact, 76% of research and teaching staff and PhD students reported somewhat agreeing, agreeing, or strongly agreeing (13%, 32%, and 31%, respectively) that they have the opportunity to continually improve themselves by regularly updating and expanding their skills and competencies.

Mobilities are valued and supported in diverse forms, including international, national, intersectoral, interinstitutional, interdisciplinary, transdisciplinary, and virtual mobility. The 2026 Survey showed that 80% of the ESEULisboa academic staff and PhD students in the sample somewhat agree, agree, or strongly agree (11%, 41%, and 28%, respectively) that mobility experiences of the candidate (geographical, interdisciplinary, or intersectoral) are considered a valuable contribution to their professional development. Additionally, interviewees noted that the School values mobility, diverse research trajectories, and collaborative practices.

In the area of supervision and mentoring, there is a strong mentoring culture at ESEULisboa and doctoral students benefit from close supervision and regular progress reporting. In the 2026 Survey, 85% of academic staff and PhD students somewhat agree, agree or strongly agree that structured supervision is provided during training phases. Senior peers play an important role in knowledge transfer, with 74% of ESEULisboa academic staff and PhD students reporting that they somewhat agree, agree, or strongly agree (11%, 28%, and 35%, respectively) that senior colleagues facilitate career development, and 71% confirming that supervisors possess the necessary expertise and commitment. Several interviewees, particularly PhD students, described highly positive supervising experiences, from close supervision, through continuous support, regular encouragement, periodic meetings, and progress reports, emphasising the quality, availability, and scientific expertise of their supervisors.

Weaknesses:

There is a need to further consolidate ESEULisboa's commitment to diversity in research career paths, particularly through the integration of diverse career trajectories into the assessment regulations for research and teaching staff, as well as through awareness-raising efforts.

In light of the interest highlighted by interviewees concerning career development, there is an opportunity to support the design of individual career development plans. A structured mentoring framework would further contribute to fostering professional growth.

The limited coordination of continuous professional development, as identified by researchers, constitutes a weakness and points to the need for a more structured and integrated approach to training provision.

3. Actions

The Action Plan and HR Excellence in Research strategy must be published in an easily accessible location of the organisation's website.

Please provide the web link(s) to the organisation's action plan / strategy for the implementation of the principles of the European Charter for Researchers. Multiple links must be comma-separated.

<https://enfermagem.ulisboa.pt/en/node/8853> (<https://enfermagem.ulisboa.pt/en/node/8853>)

Please fill in the list of all individual actions to be undertaken in your organisation's HR Excellence in Research strategy to address the weaknesses or strengths identified in the gap analysis. It is recommended that the listed actions are concise but detailed enough for the assessors to determine the level of ambition, engagement, and planning for the implementation process. Please ensure that you provide a detailed plan, with precise and quantifiable KPIs, not just an enumeration of the institution's action.

Note: Choose one or more of the principles automatically retrieved from the gap analysis with their ratings.

Proposed actions

Action 1

Develop, approve and implement an awareness and training plan that includes periodic online dissemination, institutional communication campaigns, and training sessions on the ULisboa Code of Conduct and ESEULisboa reporting mechanisms.

GAP Principle(s)

(+/-) 1. ETHICS AND RESEARCH INTEGRITY

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency Executive Director Legal Advisory Office Human Capital Management Direction Reporting Commissions Gender Equality Commission Communication Office Training Office	Indicators: i. Existence of an approved awareness and training plan, including both online and in-person activities for the ESEULisboa community, focused on the ULisboa Code of Conduct and Good Practices, as well as ESEULisboa reporting mechanisms; ii. Number of institutional campaigns on the ULisboa Code of Conduct and ESEULisboa reporting mechanisms disseminated to administrative and academic staff and students; iii. Number of training sessions on the ULisboa Code of Conduct and ESEULisboa reporting mechanisms held for academic staff. Targets: i. Awareness and training plan developed and approved by Q3 Y1; ii. 2 institutional communication campaigns, one disseminated by Q4 Y1 and the other by Q4 Y2; iii. 2 training sessions for administrative and academic staff, one held by Q4 Y1 and the other by Q4 Y2.
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Proposed actions

Action 2

Consolidate ESEULisboa's integration into ULisboa's research ecosystem, ensuring effective access to and use of the resources and support structures available within the University.

