GENDER EQUALITY

HOW GLOBAL UNIVERSITIES ARE PERFORMING

PART 1

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Contents

Executive summary

Gender equality has come a long way since International Women's Day was founded 111 years ago. There are more women with access to education, and in senior leadership positions, and there is greater equality in civil and political rights.

But there is still far to go. Women and girls continue to suffer discrimination and violence. Women earn, on average, lower salaries than men and they are often still not present in equal numbers in business or politics. In many lower-income countries and in rural areas, women still have lower levels of access to education than men.

The Covid-19 pandemic has both shone a spotlight on these inequalities and raised new barriers for girls and women, leading to concerns that most of the equity gains of recent years could be lost if there is not sufficient intervention.

In this context, this report examines how well higher education institutions across the globe are performing when it comes to making progress towards gender equality, with worldwide and country-level analysis on 18 different indicators and detailed case studies from five universities that are leading on this work in their regions.

Universities hold a unique position in society that makes them critical actors for change in this area.

Through the education they provide, they can ensure that female students have equal chances when it comes to application, admission and completion rates; they can teach curricula where women are equally represented; and they can educate students on gender equity.

Through their research, they can expose the ways in which girls and women are discriminated against and they can ensure that datasets include the perspectives of women.

As organisations, they can ensure that female staff have equality when it comes to recruitment, promotion, pay, funding and workload and that women have mentors and role models.

And as pillars of their communities, they can help address gender inequality in wider society by engaging in outreach projects that support women with education, employment and empowerment.

The report finds that:

- Universities in Oceania are furthest ahead in their commitment to gender equality
- Female students outnumber male students globally, particularly in medicine and arts, humanities and social sciences (AHSS), but there are still fewer women in science, technology, engineering and mathematics (STEM)
- Several Asian countries have high proportions of women in STEM subjects, and a higher share of women enrolled in a STEM degree than in AHSS
- African universities are the most equal when it comes to the shares of female students across different subject areas
- Globally, universities are more focused on measuring women's access to higher education (about four in five universities track male and female application rates separately) than tracking their outcomes and success rates (less than two-thirds of them track women's graduation rates and have plans aimed at closing the gap)
- Less than two-fifths of senior academics are women globally, while less than a third of authors in research papers are women
- Most universities claim that they have various policies and services that support women's progress, but the share able to supply relevant evidence was far lower. This suggests that many institutions are not being transparent about their progress towards gender equality and that university communities may be unaware of the existence of gender-equal policies or the availability of services aimed at supporting women
- Besides basic disaggregated data-gathering, common gender-related policies that universities reported include non-discrimination against women (89 per cent), protection for those reporting discrimination (86 per cent), tracking application, acceptance and completion rates for women (83 per cent) and women's access schemes (81 per cent)
- Nine out of 10 universities support work-life conciliation for their staff and faculty by adopting maternity and paternity policies, and seven out of 10 have childcare facilities accessible for employees. Fewer universities (59 per cent) have these facilities also accessible for students
- Transgender rights are a new frontier in the fight for gender equality, with policies of non-discrimination against transgender people existing in 70 per cent of reporting universities globally, but completely missing in several countries.
- Leading universities are going beyond non-discrimination and taking an active role in the prevention and sanction of violence and harassment against women, as well as in engaging with their communities for the promotion of gender equity beyond the boundaries of their campuses.

A second report on this topic will be published in May 2022, including a literature review, more recent data, more in-depth analysis and recommendations for universities.

Analysis

INTRODUCTION

In many ways, universities have been a positive force in the journey towards gender equality. Academic research has exposed the ways in which girls and women are discriminated against, while the increasing enrolment and recruitment of female students and staff have led to more women in positions of power and more women with agency over their lives.

But universities also have a wider role to drive forward gender equality in their communities.

As campaigners fight to ensure that progress on gender equality does not move backwards, how is the higher education sector performing? Is it setting a leading example for other industries in terms of the recruitment of women and the policies and services in place to tackle inequality and discrimination?

Many countries have data on the number of female students and university staff. But information on universities' own policies and services is much rarer. International comparisons also remain difficult.

This is where *Times Higher Education*'s impact indicators can help to give a glimpse of the wider picture. These indicators are designed to assess how universities are tackling the global problems described in the United Nations' Sustainable Development Goals (SDGs).

The institutional data for these impact indicators are provided directly by universities, which opt in to take part in the exercise. They can submit data on as many of the SDGs as they are able. The voluntary effort required in gathering and providing the data already suggests that they are committed to taking action to achieve sustainable development in those areas.

Several of the 17 SDGs incorporate elements that relate to gender equality, but SDG 5 – "achieving gender equality and empowering all women and girls" – explicitly addresses the issue. Although universities have opted to implement a range of policies, structures and activities in relation to SDG 5, the impact indicators are the only proxies to date that demonstrate universities' contributions to SDG 5 at a global scale. In total, 776 institutions provided data on their contributions to SDG 5 in 2021, out of more than 1,200 institutions participating overall, making it the fourth most popular SDG globally and also within most regions in terms of participation. SDG 17 (partnerships for the goals) was the most popular SDG for methodological reasons, followed by SDG 4 (quality education) and

