



SDG 5 at UFMS: Building an Equal Academic Environment for Women

Luciana Contrera, Leonardo Chaves de Carvalho, João Vitor Costa, Helder Samuel dos Santos Lima, Anacarla Previato Nunes, Ingrid Queiroz Oliveira de Souza, Vivina Dias Sol Queiroz, Camila Celeste Brandão Ferreira Ítavo, Albert Schiaveto de Souza*

Federal University of Mato Grosso do Sul (UFMS) Brazil

*Corresponding author: l.contrera@ufms.br

Article Info

Received:

8 July 2025

Accepted:

7 Oktober 2025

Published:

31 December 2025

DOI:

10.4170/jsp.0.29856

Abstract. This article examines the trajectory and advances of the Sou Mulher UFMS (“I am a Woman UFMS”) program, implemented by the Federal University of Mato Grosso do Sul (UFMS), in the context of SDG 5 – Gender Equality of the UN 2030 Agenda. Adopting a qualitative, documentary approach, the study applies thematic analysis to institutional data and strategic documents — including the Institutional Development Plan (PDI), Annual Management Reports, Institutional Committees Meetings, and Public Records from 2021 to 2024. The results reveal the program’s evolution from isolated actions to a structured institutional policy, supported by intersectoral governance, evidence-based planning, and the strengthening of institutional bodies such as the Pro-rectorate for Citizenship and Sustainability (Procids) and the Committee for People Management, Inclusion, and Affirmative Actions (CGPIA). Key achievements include greater female representation and leadership, enhanced support for maternity and paternity in academia, and reinforced mechanisms for preventing and addressing gender-based violence. The updated program for 2025–2028 sets measurable, sustainable goals to promote equity in admission, retention, and academic success for women, with attention to diversity and intersectionality. The UFMS experience offers a replicable model for other higher education institutions in Brazil and Latin America, demonstrating the transformative potential of institutionalized gender policies driven by data, participation, and strategic governance.

Keywords:

Affirmative Actions, Gender Equity, Higher Education, SDG 5, Institutional Policies, Public University, Women in Academia.

1. Introduction

The promotion of gender equality, as established by Sustainable Development Goal 5 (SDG 5) of the United Nations (UN) 2030 Agenda [1], represents a historical and institutional

advancement and is one of the global priorities for sustainable development. The Agenda also emphasizes the importance of Education for Sustainable Development (ESD) at all educational levels, recognizing education as an essential element for building more just, equitable, and sustainable societies [2]. Engagement with the 17 SDGs has stimulated studies on the role of universities in implementing these goals, highlighting their importance in training professionals, producing knowledge, and promoting innovation [2]. However, the full realization of the SDGs is unlikely without the active participation of Higher Education Institutions (HEIs) [4], which act as transforming agents at local and global levels.

In this context, the promotion of gender equality, a pillar of sustainable development, materialized through SDG 5, which aims to “achieve gender equality and empower all women and girls.” In the university environment, this commitment requires effective institutional policies focused on equity, safety, and the recognition of women in their various academic and professional roles. Aligned with this purpose, the Federal University of Mato Grosso do Sul (UFMS) reaffirmed its commitment to the UN 2030 Agenda by establishing, in 2021, the *Sou Mulher* (“I am a Woman”) UFMS program [5].

Focusing on creating an inclusive and equitable academic environment, the program encompasses actions directed at students, female staff, and outsourced female collaborators across all university campuses. This article presents and analyses the main policies, actions, and outcomes of the *Sou Mulher* UFMS program from 2021 to 2024, highlighting its strategic role in promoting gender equality and female empowerment.

The program was conceived within the institutional project “*Se Cuide, Te Amo – Uma Ação do Coração da UFMS*” (Take Care, I Love You – An Action from the Heart of UFMS) [3], aggregating policies, practices, and actions aimed at women in the academic community. Its structuring was driven by the activities of the Committee for Management of Inclusion, Internationalization, and Affirmative Actions (CGIIAF), to which it was initially linked.

The program covers different lines of action, welcoming, knowledge production, and women’s valorisation, in accordance with the principles of SDG 5. Furthermore, UFMS was certified as a Health Promoting University (HPU) by the Ibero-American Network of Health Promoting Universities (RIUPS) on April 20, 2018. According to the Okanagan Charter, HPU is an institution committed to changes that positively impact health, promote social sustainability, and contribute to people’s well-being at various scales [4]. In this sense, universities are called upon to foster interdisciplinary dialogue and consolidate an organizational culture centered on health promotion throughout academic life.