GAP Principle(s)

(-/+) 3. OPEN SCIENCE

Timing (at least by year's quarter/semester)

Q1 Y1 to Q2 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency
CIDNUR
Projects
Office
Library

Indicators: i. Presence of ESEULisboa in the ULisboa Research Portal; ii. Presence of ESEULisboa's researchers in the ULisboa PURE. Target: i. Presence of ESEULisboa in the ULisboa Research Portal by Q2 Y1; ii. Presence of ESEULisboa's researchers in the ULisboa PURE by Q2 Y1.

Proposed actions

Action 3

Develop, approve and implement an awareness and training plan on research data management, namely to effectively adopt the ULisboa Research Data Management Policy.

GAP Principle(s)

(-/+) 3. OPEN SCIENCE

Timing (at least by year's quarter/semester)

Q3 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Legal Advisory
Office CIDNUR
Communication
Office Training
Office

Indicators: i. Existence of an approved awareness and training plan on research data management, namely to effectively adopt the ULisboa Research Data Management Policy; ii. Number of training sessions on research data management. Targets: i. Awareness and training plan developed and approved by Q4 Y1; ii. 2 training sessions on research data management by Q4 Y2.

Proposed actions

Action 4

Develop, approve and implement a science communication plan with clear objectives, target audiences, dissemination channels, responsible units, and annual monitoring indicators, ensuring that research is communicated in plain language and in a way that is accessible to non-specialist audiences.

GAP Principle(s)

(-/+) 3. OPEN SCIENCE

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible Unit

Indicator(s) / Target(s)

Presidency
Communication
Office Library
CIDNUR

Indicators: i. Existence of an approved Science Communication Plan; ii. Number of annual public-facing outputs produced (e.g. articles, videos, policy briefs, infographics); iii. Percentage of funded projects with plain-language summaries; iv. Existence of a monitoring mechanism of engagement metrics (views, downloads, or interactions with public-facing content on the website, social media, newsletters).
Targets: i. Science Communication Plan approved by Q3 Y1; ii. ≥ 10 public-facing outputs per year, by Q4 Y1 and Q4 Y2; iii. 100% of funded projects with available plain-language summary by Q4 Y2; iv. Engagement metrics monitored by Q1 Y2.

Proposed actions

Action 5

Organise and deliver awareness-raising and capacity-building initiatives on the importance of citizen involvement throughout all stages of the research process and on effective approaches to citizen engagement.

GAP Principle(s)

(-/+) 3. OPEN SCIENCE

Timing (at least by year's quarter/semester)

Q2 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
CIDNUR Citizen
Commission
Communication
Office Training
Office

Indicators: i. Number of training sessions for researchers promoting citizen involvement in research; ii. Existence of a monitoring mechanism for citizen involvement across all stages of research projects; iii. Number of research projects involving citizen participation across all stages. Targets: i. ≥ 2 training sessions for researchers on citizen involvement in research by Q4 Y2; ii. Monitoring mechanism for citizen involvement across all stages of research projects implemented by Q4 Y1; iii. Increase in research projects with citizen involvement across all stages by Q4 Y2.

Proposed actions

Action 6

Develop and deliver awareness-raising and capacity-building initiatives on integrating the gender dimension into research, ensuring continued alignment with the latest version of ULisboa's Equality, Inclusion and Non-Discrimination Plan.

GAP Principle(s)

(+/-) 4. GENDER EQUALITY

Timing (at least by year's quarter/semester)

Q2 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
CIDNUR Gender
Equality
Commission
Communication
Office Training
Office

Indicators: i. Number of training sessions for researchers aimed at promoting the integration of the gender dimension in research; ii. Existence of a monitoring mechanism for the integration of the gender dimension in research projects; iii. Number of research projects that integrate the gender dimension. Targets: i. ≥ 2 training sessions for researchers aimed at promoting the integration of the gender dimension in research, by Q4 Y2. ii. A monitoring mechanism for the integration of the gender dimension in research projects implemented by Q4 Y1. iii. Increase in research projects integrating the gender dimension by Q4 Y2.

Proposed actions

Action 7

Develop and deliver awareness-raising and capacity-building initiatives on the integration of inclusion and diversity dimensions in research initiatives, ensuring continued alignment with the latest version of ULisboa's Equality, Inclusion and Non-Discrimination Plan.