776

institutions provided data on their contributions to SDG 5 in 2021

SDG 3 (good health and well-being). However, in Oceania, SDG 5 is the fifth most-represented goal, whereas in South America it is sixth. In all other regions, it is fourth. Although these 776 universities represent a fraction of all higher education institutions worldwide, they hail from 87 different countries or territories, and 26 of those have at least 10 institutions participating, providing a useful international snapshot of how the sector is performing.
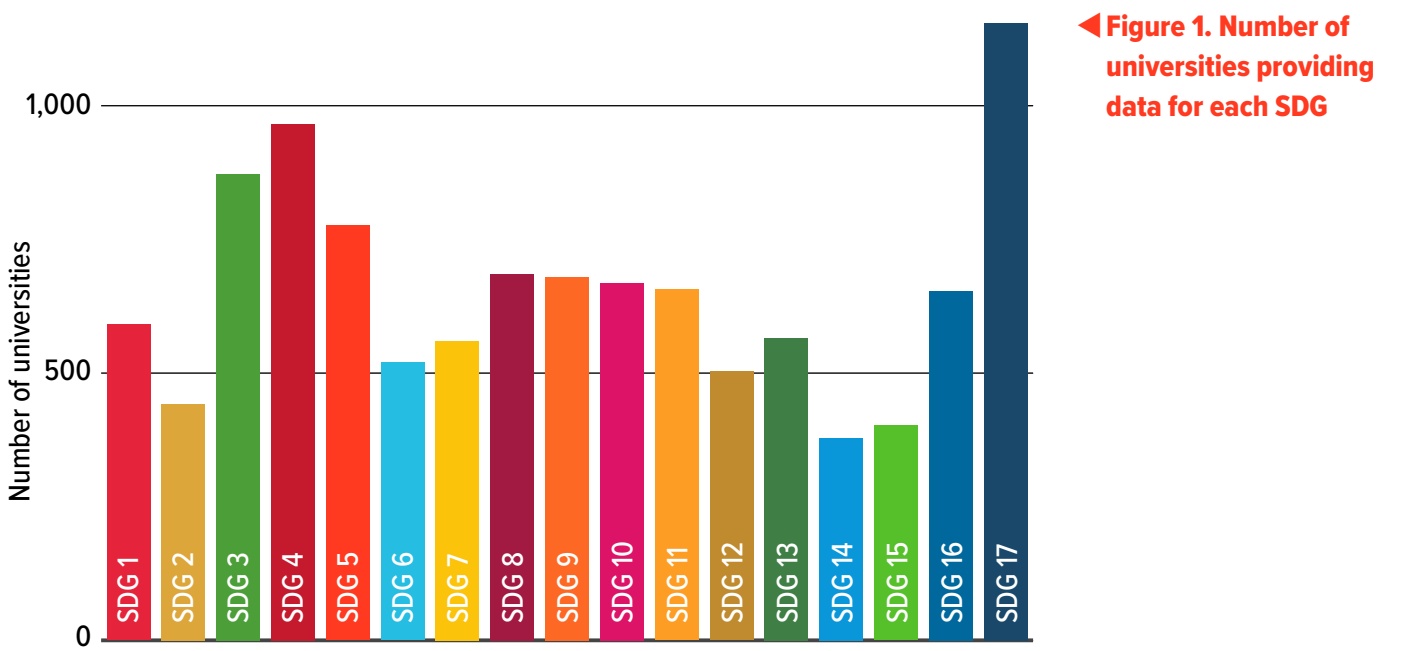
◀ **Figure 1. Number of universities providing data for each SDG**

For SDG 5, each university participating was scored across six different areas, which address how universities are providing access to women and supporting their academic progression: research, including bibliometric indicators on research into gender equality, as well as the share of authors in research papers who are women; the share of first-generation female students; measures addressing female student access; the share of senior female academics; the share of women receiving degrees; and measures of women's progress.

SDG 5 explicitly focuses on supporting and uplifting women and girls, but it has implications for achieving all SDGs, including quality education (SDG 4). We cannot hope to develop world sustainability if the needs of more than half of our population are not addressed. In this spirit, the SDG 5 impact indicators reward higher shares of female students and academics (rather than rewarding parity). This method was selected based on the rationale that the long history of discrimination against and underrepresentation of women needs to be overcome with additional counterbalancing efforts beyond the ideal balanced gender ratio. Issues relating to men being underrepresented in certain disciplines are covered by SDG 10 (reduced inequalities), which is beyond the scope of this report.

Significant limitations in the availability of comprehensive disaggregated global data prevent us from taking a non-binary view of gender equality that covers the full spectrum of gender identities. Therefore, the analysis focuses on disparities between women and men.

While performance across the world, and within nations, varied, the following map suggests that Sweden, Australia, New Zealand and South Africa had the highest scores on SDG 5 (in descending order). However, the score for some

nations may be skewed if only a small number of universities from a country volunteered to participate; Sweden, for instance, has only one institution.

The countries with the highest average overall scores and at least 10 participating institutions are (in descending order of score): Australia, the UK, Canada, Spain and the US. Those tend to be nations with abundant available documentation of their activities in the area of gender equality, often in line with requirements from their respective governments.

◀ **Figure 2. Average SDG 5 score per country**
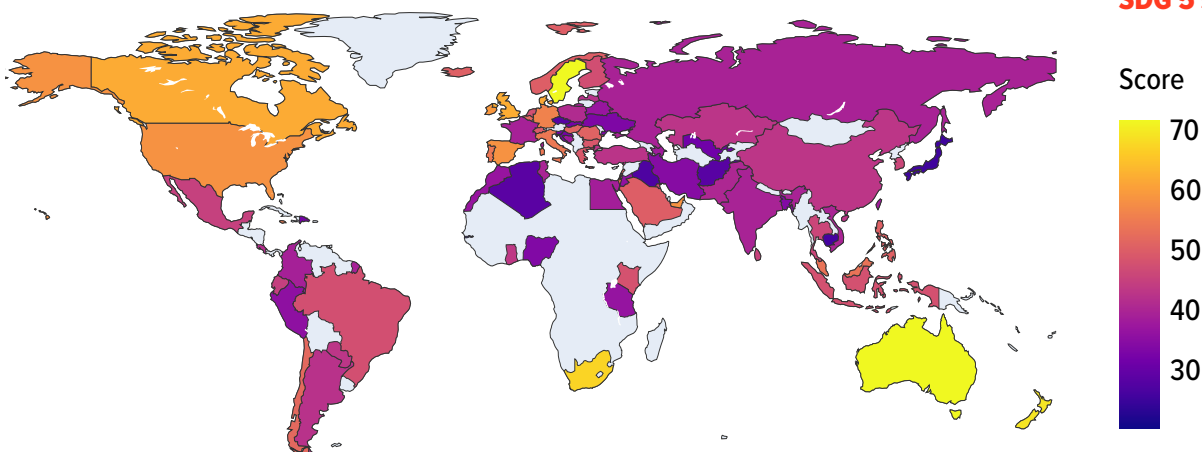
Source: *Times Higher Education*

While the average scores provide a useful overview of overall pockets of excellence in gender equality, in this report we will be drilling into performance in three areas: students, research and academics, and university-wide policies and services. Country-level analysis will be restricted to the following 26 countries or territories where at least 10 institutions submitted data on SDG 5.