To complement this commitment, UFMS maintains an Inclusion, Equality, Affirmative Actions and Citizenship Policy (PIIAC), aimed at reducing inequalities and ensuring equal opportunities among students from historically excluded or discriminated groups [5]. This policy is accompanied by an Accessibility Plan [6], which guarantees universal access to physical spaces and university services, covering mobility, educational resources, and inclusive communication. Together, these initiatives reflect the university’s appreciation of diversity and its recognition of the intersectionality of identities, acknowledging that social positions are shaped by multiple and interrelated factors.

The UFMS quota system is regulated by Law No. 12,711/2012 [7], reserving undergraduate places for candidates from public schools who meet income and ethnic-racial self-declaration criteria, with specific reserves for people with disabilities and black and brown candidates in university selection processes. To consolidate and expand inclusive policies, the current university administration proposed the creation of the Pro-rectorate of Citizenship and Sustainability (Procids) to the University Council (Coun) on October 27, 2024,

formalized by Resolution Coun No. 370 on December 6, 2024 [8]. Procids coordinate integrated actions promoting human rights, citizenship, and sustainability at UFMS.

In addition to the initiatives implemented in the institution, several universities in Brazil and abroad have developed unique and innovative programs and policies to promote gender equality with demonstrable results. For instance, the University of São Paulo (USP) maintains a longitudinal Observatory of Women, which tracks gender-related indicators over decades, providing data-driven support for policy decisions [9]. The Federal University of Rio de Janeiro (UFRJ) has established a central structure for affirmative actions and diversity management, ensuring coordinated and strategic interventions [10].

Internationally, universities such as Queen's University Belfast and Aston University have been recognized with the Athena Swan GOLD award for their systemic achievements in gender equality [11,12]. These programs demonstrate measurable impacts, including increased representation of women in leadership positions, improvements in workplace equity, and the institutionalization of inclusive policies. Such examples provide valuable benchmarks for UFMS and other Brazilian universities, allowing for regional and international comparisons and reinforcing the strategic relevance of programs like Sou Mulher UFMS in advancing gender equality within higher education.

2. Theoretical Approach

Gender inequality persists in the academic environment, evidenced by the underrepresentation of women in leadership positions, wage gaps, and incidents of harassment [13]. SDG 5 emphasizes the need for institutional policies that promote female empowerment and ensure equitable participation. In Brazil, the Reference Framework for Gender Equality in Higher Education Institutions provides guidelines for universities to implement gender-sensitive policies. The Sou Mulher UFMS program aligns with these principles, combating structural inequalities through specific initiatives aimed at transforming institutional culture and promoting gender justice in higher education [14].

Participation in the Reference Framework is voluntary and based on ten key principles guiding institutions' commitment to gender equality, diversity, equity, and inclusion. Central commitments include recognizing the importance of harnessing the talents of all individuals; addressing the underrepresentation of black, indigenous, quilombola, and other marginalized women; striving for pay equity; and combating harassment and gender-based violence.

The framework also emphasizes removing barriers to women's advancement, especially those with multiple vulnerabilities, and addressing precarious contractual practices that negatively impact academic careers. Moreover, it recognizes the importance of combating discrimination experienced by trans, non-binary, and gender-fluid individuals, and emphasizes that institutional leadership at all levels is essential for promoting sustainable structural and cultural changes. Thus, the framework offers a guiding structure for institutions to implement effective and lasting actions, contributing to gender equality and cultural transformation in Brazilian higher education.

3. Methodology

The mission of the Federal University of Mato Grosso do Sul (UFMS) is "to develop and disseminate knowledge for the benefit of society, training leaders, professionals, and conscious citizens committed to the sustainable growth of the country and the world." Its actions are guided by values such as citizenship, effectiveness, ethics, excellence, integrity,

interdisciplinarity, professionalism, respect, social responsibility, sustainability, and transparency. UFMS is the leading HEI in the state of Mato Grosso do Sul, headquartered in Campo Grande, with nine additional campuses in different cities [15].

The university offers 138 undergraduate programs and 72 graduate programs (*stricto sensu*), serving more than 40,000 students with the support of 1,595 faculty members and 1,763 technical-administrative staff. Since 2018, all institutional projects at UFMS have been required to align with the Sustainable Development Goals (SDGs), with special emphasis on SDG 5. In this context, various initiatives have been carried out to promote women's participation and empowerment, including workshops, meetings, and talk shows.