GAP Principle(s)

(+/-) 5. EMBRACING DIVERSITY

Timing (at least by year's quarter/semester)

Q2 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
CIDNUR
Communication
Office Training
Office

Indicators: i. Number of training sessions for researchers aimed at promoting the integration of inclusion and diversity dimensions in research; ii. Existence of a monitoring mechanism for the integration of inclusion and diversity dimensions in research projects; iii. Number of research projects that integrate inclusion and diversity dimensions. Targets: i. ≥ 2 training sessions for researchers aimed at promoting the integration of inclusion and diversity dimensions in research, by Q4 Y2. ii. A monitoring mechanism for the integration of inclusion and diversity dimensions in research projects implemented by Q4 Y1. iii. Increase in research projects integrating inclusion and diversity dimensions by Q4 Y2.

Proposed actions

Action 8

Manage the annual allocation of teaching hours for research activities through regular monitoring and adjustment of teaching loads, with particular attention to academic staff and researchers returning from parental leave.

GAP Principle(s)

(+/-) 6. THE RESEARCHER

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Technical-
Scientific
Council

Indicators: i. Annual proposal and approval of criteria for the allocation of teaching hours to research activities; ii. Annual monitoring report on the distribution of teaching and research workloads. Targets: i. Annual criteria for the allocation of teaching hours to research activities, including 100 days without allocation of teaching hours following extended parental leave, approved by Q2 Y1 and Q2 Y2; ii. Annual monitoring report on the distribution of teaching and research workloads made available by Q4 Y1 and Q4 Y2.

Proposed actions

Action 9

Develop, approve and implement Guidelines for Selection Committee, including recognition of non-linear career paths and mobility experience.

GAP Principle(s)

(+/-) 6. THE RESEARCHER

Timing (at least by year's quarter/semester)

Q1 Y1 to Q3 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency

Technical-

Scientific

Council

Human

Capital

Management

Direction

Indicators: i. Existence of Guidelines for Selection Committee that recognises non-linear career paths and mobility experience. Targets: i. Guidelines for Selection Committee approved by Q3 Y1.

Proposed actions

Action 10

Develop, approve and implement a formal internationalisation/mobility institutional strategy with emphasis on the dissemination of mobility initiatives.

GAP Principle(s)

(+/-) 7. FREE CIRCULATION OF RESEARCHERS

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Mobility and
International
Relations Office
Communication
Office Training
Office

Indicators: i. Existence of a formal Institutional Internationalisation/Mobility Strategy; ii. Awareness-raising initiatives for better visibility of the institutional incentive for internationalisation/mobility. Targets: i. A formal Institutional Internationalisation/Mobility Strategy approved by Q4 Y1; ii. 2 Awareness-raising initiatives, one by Q4 Y1 and the other by Q4 Y2.

Proposed actions

Action 11

Develop and deliver awareness-raising and capacity-building initiatives on sustainability-related research practices, including the use of ULisboa SUSTENTA Network.

GAP Principle(s)

(+/-) 8. SUSTAINABILITY OF RESEARCH

Timing (at least by year's quarter/semester)

Q2 Y1 to Q4 Y2

Responsible Unit

Indicator(s) / Target(s)

Presidency
CIDNUR Eco
Schools
Commission
Communication
Office Training
Office

Indicators: i. Number of training sessions for researchers promoting sustainability practices in research; ii. Existence of a monitoring mechanism for the integration of sustainability practices in research projects; iii. Number of research projects that integrate sustainability practices. Targets: i. ≥ 2 training sessions for researchers aimed at promoting sustainability practices in research, by Q4 Y2. ii. A monitoring mechanism for the integration of sustainability practices in research projects implemented by Q4 Y1; iii. Increase in research projects integrating sustainability practices by Q4 Y2.

Proposed actions

Action 12

Revise and approve the teaching staff performance assessment regulation, ensuring alignment with the principles of the European Charter for Researchers.