◀ **Figure 3. Countries/ regions where at least 10 institutions submitted data on SDG 5**

Note: The maximum possible average score is 100

Country/region	Number of institutions	Average SDG 5 score
Australia	19	71.4
United Kingdom	35	62.0
Canada	17	61.7
Spain	31	58.2
United States	27	58.2
Italy	11	54.2
Portugal	10	54.1
Malaysia	10	53.4
Chile	11	51.8
Indonesia	15	47.6
Brazil	27	47.4
Thailand	14	45.7
Mexico	17	44.8

Country/region	Number of institutions	Average SDG 5 score
Turkey	36	42.5
Pakistan	30	40.2
India	34	39.4
Russian Federation	44	39.4
France	13	39.0
Colombia	10	38.9
Egypt	23	38.5
Taiwan	23	38.1
Iran	21	34.4
Ukraine	10	33.2
Uzbekistan	12	31.4
Iraq	30	27.0
Japan	48	25.2

STUDENTS

Eight of the 18 indicators measuring impact on SDG 5 relate to the student population. Two of these are quantitative: the proportion of women receiving degrees and the proportion of first-generation female students. The remaining indicators are based on evidence of institution-level policies and initiatives. We ask whether universities track application, acceptance and completion rates for female students, and whether they have a policy to address these rates; whether there is provision of appropriate women's access schemes, such as mentoring or scholarships; whether universities encourage applications by women in subjects where they are underrepresented; whether there are women's mentoring schemes in which at least 10 per cent of female students participate; and whether universities track women's graduation rate compared with men's and, if so, whether there is a scheme in place to close any gap. The evidence is provided directly by universities but evaluated and scored by *THE*.

◀ **Figure 4. Global results for student-related indicators**

	Indicator	Average %
% of:	Women receiving degrees	54
	First-generation female students	37
% of institutions that:	Track application, acceptance and completion rates for female students	83
	Have a policy to address application, acceptance, entry and participation rates for female students	69
	Have women's access schemes, such as mentoring or scholarships	81
	Encourage applications by women in subjects where they are underrepresented	78
	Have women's mentoring schemes in which at least 10 per cent of female students participate	69
	Track women's graduation rate compared with men's and scheme to close gap	64

For each qualitative indicator in SDG 5, in addition to asking universities whether or not they provide the service or fulfil the condition, we ask them to provide evidence of their activity in the form of a document.

Extra points are awarded in the scoring if the document is publicly accessible; this is important because it enables the university community and general public to, in the case of policies, hold the institution accountable for their commitments, and in the case of services, be aware of what is offered so they can access it. When we ask about the evidence of a policy, we also assess whether the policy is recent (created or reviewed in the last five years); if it is, we award an extra point.

One caveat to the evidence-based data for SDG 5 is that universities in English-speaking countries tend to be more likely to submit evidence; they provide evidence in 75 per cent of cases versus 38 per cent for other nations.

But as long as this is borne in mind when analysing the data by geography, the results still give interesting insights into the performance of universities.

◀ **How do we evaluate evidence?**

| **Student-related SDG 5 scores per region** | 2.2.1 |

Looking at the data breakdown by world region, as shown in Figure 5, Oceania (made up of 19 institutions in Australia and six in New Zealand for SDG 5) appears to be the furthest ahead based on institutions' average scores across all of the student-related indicators; its median score is around double that of Africa, Asia, Europe and South America.

North America also achieves a relatively strong performance, with the majority of its institutions gaining a score of over 50 out of 100.
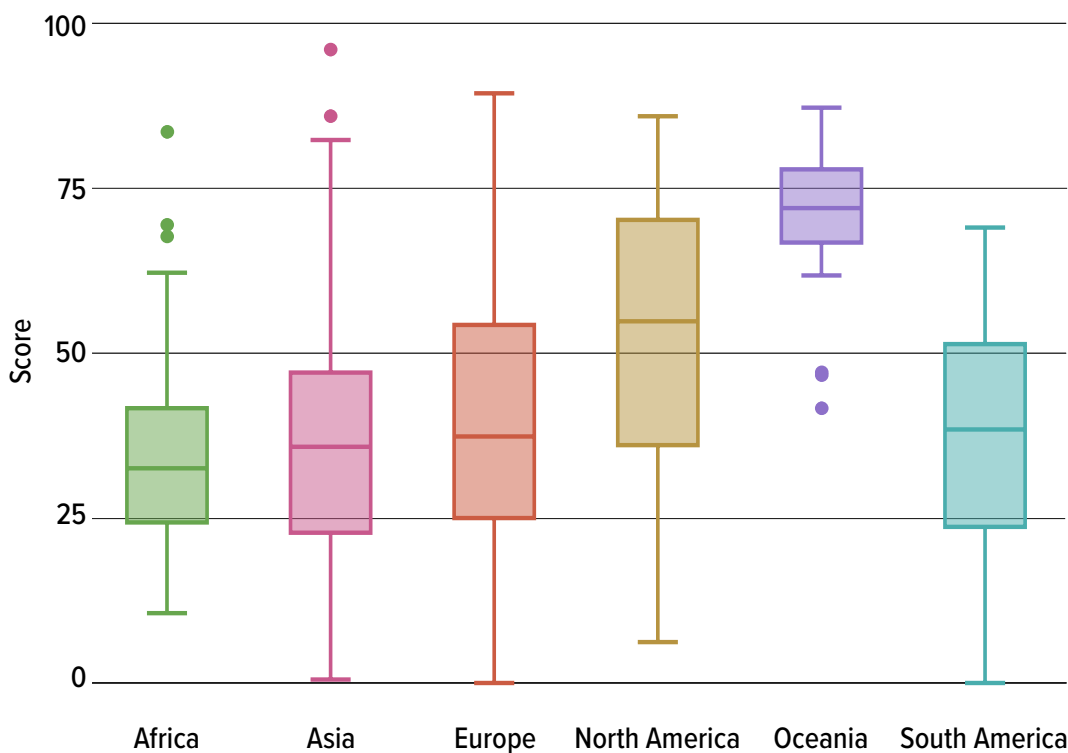
◀ **Figure 5. Distribution of scores per region for student-related indicators**

Note: The boxplots show the distribution of scores, with the middle line in each box representing the median score and the ends of the whiskers showing the maximum and minimum scores, excluding any outliers. Outliers are represented by the dots located outside the whiskers.

Across the 776 institutions participating in SDG 5, 54 per cent of students awarded a degree in 2019 were female. One might assume that this means women have gained true equality, at least in terms of representation. However, subject-level data tell a different story; on average, the share of female students drops to 41 per cent for STEM subjects and rises to 66 per cent for medicine and 61 per cent for arts, humanities and social sciences. The increasing number of female students at the overall enrolment level may also perversely reflect gender equality issues in broader society, including the fact that the gap between the average earnings of people who do and do not go to university is larger for women than for men, as well as other factors, such as that female-dominated careers such as nursing and teaching now require a degree. Meanwhile, there are regions, such as many parts of the Middle East, where traditionally women have been largely excluded from the workforce; in these cases, there might be greater incentive for women to transition to university after school. Experts on this topic have also previously highlighted that there is a "premium" placed on "the educated housewife" in the Middle East.