To monitor the Sou Mulher UFMS program, an advisory committee was established for the 2021–2024 Action Plan. This committee was responsible for proposing, monitoring, and evaluating actions, as well as producing reports. It comprised management representatives, such as the Pro-rectorate of Student Affairs, the Pro-rectorate of People Management, and the Pro-rectorate of Research and Graduate Studies, along with faculty, staff, and students.

Additionally, UFMS analyses institutional evaluations conducted by the Institutional Evaluation Board (Diavi), which collects data and forwards requests to the responsible sectors. This process has led to several initiatives, such as the creation of playrooms, diaper-changing stations, and gender-neutral bathrooms for transgender staff and students. Inspired by the federal government's participatory model, UFMS provided the academic community with an online platform [16]— to submit or endorse proposals, which served as the basis for the development of the new Sou Mulher program (2025–2028) [17].

This study adopts a qualitative and documentary approach. The qualitative analysis was based on a content review of the Sou Mulher program reports and documents related to the SDGs, focusing on identifying themes and patterns in institutional actions. The document analysis was descriptive, examining resolutions, program reports [17,18], and the UFMS em Números ("UFMS in Numbers") platform [19] to extract relevant information on policy implementation, program activities, and institutional outcomes.

Quantitative data, such as women's participation and representation in different university activities and positions, were presented in tables to provide a clear overview of trends and results. The data were structured according to the program's main lines of action: (i) admission, retention, and success; (ii) encouragement of science and innovation; and (iii) creation of a welcoming environment. All analyses were conducted from the perspective of SDG 5, with a focus on promoting gender equality within the academic context.

4. Results

4.1. Sociodemographic Characteristics of the UFMS Academic Community

UFMS has a diverse sociodemographic profile, and attracts students from various parts of the world, these include Paraguay, Bolivia, Mexico, the United States, Mozambique, Angola, Portugal, Switzerland, Bulgaria, Russia, Japan and others. In 2024, the average age of undergraduate students was 22.79 years. Regarding race/colour self-identification, 38.7% of students identified as white, 35.4% as black or brown, 2.8% as indigenous, 1.7% as of asian descent, and 21.4% did not provide this information. Also, 470 students (1.6%) reported having a disability or high abilities. In graduate courses, the average is 37.3 years, 48% self-declared as white, 49% as black or brown, 1% as indigenous, and 1% as of Asian descent.

At both levels of education, no significant differences were observed regarding race, colour, or ethnicity. Regarding parenthood, 18% of undergraduate and graduate students are

parents, highlighting the need for institutional policies aimed at maternity and paternity in the academic community. Figure 1 illustrates the states of origin of UFMS academics. As can be observed, UFMS has students from all Brazilian states, with the highest representation from the state itself, followed by the state of São Paulo, which is its neighbour.