GAP Principle(s)

(+/-) 9. RESEARCHERS' ASSESSMENT

(+/-) 17. VALUING DIVERSE RESEARCH CAREERS

Timing (at least by year's quarter/semester)

Q4 2026 to Q1 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency Human Capital Management Direction	Indicators: i. Existence of an approved Teaching staff performance assessment regulation aligned with the principles of the European Charter for Researchers and the CoARA. Targets: i. Teaching staff performance assessment regulation formally approved by Q1 Y1.
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Proposed actions

Action 13

Develop and approve the research staff performance assessment regulation, ensuring alignment with the principles of the European Charter for Researchers.

GAP Principle(s)

(+/-) 9. RESEARCHERS' ASSESSMENT

(+/-) 17. VALUING DIVERSE RESEARCH CAREERS

Timing (at least by year's quarter/semester)

Q4 2026 to Q1 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency Human Capital Management Direction	Indicators: i. Existence of an approved Research staff performance assessment regulation aligned with the principles of the European Charter for Researchers and the CoARA. Targets: i. Research staff performance assessment regulation formally approved by Q1 Y1.
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Proposed actions

Action 14

Produce and disseminate an internal guide setting out clear OTM-R procedures and practices for all positions.

GAP Principle(s)

(+/-) 10. RECRUITMENT

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Human
Capital
Management
Direction

Indicators: i. Existence of a guide setting out clear OTM-R procedures and practices for all types of positions.
Targets: i. Guide setting out clear OTM-R procedures and practices formally approved by Q4 Y1.

Proposed actions

Action 15

Promote OTM-R training for staff involved in recruitment processes.

GAP Principle(s)

(+/-) 10. RECRUITMENT

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency

Human

Capital
Management
Direction
Training
Office

Indicators: i. Number of training sessions for teams involved in recruitment on the OTM-R. Targets: i. 2 training initiatives on OTM-R by Q4 Y2.

Proposed actions

Action 16

Develop and implement a system for monitoring OTM-R, including KPIs related to candidate diversity, internationalisation, time-to-hire, and candidate satisfaction, to assess whether OTM-R delivers on its objectives.

GAP Principle(s)

(+/-) 10. RECRUITMENT

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Human
Capital
Management
Direction

Indicators: i. Existence of an OTM-R monitoring system; ii. OTM-R annual report publication. Targets: i. An OTMR monitoring system implemented by Q4 Y1; ii. Annual OTM-R report published by Q4 Y2.

Proposed actions

Action 17

Expand the use of EURAXESS, and enhance alignment with other international networks to expand the outreach of the recruitment notices.

GAP Principle(s)

(+/-) 10. RECRUITMENT

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency

Human Capital

Management

Direction

Communication

Office CIDNUR

Indicators: i. Publication rate of external academic staff recruitment bilingual notices on EURAXESS. Targets: i. 100% of external academic staff recruitment notices published on EURAXESS.

Proposed actions

Action 18

Establish a mitigation plan to guarantee gender balance in selection panels.

GAP Principle(s)

(+/-) 11. SELECTION

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Human
Capital
Management
Direction

Indicators: i. Annual monitoring report on panel composition; ii. Existence of a mitigation plan to guarantee gender balance in selection panels (e.g., external pools, rotation mechanisms, expert databases).
Targets: i. Annual monitoring report on panel composition published; ii. A mitigation plan to guarantee gender balance in selection panels developed and implemented by Q2 Y1.

Proposed actions

Action 19

Develop and approve the research staff career regulation ensuring alignment with the principles of the European Charter for Researchers.

GAP Principle(s)

(+/-) 12. CAREER PROGRESSION

Timing (at least by year's quarter/semester)

Q4 2026 to Q1 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency

Human

Capital

Management

Direction

ULisboa

Rectorate

Indicators: i. Existence of an approved Research staff career regulation aligned with the principles of the European Charter for Researchers. Targets: i. Research staff career regulation formally approved by Q1 Y1.

Proposed actions

Action 20

Identify and propose recognition and incentive mechanisms, financial or non-financial, in accordance with applicable legislation, within the research and teaching staff Assessment Regulations, to reward excellence in research performance.

GAP Principle(s)

(+/-) 13. WORKING CONDITIONS, FUNDING AND SALARIES

Timing (at least by year's quarter/semester)

Q4 2026 to Q1 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Human
Capital
Management
Direction
Legal
Advisory
Office
CIDNUR

Indicators: i. Existence of other forms of recognition and incentive mechanisms to reward strong research performance, financial or non-financial, in assessment regulations of teaching and research staff (e.g. incentives for external funding or innovation). Targets: i. ≥ 1 recognition and incentive mechanism linked to external funding or innovation included in assessment regulations of teaching and research staff approved by Q1 Y1.