Africa is the continent with the least disparity between the proportion of female graduates in the three subject areas, while Oceania shows the greatest differences, with almost twice the share of women graduating from medicine as STEM subjects (see Figure 6).

Continent	Number of universities	STEM (%)	Medicine (%)	Arts, Humanities, Social sciences (%)
Africa	49	47	60	60
Asia	341	41	64	60
Europe	231	42	69	63
North America	66	39	73	59
Oceania	25	38	75	62
South America	64	41	65	60

◀ **Figure 6. Share of women receiving degrees per field of study, per region**

However, the six countries with the highest proportion of women in STEM are all in Asia, and in three of these nations this amounts to more than 50 per cent: Thailand, Iran and Uzbekistan.

Country	% women in STEM
Thailand	54.4
Iran	51.4
Uzbekistan	50.4
Malaysia	49.3
Iraq	47.6
Pakistan	47.1
Spain	46.2
Brazil	45.3
Russian Federation	44.8
Indonesia	44.7

◀ **Figure 7. Countries with highest share of women receiving degrees in STEM programmes**

Note: Only includes countries where at least 10 institutions submitted data

The data also allow us to determine, at the level of each institution, the split between female graduates who followed a STEM degree versus an arts, humanities or social sciences (AHSS) degree. We have excluded medicine from the analysis in this case because it is not taught by all institutions.

Among all female graduates at the 776 participating institutions in 2019, 54 per cent undertook a degree in AHSS, compared with 30 per cent in STEM. As a result, the average "humanities bias" – the difference between the share of female graduates in AHSS versus in STEM – is 24 percentage points. Countries with the highest average "humanities bias" are (in descending order) Spain, Italy, the UK, Australia and Portugal. However, more than a fifth of institutions – 171 in total – have a negative "humanities bias", meaning that a larger share of their female graduates was enrolled in a STEM degree, rather than one in AHSS. Six countries have, on average, a STEM bias: India, Iran, Pakistan, Uzbekistan, Indonesia and Thailand. India shows a particularly large STEM bias of 25 percentage points on average.

This appears to back up previous research which has found that women in countries with low levels of gender equality overall are more likely than those in more equal countries to gain STEM degrees. One potential explanation is that the value of a STEM degree is higher in less developed countries.

First-generation female students

Universities participating in SDG 5 are also asked to disclose the proportion of female students who identify as being the first person in their immediate family to attend university. This shows the extent to which universities are supporting disadvantaged female students, although national policies and economic environments may have an impact on this figure too. The average share across all participating institutions is 37 per cent, rising to 41 per cent at European universities and dropping to 26 per cent in North America. The countries with the highest average percentage of first-generation female students are Spain and Iraq, where the majority of female students identify as first-generation. However, some studies have found that girls in low-income and rural areas have been particularly vulnerable to missing out on education during the pandemic; this may have a knock-on effect on the share of first-generation female students enrolling in university in future years in some parts of the world.

Continent	Average share of first-generation female students (%)
Africa	36
Asia	39
Europe	41
North America	26
Oceania	40
South America	40

◄ **Figure 8. Average share of female students who identify as first generation, per region**

Country	Average share of first-generation female students (%)
Spain	55
Iraq	51
Brazil	45
Pakistan	43
Iran	43

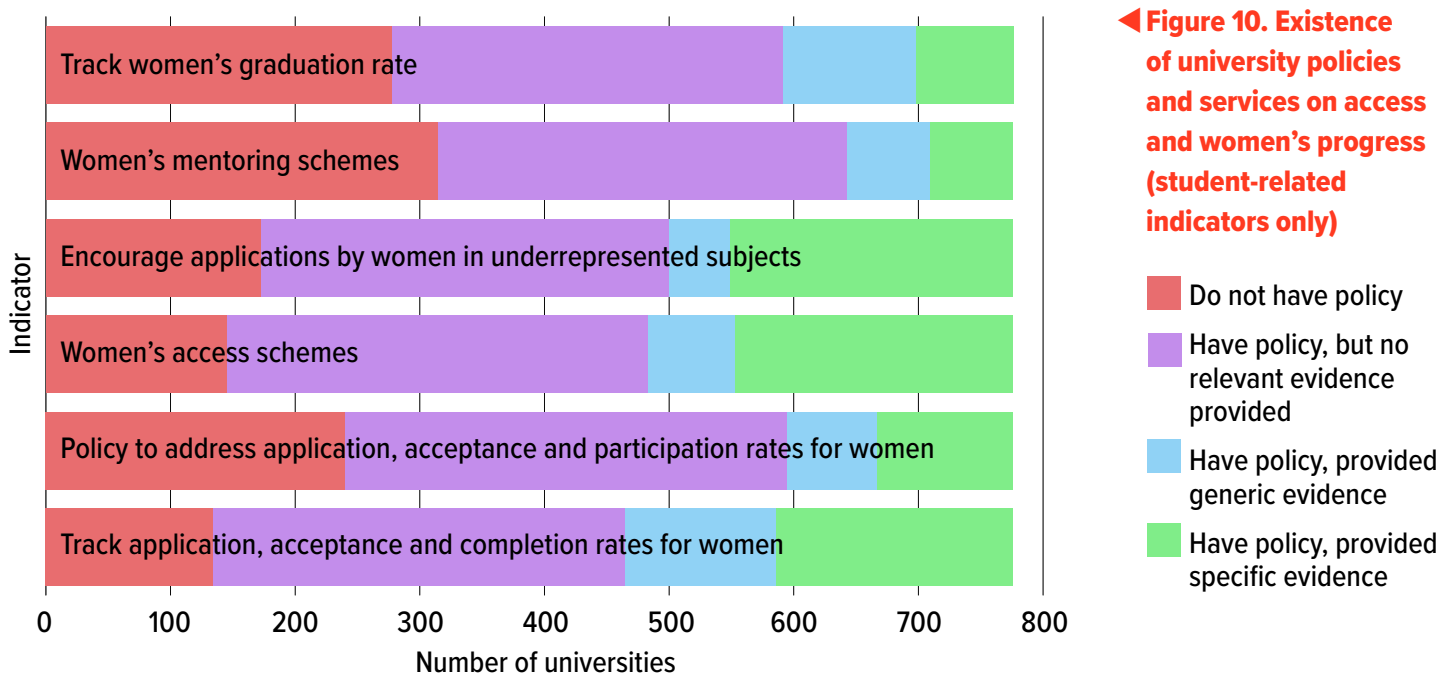◄ **Figure 9. Countries with the highest share of female students who identify as first generation**