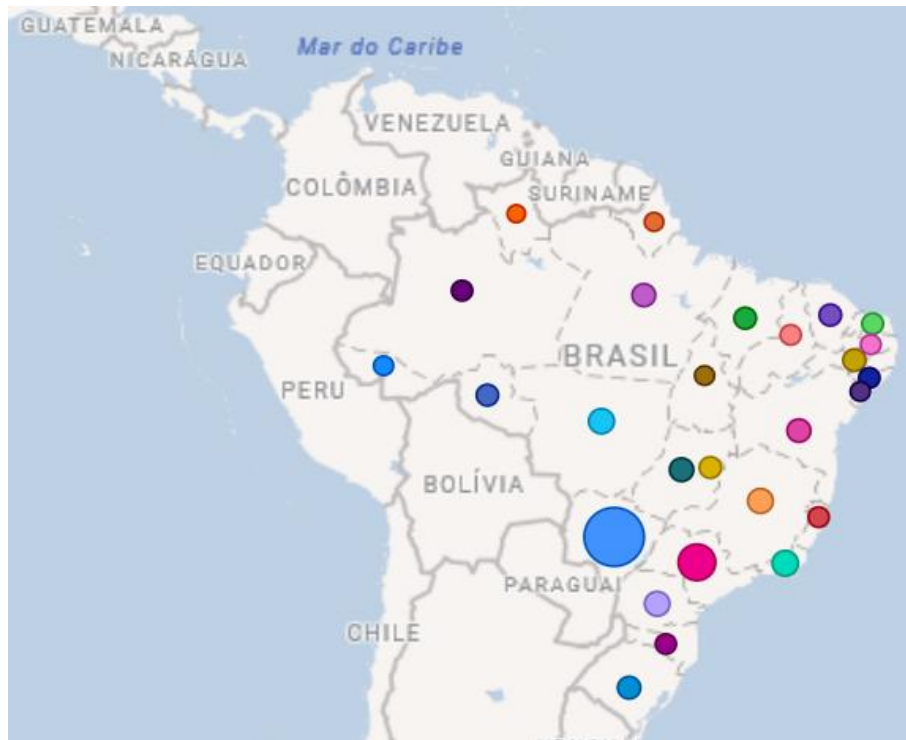


Figure 1. State of origin of UFMS students, 2024. Source: UFMS in Numbers [24]

Within administrative staff, the average age is 44.1 years. Regarding race/color, 55% self-identified as white, 40% as black or brown, 4% as of asian descent, and 1% as indigenous. The proportion of black or brown women in this group is 38%, lower than that of black or brown men. UFMS faculty members have an average age of 47.4 years; 90.3% of these hold a doctorate, 7.01% a master's degree, and 2.69% a specialization. A gender analysis of qualifications indicates a balance between men and women. However, a disparity is observed in career progression: of the 156 full professors, only 60 (38.46%) are women.

Regarding race/colour, 76.3% of faculty self-identified as white, 20.5% as black or brown, 2.7% as of Asian descent, and 0.4% as indigenous. Among female faculty, 78.2% identify as white, 18.5% as black or brown, 2.7% as of Asians descent, and 0.5% as indigenous, indicating that, among black individuals, women are underrepresented both in teaching and among technical-administrative staff. Between 2021 and 2024, the Sou Mulher UFMS program consolidated itself as a transversal policy of the university, with actions implemented across the institution's 10 campuses. The following results stand out.

4.2. Monitoring of Admission, Success, and Retention Indicator at UFMS

4.2.1. Student Enrolment Patterns

Institutional data from UFMS reveal a consistent predominance of women across academic levels between 2021 and 2024. As depicted in Table 1, female students constituted

a stable majority of undergraduate enrolments, ranging from 54.19% to 55.29%, despite a 28.4% expansion in total student numbers over the period. Notably, graduate programs exhibited even higher representation, with women comprising over 60% of enrolments in all years, peaking at 64.90% in 2022. This trend underscores the institution’s success in attracting and retaining women in advanced academic programs, even amidst broader enrolment growth.

Table 1. Student Enrolment by Gender and Academic Level (2021-2024)

Year	Academic Level	Total	Women	% Women
2021	Undergraduate	21,532	11,747	54.56
2021	Graduate	3,234	1,955	60.45
2022	Undergraduate	22,234	12,049	54.19
2022	Graduate	3,792	2,461	64.90
2023	Undergraduate	25,277	13,782	54.52
2023	Graduate	12,253	7,695	62.80
2024	Undergraduate	27,648	15,304	55.29
2024	Graduate	11,121	6,764	60.82

Source: UFMS in Numbers [24]

4.2.2. Staff Composition Dynamics

Gender distribution among UFMS employees remained balanced throughout the study period (Table 2). Women accounted for 47–49% of both teaching and administrative staff, with marginal fluctuations (≤ 1 percentage point) annually. This near-parity suggests institutional policies have effectively maintained gender equilibrium in employment, though further analysis is warranted to examine potential disciplinary or rank-based variations.

Table 2. Staff Composition by Gender (2021-2024)

Year	Teaching Staff (%)	Admin. Staff (%)
2021	47.78	48.19
2022	48.28	48.85
2023	48.34	49.06
2024	47.98	48.45

Source: UFMS in Numbers [24]. Values represent the percentage of women

4.2.3. Leadership Breakthroughs

The most notable progress occurred in leadership roles (Table 3). Female representation in management positions (*Management Positions* – CD) rose by 16.82 percentage points, from 30.98% in 2021 to 47.80% in 2024, while coordination roles (*Commissioned Coordination Functions* – FCC) increased by 11.55 points. Conversely, special functions (*Bonus Functions* – FG) showed a 3.82-point decline. Of the UFMS campuses located in different cities, five of nine are run by women. In 2024, UFMS reached a historic milestone by electing a female rector for the second time in its history.

