

## Going Global Partnerships

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# Gender Equality in Higher Education: Maximising Impacts

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[www.britishcouncil.org/gender-equality-higher-education-maximising-impacts](http://www.britishcouncil.org/gender-equality-higher-education-maximising-impacts)



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# About the Report

- Commissioned in 2020 for the British Council – resource for internal and external use
- **First section** – literature review and interviews
  - What is the role of higher education in transforming society in relation to women’s equality and empowerment?
  - How is gender inequality reflected, reinforced and challenged in higher education worldwide?
- **Second section** –

British Council Focus	<ul style="list-style-type: none"><li>• How does the British Council’s work in higher education align with its theory of change for Women and Girls’ Empowerment?</li><li>• Applying a gender lens to the Higher Education and Science theory of change</li></ul>
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- 17 **Case studies** – including 12 from British Council programmes
- **Resources** and examples to assist with gender mainstreaming
- **Recommendations** under 12 key themes



# Is 'counting women' enough? – what is the evidence and where can it be found?

- Enrolment in HE
- Progression to research
- Research and innovation
- Subject selection
- Curriculum content
- Teaching and learning environments
- Academic research and teaching staff
- Compounded disadvantage and discrimination
- The importance of the lifecycle approach
- Gendered violence and harm



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# Using the country and region index

## Index of countries and regions

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### Text from the report:

Job advertisements making use of social media may fall victim to algorithms that discriminate by gender. A field test in the **USA** found that a ‘gender-neutral’ Facebook advertisement for STEM careers was delivered to and seen by more men than women (Lambrecht & Tucker, 2018). This finding also has implications for HEIs and partner institutions who use social media to recruit students.



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# National differences: progression to research

## Female researchers

- the Americas: **Venezuela** 6%; **Peru** 29%
- Europe: **North Macedonia** 5%; **Germany** 28%
- Africa: **Tunisia** 56%; **Chad** 3%
- Asia and the Pacific: **Myanmar** 76%; **Jordan** 20%; **Japan** 17%.

## Female STEM researchers (engineering and tech)

**Egypt**: 30%

Within **Europe**, few figures are available, but the percentage of female engineering and technology researchers in the **Netherlands** only increased from 13 per cent in 2012 to 15 per cent in 2016.



# Resources example: Professional development of educators and researchers

Case Studies

Gender-focussed activities  
e.g. “professional training includes competencies in gender”

**2.4.4 Professional development**  
Portfolio intervention area: professional development  
Focus: educators and researchers

**Activities:**

- Short-term work/research placements in another country
- Professional training
- Platforms for science comes and outreach

**Case study examples**

- Gender focused activities
- Professional training - including all primary, secondary and tertiary education systems
- Build and support research networks on gender and gender equality
- Capacity building and leadership development for women
- Introducing clarity and accountability for addressing WW risk among women educators and researchers
- Address gendered barriers to participation opportunities
- Gender focused outputs and outcomes to incorporate into monitoring, evaluation and learning
- All data are sex-disaggregated with appropriate targets, for example where subject fields are imbalanced
- Placement and participation agreements include accountability for WW and incidence is specifically measured
- Increased participation of women for whom barriers such as caring responsibilities have been identified
- Gender-responsive pedagogy is integral to professional training
- Improved gender balance in science communications content and delivery
- Partners understand the value placed by UK on gender equality
- Participants are ambassadors for gender equality
- Improved gender sensitivity in research content and application
- Less stratification by gender improves the quality of research and its application
- Women educators and researchers from the UK and internationally are less at risk from WW and there is improved accountability
- Progress towards equality and empowerment of women teachers, students and researchers

**Case study examples**

- Case study 1: TESCEA – training teachers in gender-responsive pedagogy
- Case study 2: upskilling of HE staff at Cairo/UK universities on WW prevention and response
- Case study 3: Integrating gender into the architecture curriculum
- Case study 12: India – Newton-Bhabha Women in Science workshops
- Case study 13: Leadership and governance for women in Pakistan universities
- Case study 14: ACU 'gender grants' and prizes supporting professional training and development
- Case study 15: Women in Science capacity building and skills training in the Americas
- Case study 17: Girls into Global STEM teacher training

**What can monitoring look like?**

- Record the active women members of alumni networks and ensure equal representation on network executive committees
- Gender audit of communications materials
- Record female participant numbers in ratio to existing country norms
- Teacher training: applicant feedback
- Teacher training: student focus group feedback
- Number of courses adapted for gender responsiveness and delivered
- Number of research networks supported
- Baseline and combining data collection surveys, not formal institutional reports for incidence of sexual harassment or violence and satisfaction with institutional response
- Follow-up research with attendees of programmes and training to record positive outcomes such as enhanced career progression
- Comprehensive guidance on data collection and quantitative indicator calculation for gender equality in science and research Europe – The Figures Handbook (2019)

**Resources**

- Gender Responsive Pedagogy: a Teacher's Handbook (FAME, 2021) designed for schools (Ethical)
- Teacher training: Commonwealth of Learning Gender Mainstreaming Toolkit for Teachers and Teacher Educators (Fife & Lushnell, 2016)
- Teacher training: Module 4 on pre-service and in-service teacher training and teacher standards, in supporting gender-sensitive STEM curricula and gender-responsive pedagogies (EBC, UNESCO & Malawi MOE, 2017)
- Teacher training: STMG toolkit for STEM teacher professional development to encourage girls (Ertanpel (Ertanpel et al., 2017))
- Teacher training: Gender Equality in STEM open access online course for teachers of late primary and early secondary pupils (Scotland) (Gartmann, 2013)
- Gendered Research in Health: A Training Manual (Kusurji & WHO/ITAC, 2020) (India) a short course in 3 modules for graduates and mid-career professionals working in health
- The AUGC guide on Education and Gender Norm Change (Marius, 2018)
- UNESCO (2015) Guide for Gender Equality in Teacher Education Policy and Practices
- UK-based partners in Women in Science (Brazil): Porto network for Women in Science at Imperial College London who have also produced a wealth of resources: [www.portolabedu.org.uk](http://www.portolabedu.org.uk) Resources include a workshop for early-career female researchers (Pyle, 2019)
- Toolkit training an introductory workshop for Gender Mainstreaming in HE by INASP, lead partner in SPHER funded TESCEA project (Köhler & Gothen, 2018)
- Professor Virginia Kallen's four online gender Tutorials for Change: Gender Schemas and Science Careers (presentations, transcripts, bibliography – USA-based and last updated in 2004): [www.homer.su.ports.ac.uk/gendertutorials/index.html](http://www.homer.su.ports.ac.uk/gendertutorials/index.html)
- Data, research and recommendations on women in HE leadership in South Asia (Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka) (Morley & Crossland, 2019)
- TransEd resources and information for supporting trans, non-binary & gender diverse applicants, students and staff in FE and HE (Scotland): [www.ttrp.ac.uk/home/tabid/6324-Default.aspx](http://www.ttrp.ac.uk/home/tabid/6324-Default.aspx)
- Guidance on Safeguarding in International Development Research, including important questions for research funders, HEIs and others (UNICEF, 2020)
- Protection from Sexual Exploitation, Abuse and Harassment Implementation Data Reference Handbook (HSA/Abuse, 2020) – handbook of resources including for developing policies and practices to prevent, and respond appropriately to, sexual misconduct

What can monitoring look like?

Resources (toolkits, handbooks, guidance)



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# Thank you!

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