Note: Only includes countries where at least 10 institutions submitted data

When it comes to the indicators on universities' policies and services, the majority of institutions initially declare that they do have these measures of access and women's progress. But the proportion of universities able to supply relevant documentation is often lower (see Figure 10). The questions where the fewest institutions shared relevant evidence are those regarding the tracking of women's graduation rate and the existence of women's mentoring schemes for existing students (in which at least 10 per cent of female students participate); the latter are only provided by 59 per cent of universities and less than a third of those provided evidence. While almost two-thirds (64 per cent) of institutions say they are tracking women's graduation rates compared with men's, less than half of those (37 per cent) provided evidence and, of those that did provide evidence, it was sufficiently detailed and relevant in only 42 per cent of cases. The policies and services where the most institutions provided evidence were around tracking application, acceptance and completion rates for female students and providing appropriate women's access schemes, such as mentoring or scholarships, for prospective students.

◀ **Figure 10. Existence of university policies and services on access and women's progress (student-related indicators only)**

█ Do not have policy

█ Have policy, but no relevant evidence provided

█ Have policy, provided generic evidence

█ Have policy, provided specific evidence

However, there are significant regional variations for some of the indicators. In some countries, a large percentage of institutions say they run the programme or have the policy asked about, while in others very few do.

The indicator with the highest variance across countries is the tracking (and comparing) of women's graduation rate; just 29 per cent of Japanese institutions do this, compared with 91 per cent of UK ones.

The indicator with the least geographical variance is the tracking of female students' application, acceptance and completion rates, with country

averages ranging from 63 per cent of institutions in Brazil to 100 per cent in Chile, Egypt and Uzbekistan.

This discrepancy between two similar indicators – the tracking of female students' application, acceptance and completion rates and the tracking (and comparing) of women's graduation rate – highlights a thorny and well-researched issue in the subject of gender equality, and equality more broadly: improving access is, of course, necessary but not sufficient in itself, and in the absence of schemes designed to ensure that targeted demographics (such as women) have comparable success rates and outcomes as others, improving access cannot fully solve the problem. While there is broad worldwide consensus on the necessity of ensuring equal access to female students (83 per cent of all institutions have a policy on this), monitoring the success of those female students is only done by 64 per cent of institutions.

Some regional variations in the data also raise questions about the suitability – and the potential limitations – of a global framework for measuring gender equality and whether some indicators are more or less relevant in different local contexts. For example, in Europe, just 48 per cent of institutions say they run women's mentoring schemes (compared with a global average of 59 per cent). Many European countries perform well overall for gender equality, so it could be that in those nations women's mentoring schemes are seen as less necessary than they are in other regions of the world. However, it is important that countries that have achieved strong progress towards gender equality do not become complacent; there is still a lot more work to be done, as highlighted in the next section of the report on research and academics.

RESEARCH AND ACADEMICS

The SDG 5 impact indicators also include four measures that relate to research and the academic population: the proportion of authors who are women; the number of publications on gender equality; the proportion of papers on gender equality in the top 10 per cent of journals as defined by Citescore; and the proportion of senior female academics. These indicators help us explore whether female academics are given the same opportunities as their male counterparts and whether female students are likely to have role models among their teachers and supervisors. They also reveal universities' academic contributions to SDG 5.

Indicator	Average
Percentage of senior female academics	36.0%
Percentage of female authors	29.0%
Number of publications on gender equality, 2015-19	61.2
Percentage of publications on gender equality in the top 10 per cent of journals, 2015-19 (as defined by Citescore)	16.7%

◀ **Figure 12. Global results for academic- and research-related indicators**

Research- and academic-related SDG 5 scores per region   2.3.1

As was the case with the student measures, Oceania is the strongest-performing region based on institutions' median scores across the four research-related indicators, with even the lowest-performing institution in the continent scoring 70 out of 100. However, other continents are closer behind this time; North America and Europe achieve a median score of over 60 out of 100, while South America's is over 50. All regions are also home to at least one top-performing institution in this area, as reflected by the ends of the whiskers in the box plot reaching above 80 out of 100 in each case.
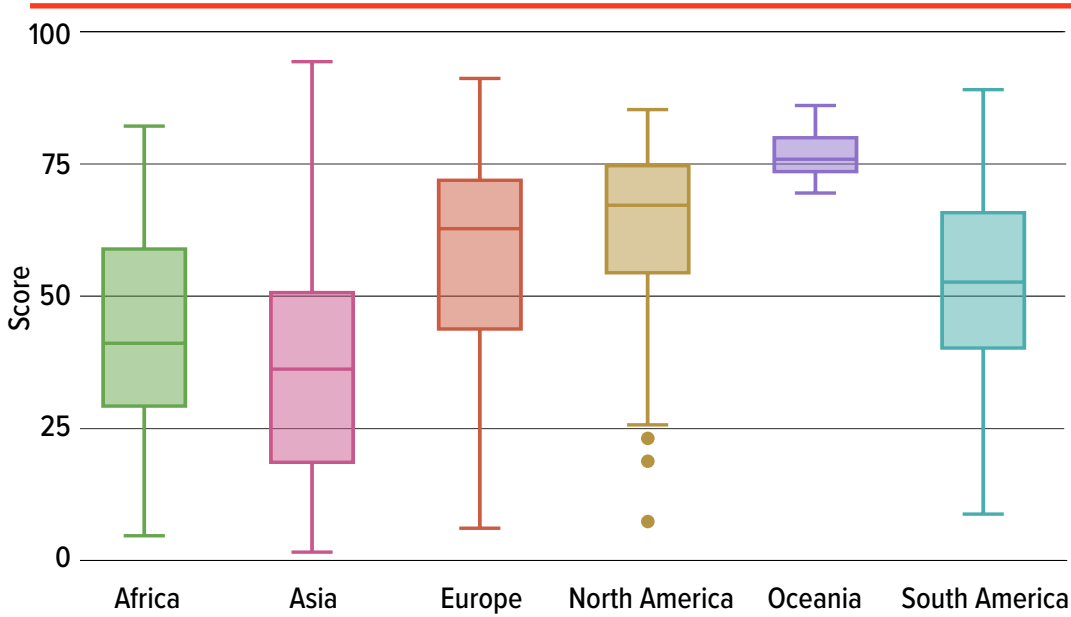
Senior female academics

2.3.2

The average percentage of senior academics who are women across all participating universities is 36 per cent. This includes professors, deans, chairs and senior university leaders; it does not include honorary positions. At just over a sixth of institutions (138), more than half of senior academics are female.