Table 3. Leadership Positions by Gender (2021-2024)

Position	2021	2022	2023	2024	Δ% (2021-2024)
CD	30.98	30.98	32.39	47.80	+16.82
FCC	41.68	32.14	31.51	53.23	+11.55
FG	44.36	44.29	51.35	40.54	-3.82
Overall	42.17	36.94	42.44	47.72	+5.55

Source: UFMS SDG Progress Report. Values represent the percentage of women.

This achievement reaffirms the institutional commitment to gender parity and female empowerment. With regard to graduates, the success rate is measured by how long they stay at university. Women students at UFMS stay on average less time than men, which indicates that, despite the challenges, they manage to complete their courses more quickly.

4.3. Encouraging Women's Teaching, Research, Extension, Entrepreneurship and Innovation

UFMS has implemented targeted institutional strategies to amplify female engagement across teaching, research, extension programs, entrepreneurship, and innovation ecosystems. This commitment is reflected in 2024 data showing women constituting the majority of scholarship recipients at both undergraduate and graduate levels. Furthermore, since 2021, female staff members have consistently led 52% of the university's academic projects spanning these five key domains.

In addition to academic scholarships, innovative institutional policies have been strengthening the role of women in science. The Women in Science Call for Proposals, for example, allocated R\$300,000.00 in 2024 to fund 50 female researchers, promoting the inclusion and appreciation of female scientific production. Since its creation, the call has supported 226 research proposals led by women. These actions have resulted in significant institutional recognition, most notably UFMS's performance in the Times Higher Education (THE) Impact 2024 ranking, which evaluates universities in terms of the SDGs. UFMS was the only higher education institution in Mato Grosso do Sul state to be included in the ranking, with an emphasis on SDG 5, highlighting the positive impact of programs such as Sou Mulher UFMS and other institutional policies aimed at gender equality.

In recognition of its initiatives, UFMS was awarded the Social Seal Women-Friendly Company by the Mato Grosso do Sul State Department of Citizenship, which was awarded to the Sou Mulher UFMS program for its contribution to building a more inclusive and safer academic environment for women. The 2024 Selection Notice for the "Women-Friendly Company" Social Seal - Innovative Practices and Educational Programs to Promote, Value and Defend Women's Rights in the Workplace - evaluated public and private companies that had developed practices and programs aimed at guaranteeing women's human rights and promoting gender equity in the workplace, through innovative measures.

4.3.1. Female Entrepreneurship and Innovation

Since 2021, the Sou Mulher UFMS program has promoted activities aimed at female entrepreneurship in the context of Professional Development Week (SEDEP), according to

records available on the institution's official channels. In addition, the subject of Entrepreneurship is offered as an elective for all UFMS courses.

Teacher training has also been covered by specific actions: 163 teachers were trained in the Sebrae Entrepreneurship and Innovation Methodology in 2016, 2018 and 2021, 41.1% of whom were women, demonstrating the institutional investment in the qualification of teachers to foster an entrepreneurial culture.

Another innovative action was to offer a mentoring program for the personal and professional development of women at the University (students and staff). This notice offered free mentoring and consultancy for women in entrepreneurship, thus empowering women in the job market.

4.4. Welcoming Environment for Women

Within its student success framework, UFMS's University Playroom Network provides critical childcare support enabling parents to balance academic/professional responsibilities. Initiated under the gender-inclusive Sou Mulher program (2021), this retention-focused infrastructure grew 400% in four years – scaling from Cidade Universitária to Ponta Porã (2022), Aquidauana & Pantanal (2023), and Três Lagoas (2024) across five campuses.

The Playroom is linked to the Se Cuide, Te Amo and Sou Mulher UFMS programs, and is the result of coordination between the Pro-rectorate of Citizenship and Sustainability, the Pro-rectorate of Student Affairs, the Pro-rectorate of People Management and the Sectoral Administration Units. The expansion of this structure, together with the installation of 70 baby changing facilities in the so-called "Family Spaces" and the creation of neutral toilets, demonstrates the institutional commitment to building more welcoming, inclusive and equitable environments for women, mothers, fathers and transgender people.

4.4.1. Women's Rights, Health, and Appreciation Campaigns

The Eu Respeito ("I Respect") program continuously carries out awareness campaigns on human rights, gender equality, respect for differences and the promotion of women's health. In October, in reference to Pink October, actions are promoted on campus with courses in the health area. Also noteworthy is the partnership with Hospital do Amor, which in March 2023 offered 290 free mammograms to students and staff aged between 40-69.