Proposed actions

Action 21

Assess staffing needs in the Projects Office and, where feasible, recruit or reallocate additional staff to strengthen support for research management and external funding applications.

GAP Principle(s)

(+/-) 13. WORKING CONDITIONS, FUNDING AND SALARIES

Timing (at least by year's quarter/semester)

Q4 2026 to Q2 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency

Executive

Director

Human

Capital

Management

Direction

Indicators: i. Assessment of staffing needs in the Project Management Office and, where feasible, recruitment or reallocation of additional staff. Targets: i. Recruitment or reallocation of at least one technical staff member for the Project Management Office by Q2 Y1.

Proposed actions

Action 22

Systematise access to national, sectoral, and institutional regulations governing training and working conditions through the ESEULisboa website, enhancing transparency and usability.

GAP Principle(s)

(+/-) 15. CONTRACTUAL AND LEGAL OBLIGATIONS

Timing (at least by year's quarter/semester)

Q4 2026 to Q2 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency

Human Capital
Management

Direction Legal
Advisory Office
CIDNUR

Communication
Office

Indicators: i. Existence of a centralised webpage in the ESEULisboa Website to access national, sectoral, and institutional regulations governing training and working conditions. Targets: i. Website to access national, sectoral, and institutional regulations governing training and working conditions online in Q2 Y1.

Proposed actions

Action 23

Develop and deliver awareness-raising and capacity-building initiatives on intellectual property, commercial exploitation, and technology transfer.

GAP Principle(s)

(-/+) 16. DISSEMINATION AND EXPLOITATION OF RESULTS

Timing (at least by year's quarter/semester)

Q4 2026 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency

Executive

Director Human
Capital

Management

Direction

CIDNUR

Projects Office

Communication

Office Training

Office

Indicators: i. Number of technical staff having attended a training session about intellectual property and technology transfer; ii. Number of training sessions on intellectual property and technology transfer delivered to researchers. Targets: i. At least 5 technical staff having attended a training session about intellectual property and technology transfer by Q4 2026; ii. At least 1 training session about intellectual property and technology transfer delivered to researchers by Q3 Y1.

Proposed actions

Action 24

Establish a dedicated intellectual property support team within ESEULisboa.

GAP Principle(s)

(-/+) 16. DISSEMINATION AND EXPLOITATION OF RESULTS

Timing (at least by year's quarter/semester)

Q1 Y1 to Q2 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Executive
Director Human
Capital
Management
Direction
CIDNUR
Projects Office
Communication
Office Training
Office

Indicators: i. Existence of an intellectual property support team formally created. Targets: i. Intellectual property support team formally appointed by Q2 Y1.

Proposed actions

Action 25

Integrate career development counselling into a mentoring framework for researchers, ensuring alignment between individual career goals and institutional priorities.

GAP Principle(s)

(+/-) 18. CAREER DEVELOPMENT AND ADVICE

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency

Human

Capital

Management

Direction

CIDNUR

Indicators: i. Individual career development plan counselling considered into a mentoring framework.

Targets: ii. Mentoring framework considering individual career development plan counselling approved by Q4 Y2.

Proposed actions

Action 26

Structure a continuing professional development strategy within the scope of teaching and research staff performance assessment processes.

GAP Principle(s)

(+/-) 19. CONTINUOUS PROFESSIONAL DEVELOPMENT

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y1

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Technical-
Scientific
Council
Human
Capital
Management
Direction
CIDNUR
Training
Office

Indicators: i. Existence of a continuous professional development strategy within the scope of teaching and research staff performance assessments. Targets: i. A continuous professional development strategy considered in the scope of teaching and research staff performance assessments, by Q4 Y1.

Proposed actions

Action 27

Systematise a mentoring framework for researchers.

GAP Principle(s)

(+/-) 20. SUPERVISION AND MENTORING

Timing (at least by year's quarter/semester)

Q1 Y1 to Q4 Y2

Responsible

Unit

Indicator(s) / Target(s)

Presidency
Human
Resources
Department
Technical-
Scientific
Council
CIDNUR

Indicators: i. Existence of a Mentoring Programme for researchers. Targets: ii. Mentoring Programme for researchers approved by Q4 Y2.