The averages by country range from 15 per cent in Japan to 48 per cent in Russia. But by region, it is noticeable how consistent the median scores are, with all of them falling between 30 and 40 per cent. The distributions show that in at least half of the participating universities in all regions there is a gender gap in academic leadership. In a small number of institutions in Asia, there are no senior female faculty.
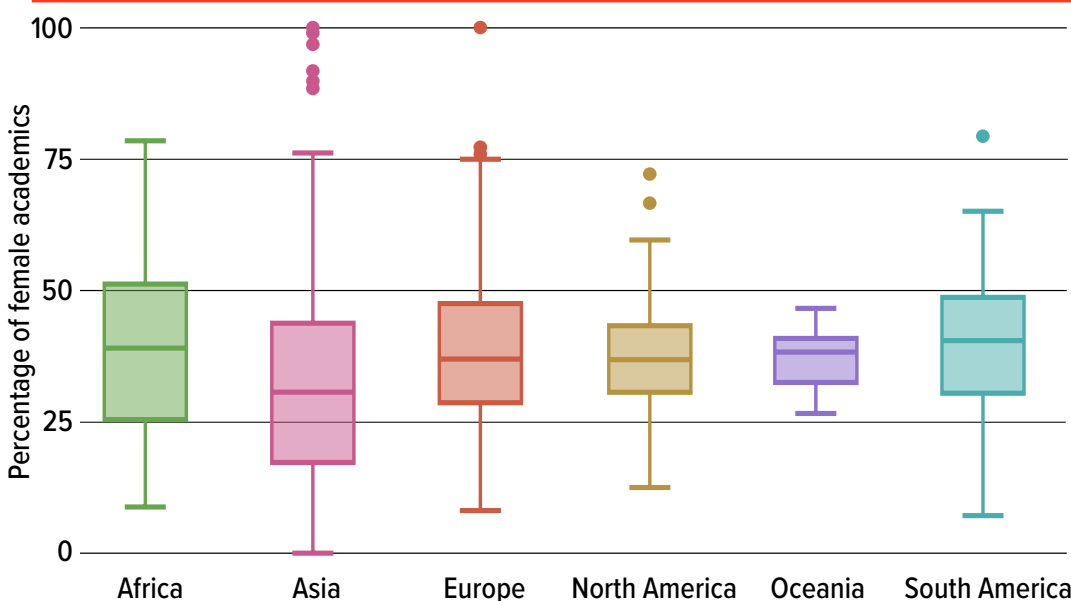
Female academic authors

Perhaps surprisingly, universities appear to be performing even worse when it comes to their proportion of authors in research papers who are women. The average share across all institutions is just 29 per cent, while at only 55 universities (or 7 per cent of the total) are more than half of authors women. The averages by country range from 9 per cent in Iraq to 43 per cent in Portugal. When these figures are compared with the overall share of female students at universities (54 per cent), as detailed earlier in the report, it demonstrates how much more work still needs to be done to encourage and support women to stay in academia and progress up the ranks.

Other research also suggests that the share of female authors was likely to be even lower during the pandemic. One recent study from a group of researchers based across Europe analysed new article data from more than 2,300 journals and found that men increased their submission of article manuscripts to journals in the first few months of the pandemic more than women, especially those working as junior researchers or in health disciplines. Meanwhile, data from Digital Science found that the share of female first authors fell compared with previous years in some months of 2020 – something that has been attributed to women taking on a disproportionate amount of childcare during lockdowns. However, it also found that women's research output appeared to bounce back in the latter part of 2020 as the lockdowns that closed schools and nurseries in many parts of the world were eased. It remains to be seen whether these unproductive research periods for female academics will have an impact on the hiring, promotion and funding of women.

◄ How is the share of female authors calculated?

The data for this indicator are provided by Elsevier's Scopus dataset. The indicator is based on the total number of authors found on publications between 2015 and 2019. This means that some authors are counted more than once if they are an author on more than one paper. The gender of authors is estimated by Elsevier; authors were removed from the calculation if a gender of female or male could not be reliably assigned. One caveat to the data is that it was particularly difficult to assess the gender of authors in countries where names are not always gendered, such as some Asian countries.

Gender equality-related research

The two measures that relate to research on the subject of gender equality offer an indication of both the quantity and quality of this work. The indicator on the number of publications is not scaled by the size of the institution, as it aims to explore the overall impact of a university; however, the Citescore indicator allows for a more relative measurement of impact.

When looking at regional averages, the number of publications is highly correlated with their quality, as demonstrated by Figure 15. For example, institutions in Oceania published an average of 250 papers

relating to SDG 5 between 2015 and 2019 and 28 per cent of those are in the most-cited journals. Europe is slightly above the trend line, with more publications in top journals than their total number would suggest, while South America shows the reverse.

However, the correlation is less clear when looking at country-level averages, and there are some obvious outliers. Canada and Australia fit the trend, with very high average numbers of publications (both around 300) and about 25 per cent of those in top journals. Other countries and territories show a large share of top-journal publications for relatively few total publications, such as Egypt (13 papers on average, 19 per cent in top journals), Taiwan (19 papers, 20 per cent in top journals) and Pakistan (six papers, 13 per cent in top journals).

In recent years, academics have raised concerns over increasing attacks on the discipline of gender studies in several countries, including Brazil, Germany, Hungary, Poland and Russia. Of those nations, only Brazil and Russia have a substantial number of institutions submitting data on SDG 5. Russia has a very low average number of publications on gender equality (five), with 7 per cent of those appearing in top journals. Brazil fares better, with an average of 55 publications, 10 per cent of which are in top journals. However, the extent to which attacks on the discipline of gender studies have affected these numbers is not clear from the data.