To promote an institutional culture based on respect and recognition of diversity, the Student Inclusion and Integration Board and the Secretariat for Accessibility and Affirmative Action launched the project "UFMS promoting the appreciation of people: against homophobia, xenophobia, discrimination and racism", the first edition of which took place between October and November 2022.

In the same vein, the Pro-rectorate of People Management is offering the course "Inclusion and Cultural Diversity in Higher Education", with the aim of training civil servants to welcome people with disabilities, black, brown, indigenous, quilombolas and the LGBTQIA+ community, in accordance with the institution's People Development Plan.

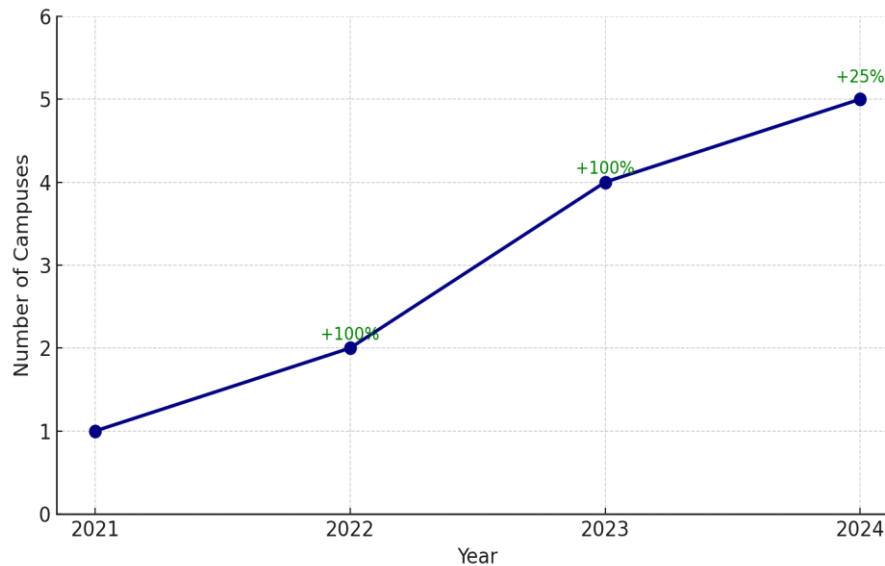


Figure 2. Evolution of Playrooms by Campus at UFMS (2021-2024). Source: Report on the Sustainable Development Goals at UFMS

4.4.2. Care for the Elderly

Created in 2021, the Sou Idoso UFMS (“I’m Elderly”) program has been strengthening public policies aimed at promoting quality of life and healthy aging, especially for older women. Among the actions promoted are workshops, intergenerational conversation circles, retirement preparation courses, activities of the Open University for the Elderly (Unapi) and cultural and artistic workshops focusing on women's achievements in the world of work.

4.4.3. Preventing Gender Violence

UFMS has invested in preventive and structural measures to combat gender-based violence. These include the implementation of panic buttons at strategic points, such as bus stops, women's toilets and the UFMS institutional app. The university has also consolidated a specific structure for receiving and investigating complaints, with the creation of an Ombudsman's Office and Internal Affairs focusing on women's demands, as well as the establishment of the Policy for Preventing and Confronting Moral and Sexual Harassment and Other Forms of Violence.

An advisory committee was set up to coordinate and monitor these actions, with the highlight being the August Lilac initiatives and the SEDEP, organized by the Sou Mulher UFMS program. Finally, the role of the UFMS Ombudsman's Office in creating and making available an institutional repository with support materials on bullying and sexual harassment, including guides, manuals, technical notes, workshops and training, accessible to the academic community through the university's official portal.

5. Discussion and Implementation

The data reveal significant advances in women's participation across UFMS, particularly in undergraduate and graduate courses, faculty, administrative staff, and leadership positions. Actions such as the Quota Law have been essential in increasing access for women,

especially black, brown, indigenous, and low-income women [20]. The success of the Sou Mulher UFMS program can be attributed to its intersectional approach, which addresses structural barriers while promoting institutional transparency, inclusion, and social participation.

Despite these advances, challenges remain. Women continue to be underrepresented in STEM (Science, Technology, Engineering, and Mathematics) areas, and face barriers to attaining leadership positions. Many women juggle study, work, and family responsibilities, highlighting the need for expanded support for mothers and working students. Structural barriers and resistance to institutional change, as well as limited resources for implementing some initiatives, have also presented difficulties in fully realizing gender equity goals.