Unselected principles:

(++) 2. FREEDOM OF SCIENTIFIC RESEARCH (++) 14. STABILITY OF EMPLOYMENT

The establishment of an open recruitment policy is a key element in the strategy for the implementation of the principles of the European Charter for Researchers. Please also indicate how your organisation will use the OTM-R toolkit and how you intend to implement / are implementing the principles of OTM-R. It is helpful to include a brief commentary demonstrating this implementation even if there is some overlap with the actions listed above. If this is the case, please link the OTM-R checklist with the overall action plan (max. 1000 words).*

ESEULisboa already demonstrates a high level of alignment with the principles and practices of OTM-R (Open, Transparent and Merit-Based Recruitment). The institution's OTM-R policy is publicly available on the ESEULisboa website in both Portuguese and English. Recruitment processes are managed through a dedicated electronic platform, and vacancies are advertised through major national and international channels, including EURAXESS, the Portuguese Official Gazette (Diário da República), the Portuguese Public Employment Portal (BEP), and the institutional website. Recruitment procedures are governed by the applicable national legislation and internal regulations, ensuring, as a general rule, external and international recruitment for academic teaching and research staff. Vacancy notices include predefined and publicly available evaluation criteria and assessment parameters, and evaluation matrices are used to ensure transparency and consistency throughout the selection process. The composition of selection committees is regulated by legislation and internal rules, including the participation of a majority of external members and requirements regarding gender balance. Applicants are informed of recruitment outcomes through the electronic platform, have access to formal appeal mechanisms, and benefit from a largely digital application process that reduces administrative burden. In addition, the institution promotes equal opportunities, non-discrimination and inclusion throughout its recruitment procedures, while offering attractive working conditions for researchers, including stable employment contracts, flexible working arrangements and measures that support research activities.

Despite these achievements, the OTM-R Self-Assessment Checklist and the OTM-R Toolkit enabled the identification of remaining gaps and ways to strengthen the implementation of OTM-R principles and practices at ESEULisboa. These findings were reflected in the Gap Analysis and informed the development of the Initial Action Plan.

Aiming at consolidating and formalising the already implemented practices into a more systematic OTM-R policy, these are the actions proposed in the Action Plan:

Action 14: Produce and disseminate an internal guide setting out clear OTM-R procedures and practices for all positions.

Action 15: Promote OTM-R training for staff involved in recruitment processes.

Action 16: Develop and implement a system for monitoring OTM-R, including KPIs related to candidate diversity, internationalisation, time-to-hire, and candidate satisfaction, to assess whether OTM-R delivers on its objectives.

Action 17: Expand the use of EURAXESS, and enhance alignment with other international networks to expand the outreach of the recruitment notices.

Action 18: Establish a mitigation plan to guarantee gender balance in selection panels.

If your organisation already has a recruitment strategy which implements the principles of OTM-R, please provide the web link where this strategy can be found on your organisation's website. Multiple links must be comma-separated.

URL:

4. Implementation

General overview of the expected overall implementation process of the action plan (max. 1000 words).

The acquisition and maintenance of the HR Excellence in Research Award is a strategic priority for both ESEULisboa and the University of Lisbon. The University's schools are jointly advancing this process and hold regular meetings with the Rectorate to ensure alignment, cooperation and coordination.

The Steering Committee appointed for the application process will continue to regularly oversee the implementation of the Initial Action Plan from a strategic and institution-wide perspective, ensuring continuous monitoring, evaluation, and improvement.

The Working Group appointed for this Initial Phase, composed of focal points representing nearly all units involved in this Initial Action Plan, will be designated as the Implementation Group responsible for overseeing its day-to-day implementation. The Implementation Group may be complemented by additional members appointed as necessary to support the effective delivery of specific actions within the Initial Action Plan. It will coordinate activities across the institution, monitor progress against defined objectives and milestones, prepare and review relevant documentation, and convene regular meetings to ensure implementation progresses in accordance with the agreed timeline. An institutional representative will be appointed to lead the implementation process of the Initial Action Plan, serving as the main liaison with ESEULisboa Presidency and the University of Lisbon. For each action, a member of the Implementation Group will be appointed as action lead, responsible for coordinating implementation and reporting on progress.