UNIVERSITY-WIDE POLICIES AND SERVICES

There are six SDG 5 indicators that relate to university-wide policies and services on gender equality, meaning that they are applicable to all staff and students. These ask whether an institution has: a policy of non-discrimination against women, a policy of non-discrimination against transgender people, maternity and paternity policies that support women's participation, accessible childcare facilities for students, accessible childcare facilities for staff and faculty, and a policy protecting those reporting discrimination from educational or employment disadvantage. These policies are direct, practical ways in which universities are addressing gender disparities at the institutional level.

◀ **Figure 16. Global results for university-wide indicators**

	Indicator	Average %
% of institutions that have:	A policy of non-discrimination against women	89
	A policy of non-discrimination against transgender people	70
	Maternity and paternity policies that support women's participation	90
	Accessible childcare facilities for students	59
	Accessible childcare facilities for staff and faculty	69
	A policy protecting those reporting discrimination from educational or employment disadvantage	86

SDG 5 scores related to university-wide policies and services, per region

2.4.1

Once again, universities in Oceania are generally ahead of those in the rest of the world on these measures, but institutions in North America also perform well. African universities tend to be less likely to have these policies and services. Nonetheless, in all regions except for Oceania, there are institutions that do not have any of these university-wide policies and services and therefore score zero.
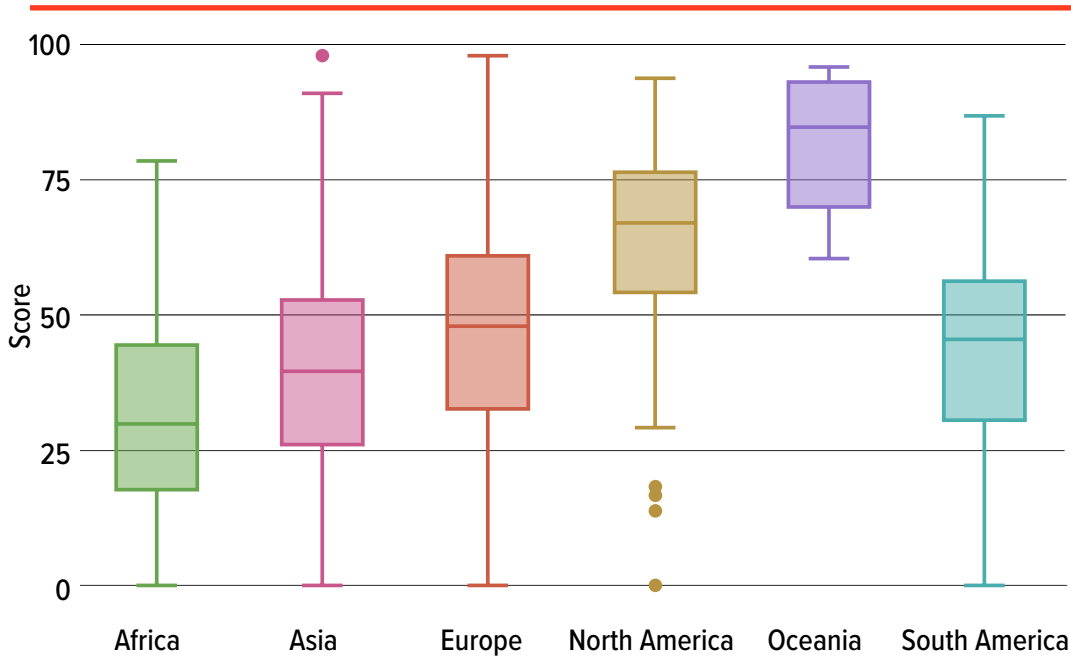
Note: The boxplots show the distribution of scores, with the middle line in each box representing the median score and the ends of the whiskers showing the maximum and minimum scores, excluding any outliers. Outliers are represented by the dots located outside the whiskers.

Evidence provided for university-wide policies and services   2.4.2

The existence of university-wide policies and services on gender equality is even more geographically varied than the student-focused measures explored earlier in this report. This perhaps reflects the fact that the university-wide indicators asked about may be more dependent on local cultural, social and demographic contexts.

For example, in countries where childcare is readily available, universities might not feel like they should offer it: the nation with the lowest percentage of institutions providing childcare facilities to students is France, at just 15 per cent (compared with 100 per cent of Canadian and Australian institutions). The existence of such services might also be related to the average age of parents in the country; nations where people tend to have children later will be less likely to see much need for such facilities to be offered to students, although an increase in continuing education and people pursuing degrees later in life may change this.

Other cultural factors can play a role, including the recent advances in awareness of and support for transgender issues. Policies of non-discrimination against transgender people are the most varied by country, with average scores per country ranging from 14 per cent in Iraq and 17 per cent in Iran to 100 per cent in Australia, Italy and the UK.

Policies of non-discrimination against women have the smallest geographical variance: in 16 out of the 26 countries analysed, at least 90 per cent of the participating universities have such policies.
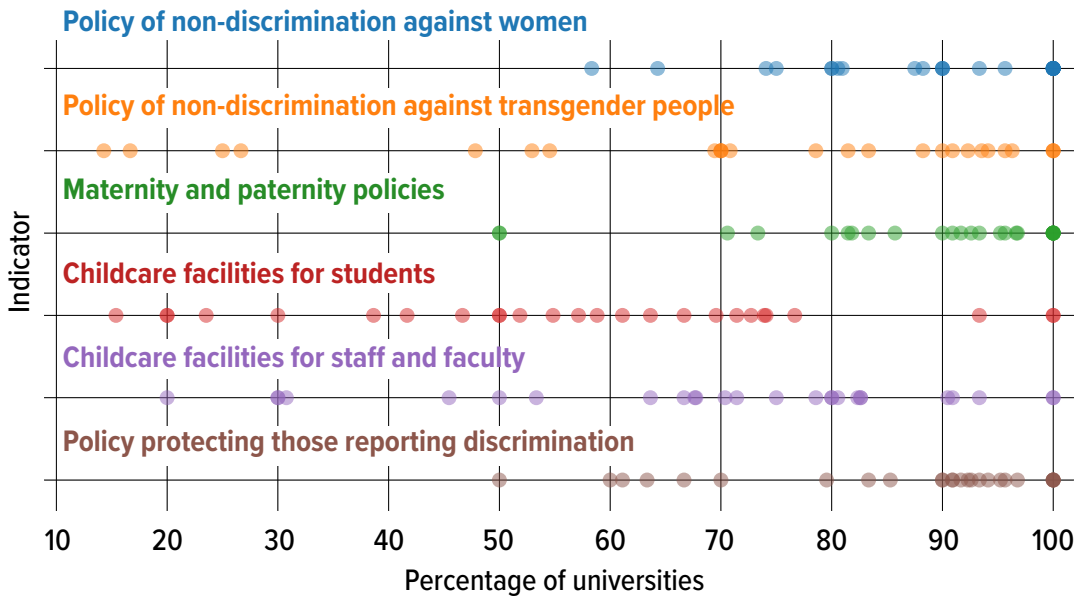
However, the share of universities that supplied evidence for these policies was once again lower, as with the student-focused indicators. While 70 per cent of universities said they had a policy of non-discrimination against transgender people, just 16 per cent supplied specific evidence. Similarly, 89 per cent said they had a policy on non-discrimination against women, but just 17 per cent provided specific evidence.