The Sou Mulher UFMS program has consolidated itself as a well-founded institutional instrument for promoting gender equality, with articulated implementation across different management sectors, including the Pro-rectorates, the People Management, Inclusion and Affirmative Action Committee (CGPIA, previously CGIIAF), and Procids. The participatory construction of the Institutional Development Plan (PDI/PPI), incorporating proposals from the academic and external community through the “UFMS Participativa” platform (“Participatory UFMS”), reinforces the democratic nature of the initiative.

Integration of institutional data from the “UFMS in Numbers” portal and open data platforms ensures transparency and facilitates continuous monitoring and evaluation. Intersectionality is reinforced through the Inclusion, Citizenship and Affirmative Action Policy (PIIAC) and the Accessibility Plan, highlighting UFMS’s commitment to equity across multiple dimensions.

The 2025–2028 edition of the Sou Mulher UFMS program [17] consolidates a strategic structure based on three main axes: (i) female admission, retention, and academic success; (ii) encouragement of teaching, research, extension, entrepreneurship, and innovation led by women; and (iii) the creation of a more welcoming, inclusive, and equitable institutional environment. Systematic monitoring of indicators, such as female enrollment, completion rates, leadership positions, and participation in academic and innovation projects, has been strengthened, with particular attention to women in vulnerable or minority groups.

Concrete and measurable goals have been established, including increasing female participation in STEM areas, implementing a mentoring network covering at least 10% of female students, and promoting gender equality in graduate scholarships and qualification processes for female staff. The program also seeks to strengthen female and citizen leadership through free courses, institutional recognition of projects led by women, and encouragement of inclusive entrepreneurial and technological initiatives.

In terms of the welcoming and inclusive environment, the program has expanded policies to prevent and combat gender-based violence, moral and sexual harassment, and discrimination. An Advisory Committee monitors these actions, while the Ombudsman's Office and Internal Affairs Department have specialized units to attend to women's demands. The program also offers dedicated reception spaces for victims. Expansion of the Maternity and Paternity Policy includes the installation of breastfeeding rooms, playrooms, and baby changing facilities across all campuses, with systematic monitoring of daycare coverage and user satisfaction.

These results demonstrate the growing institutionalization of gender policies at UFMS, characterized by articulation between sectors and the strengthening of an intersectional perspective [20,21]. While challenges remain, the university has increased women's participation and leadership and promoted a holistic approach to equity, diversity, and well-being in the academic environment. Comparisons with other national and regional universities underscore the importance of structured, data-driven, and socially participatory policies for fostering gender equality, as exemplified by the Sou Mulher UFMS program, which contributes to the advancement of SDG 5 in higher education institutions [17–19].

6. Conclusions

This study examined the Sou Mulher UFMS program in light of SDG 5, highlighting its evolution from isolated actions to a strategic, cross-sectoral framework. Anchored in the UN 2030 Agenda, Health Promoting Universities principles, and the PDI 2025–2030, the program applies a data-driven, intersectional approach to transforming the academic environment.

The UFMS experience demonstrates that institutionalized gender policies with clear governance and measurable goals can foster sustainable equity in Brazilian public universities. Notable advances include expanding female leadership, strengthening maternity and paternity support, and preventing gender-based violence.

Looking ahead, priorities include assessing the program's long-term impact on women's academic and professional trajectories and gauging institutional change perceptions among the university community, reinforcing UFMS as a national reference in gender equality in higher education.

Acknowledgment

The authors would like to thank the Federal University of Mato Grosso do Sul (UFMS) for its institutional support and the Pro-rectorate of Citizenship and Sustainability (Procids) and the Committee for People Management, Inclusion, and Affirmative Action (CGPIA) for their collaboration in the development of this work.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Authors Contribution

All authors contributed substantially to the work. **L.C.** was the lead author, responsible for conceiving the research idea and writing the original draft. **L.C.C., J.V.C., H.S.S.L., A.P.N.,** and **I.Q.O.S.** supported the lead author, contributing to the documentary methodology, curation, and analysis of data. **V.D.S.Q., C.C.B.F.Í.,** and **A.S.S.** contributed to the manuscript writing and critical revision. All authors reviewed and approved the final version of the manuscript.