The participatory and thorough process used to develop the Initial Action Plan, including realistic timelines and clearly defined indicators, will facilitate its implementation and monitoring. All actions, together with their respective indicators and targets, will be integrated into the annual activity plans of ESEULisboa and its organizational units, as well as into their corresponding monitoring and evaluation processes.

Make sure you also cover all the aspects highlighted in the checklist below, which you will need to describe in detail.

Note: Click on each question of the checklist to open the editor.

How will the implementation committee and/or steering group regularly oversee progress?*



Detailed description and justification (max. 500 words)

The Steering Committee will monitor the implementation of the Initial Action Plan and meet once per semester to review progress updates and reports presented by the Implementation Group. During the initial implementation phase, the Implementation Group will meet monthly, or more frequently, if necessary, to ensure the timely launch of actions. Once implementation is fully underway, meetings will be held on a quarterly basis to monitor progress, address emerging issues, and support the achievement of the established objectives and targets.

Within 24 months, ESEULisboa will implement and monitor the proposed actions according to this Initial Action Plan. Action Plan progress is expected to be measured by indicators/targets and timeline set in it. The Implementation Group will prepare semi-annual progress updates and an annual implementation report for submission to the Steering Committee. These reports will provide an overview of progress against the planned actions, indicators, and targets, identify challenges and risks, and propose any necessary corrective measures to ensure the successful implementation of this Initial Action Plan. The second annual report will serve as the basis for the Internal Review and, together with the survey and interviews to be conducted, will inform the preparation of the Revised Action Plan for the subsequent 36 months of the Interim Phase.

How do you intend to involve the research community, your main stakeholders, in the implementation process?*



Detailed description and justification (max. 500 words)

Researchers have been actively involved since the outset of the process, being represented in both the Working Group and the Steering Committee and expressing their perceptions in the survey and interviews conducted for the Gap Analysis. They will also be represented in the Implementation Group.

A particularly noteworthy feature of this process is the joint application submitted by all schools of the University of Lisbon. This collaborative approach has considerably expanded the reach and visibility of communications related to the HR Excellence in Research application and will continue to support the dissemination of information and engagement activities throughout the implementation of the Initial Action Plan.

Communication and awareness-raising initiatives will continue to be conducted at both institutional and university levels to ensure that academic staff and other stakeholders remain informed about the progress and outcomes of the Action Plan.

It is expected that the HR Excellence in Research Award will be recognised both within and beyond the University of Lisbon as a mark of the University's commitment to excellence in research, responsible research management, and the continuous improvement of working conditions and career development for researchers.

At the end of the 24-month implementation period, a survey and a series of interviews will be conducted to gather evidence on the implementation process, to assess teaching and research staff perceptions of the progress, effectiveness, and impact of the Initial Action Plan, and to gather contributions for the next stages. The findings will provide the necessary input for the Internal Review Interim Phase and will serve as the basis for the preparation of the Revised Action Plan for the next 36 months.

How do you proceed with the alignment of organisational policies with the HR Excellence in Research award process? Make sure it is recognised in the organisation's research strategy as the overarching HR policy. *



Detailed description and justification (max. 500 words)

ESEULisboa's policies are already largely aligned with the principles and practices underpinning the HR Excellence in Research process (HRS4R). However, the Gap Analysis identified several opportunities for improvement in research-related regulations, procedures, and support mechanisms, which can be further developed to strengthen alignment with the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

ESEULisboa's integration into the University of Lisbon, completed at the end of 2025, provides a particularly favourable context for further embedding HRS4R principles within institutional policies and practices. As part of this transition, ESEULisboa has launched a comprehensive review of its regulations and internal procedures, creating a unique opportunity to incorporate the principles of the Charter and the Code across its governance and management frameworks. In response to the gaps identified through the Gap Analysis, several actions included in the Initial Action Plan focus on revising and enhancing regulations, procedures, and support mechanisms related to research, human resources management, career development, training, researcher support, and research governance. Through this process, HRS4R principles will be progressively integrated into ESEULisboa's regulatory framework and day-to-day practices, strengthening the research environment and fostering a culture of continuous improvement.