References

1. Lozano R, Barreiro-Gen M, Lozano FJ, Sammalisto K. Teaching Sustainability in European Higher Education Institutions: Assessing the Connections between Competences and Pedagogical Approaches. *Sustainability*. 2019;11:1602.
2. SDSN Australia/Pacific. Getting Started with the SDGs in Universities: A Guide for Universities, Higher Education Institutions, and the Academic Sector [Internet]. Melbourne; 2017. Available from: https://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf
3. Santos MR. Health promotion programs in higher education: integrative review of the literature. 2018;71:1714–23.
4. Fundacao Universidade Federal de Mato Grosso do Sul. Resolução no 125-coun/ufms de 31 de agosto de 2021 [Internet]; 2021:35–40. Available from: https://cptl.ufms.br/files/2021/09/Res.-125_2021_Aprova-Politica-de-Inclusao-e-Acoes-Afirmativas.pdf
5. Turine AS. Resolução no 124-cd/ufms, de 26 de fevereiro de 2021 [Internet]; 2024;124:53–98. Available from: <https://www.scribd.com/document/640117653/Untitled>
6. Brazil FR of. Brazilian Quota Law. Brazil: 2012.
7. Celeste C, Ferreira B. Resolucao No. 376-Coun/UFMS, De 10/12/2024 [Internet]; 2024:35–43. Available from: <https://agead.ufms.br/files/2025/02/PPC-Curso-de-Especializacao-em-Educacao-Digital-e-Inovacao-Pedagogica.pdf>
8. Siqueira L. USP Women organizes USP population data with a gender breakdown [Internet]. USP Women 2022. Available from: <https://uspmulheres.usp.br/usp-mulheres-organiza-dados-da-populacao-usp-com-recorte-de-genero/>.
9. General Superintendency for Affirmative Actions, Diversity and A. Directorate of Gender and Belonging [Internet]. Univ Fed Do Rio Janeiro 2025. Available from: <https://sgaada.ufrj.br/diretoria-de-genero-e-pertencimento/>.
10. Queen's Gender Initiative QUB. Athena SWAN at Queen's University Belfast [Internet]. Queen's Univ Belfast n.d. Available from: <https://www.qub.ac.uk/sites/QueensGenderInitiative/AthenaSwan/>.
11. Brazil UN. Sustainable Development Goal 5: Gender Equality n.d. Available from: <https://brasil.un.org/en/sdgs/5>
12. University Athena. Athena SWAN at Aston University (Inclusive Aston) n.d [Internet]. [cited 2025 DEc 10]. Available from: <https://www.aston.ac.uk/about/mission/inclusive-aston/athena-swan>.
13. Newton A, et al. Brazil Gender Equality Framework for Higher Education Institutions; 2022. Available from: https://www.britishcouncil.org.br/sites/default/files/brazil_gender_equality_framework_for_higher_education_institutions_en.pdf
14. Celeste C, Ferreira B. RESOLUÇÃO No 369, DE 6 DE DEZEMBRO DE 2024 [Internet]; 2025. Available from: <https://pdi-ppi.ufms.br/files/2025/02/pdi-ppi-2025-2030-v1.0-alta.pdf>
15. Sul UF de MG do. Participa UFMS n.d [Internet]. Available from: <https://participa.ufms.br>.
16. Sul UF de MG do. Boletim Oficial UFMS – Publicação n.d.
17. Sul UF de MG do. Programa Sou Mulher UFMS n.d [Internet]. Available from: https://procids.ufms.br/programa-sou-mulher-ufms/?_page=26.
18. Sul UF de MG do. Relatório dos ODS na UFMS n.d [Internet]. Available from: <https://procids.ufms.br/relatorio-dos-ods-na-ufms/>.
19. de Andrade RP, Silveira JBA, Rocha MB. Os Blogs no Ensino de Ciencias e Matematica: Uma Revisao Sistemática em Estudos Brasileiros. *Revista Cocar*. 2023;18(36):1-18.

20. Costa JV, Carvalho LC De, Augusto M, Turine S, Brandão C, Ítavo F. Sustainability Management at the Federal University of Mato Grosso do Sul - Brazil: Integrating Institutional Projects with the SDGs. *Journal of Sustainability Perspectives*. 2024;4(Special Issue):485–501.
21. Costa JV, Solano L, de Carvalho LC. Management, Innovation and Sustainability: the evolution of the regulations of the Federal University of Mato Grosso do Sul. In: *IOP Conference Series Earth and Environmental Science*. 2023;1194:012029.



©2025. The Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-Share Alike 4.0 (CC BY-SA) International License (<http://creativecommons.org/licenses/by-sa/4.0>)