To ensure the effective integration of these principles into institutional practice, all actions, indicators, and targets included in the Action Plan will be incorporated into the annual activity plans of ESEULisboa and its organisational units and reflected in their monitoring and evaluation processes. This approach promotes awareness of HRS4R while establishing shared objectives that encourage institutional engagement, coordination, and collective responsibility for successful implementation.

The governance structures established for the HRS4R, namely the Steering Committee, the Working Group, and the Implementation Group, have worked and will continue to work closely with institutional decision-making bodies to monitor progress, identify opportunities for policy improvement, and ensure that new or revised regulations remain consistent with HRS4R principles and practices. This continuous alignment between policy development, implementation, and evaluation will support the sustainable integration of HRS4R within ESEULisboa's governance framework and institutional culture, reinforcing its long-term impact and institutional ownership.

At the University of Lisbon level, the acquisition and maintenance of the HR Excellence in Research Award is recognised as a strategic priority. The collaborative implementation of the HRS4R across the University's schools further promotes policy alignment, the sharing of good practices, the development of a stronger research culture, and continuous institutional improvement.

How will you ensure that the proposed actions are implemented?*



Detailed description and justification (max. 500 words)

The participatory approach underpinning the HR Excellence in Research Award process is a key factor supporting the effective implementation of the Action Plan. The Gap Analysis, the OTM-R Checklist, and the Action Plan itself were developed through a collaborative process involving researchers, representatives of ESEULisboa's governing bodies, and staff from the different units linked to research activities and resources at ESEULisboa. This broad engagement fostered a strong sense of ownership, shared responsibility, and institutional commitment to the implementation of the proposed actions.

In addition, the Action Plan will be integrated into ESEULisboa's annual institutional and unit-level action plans, as well as into performance assessment processes. This integration will ensure that the proposed actions are incorporated into the institution's regular planning, monitoring, and accountability mechanisms, thereby enhancing their implementation and long-term sustainability.

Furthermore, the fact that this process has been carried out alongside the other schools of the University of Lisbon constitutes an additional driver for implementation. Regular follow-up meetings have been organized with the Rectorate throughout the initial phase and are expected to continue during the interim phase. This collaborative framework promotes the sharing of experiences, mutual learning, and benchmarking across the University, strengthening accountability and supporting the achievement of objectives. It also provides a valuable environment for mutual learning and continuous improvement, enabling ESEULisboa to explore new opportunities for change and growth through the exchange of practices with schools that are at different stages of research development and institutional maturity.

How will you monitor progress (timeline)?*



Detailed description and justification (max. 500 words)

An institutional representative will be appointed to lead the implementation process and coordinate the Implementation Group of the Initial Action Plan, serving as the main liaison with ESEULisboa Presidency and the University of Lisbon. For each action, a member of the Implementation Group will be appointed as action lead, responsible for coordinating implementation and reporting on progress. The Action Plan progress is expected to be measured by indicators/targets and the timeline set in it. The Implementation Group will prepare semi-annual progress updates and an annual implementation report for submission to the Steering Committee. These reports will provide an overview of progress against the planned actions, indicators, and targets, identify challenges and risks, and propose any necessary corrective measures to ensure the successful implementation of this Initial Action Plan. The second annual report will serve as the basis for the Internal Review and, together with the survey and interviews to be conducted, will inform the preparation of the Revised Action Plan for the subsequent 36 months of the Interim Phase.

How will you measure progress (indicators) in view of the next assessment?*



Detailed description and justification (max. 500 words)

The indicators and targets established in the Action Plan will be integrated into the action plans and operational procedures of the ESEULisboa's different units. This will ensure their continuous monitoring and follow-up through the units' day-to-day activities, embedding the implementation process within routine management practices and facilitating the timely assessment of progress and achievement of objectives.

The monitoring of indicators by the Implementation Group, the Steering Committee, and ESEULisboa's governing bodies will follow the same process established for the Action Plan timeline. At defined reporting periods, the action leads will provide updated information on the indicators and targets assigned to them. This information will be reviewed by the Implementation Group, which will assess progress, identify potential challenges, and propose corrective measures where necessary. The results will be reported to the Steering Committee and the School's governing bodies, ensuring regular oversight, informed decision-making, and continuous monitoring of the Action Plan implementation.

Additional remarks/comments about the proposed implementation process (max. 1000 words)