The data on these two policies reflect, to a certain degree, the progress that has been made on gender equality worldwide as well as the amount of work that still needs to be done. The relatively small amount of geographical variance for the non-discrimination against women indicator suggests that a certain baseline of support for gender equality has been achieved in most countries across the world, but the data also suggest that transgender rights are a new frontier in the fight for gender equality that is only starting to emerge in some countries and is advancing slowly. Not a single university in a Middle East country submitted specific evidence of a policy of non-discrimination against transgender people, which suggests that it is still not seen as a priority in some nations.

However, the measure on a policy of non-discrimination against women was the indicator with the least relevant evidence submitted overall (of those that provided evidence, just 35 per cent provided documents that were specific enough) which may reflect the fact that it is a legal requirement in many countries. In many cases, institutions will rely on the existence of such a legal framework and correctly state that they do have such a policy, but rarely will they go much further than the law and design their own guidelines detailing how they address issues of discrimination against women. Just 19 per cent of the institutions that said they had a policy of non-discrimination against women provided sufficiently specific evidence.
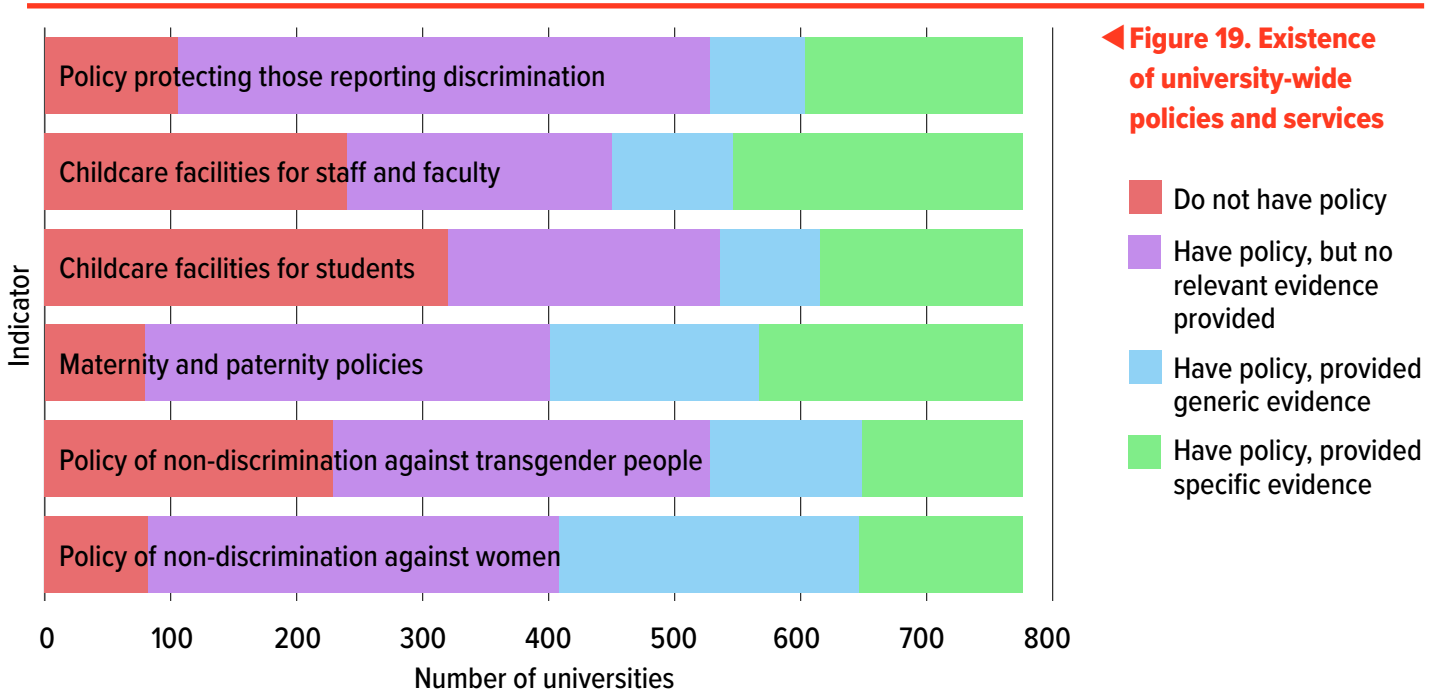
Figure 19. Existence of university-wide policies and services

Indicator (y-axis):
- Policy protecting those reporting discrimination
- Childcare facilities for staff and faculty
- Childcare facilities for students
- Maternity and paternity policies
- Policy of non-discrimination against transgender people
- Policy of non-discrimination against women

Number of universities (x-axis): 0 – 800

Legend:
- Do not have policy
- Have policy, but no relevant evidence provided
- Have policy, provided generic evidence
- Have policy, provided specific evidence

The policies were also assessed for recency. Policies of non-discrimination against transgender people were the most recent overall, with 83 per cent of such policies having been created or reviewed within the past five years. The least recent were maternity and paternity policies, at 72 per cent. Regions where certain policies are common also tend to be areas where these policies are more recent. In Oceania, 98 per cent of the policies were created or reviewed within the past five years, versus 62 per cent in Africa.

Case studies

AMERICAN UNIVERSITY OF BEIRUT, LEBANON

Background

The American University of Beirut (AUB) opened in 1866 under a charter by the State of New York. In the academic year 1920-21 it accepted its first female students, meaning it has now surpassed its centennial year of women at the institution.

A recent World Bank report finds that Lebanon has made progress in "reducing the differences between women and men" in terms of their skills and capacities in certain areas, such as in health and education, but that "gender inequality is endemic to all aspects of life". The report highlights the lack of legal protection against gender discrimination in the country. This suggests that AUB is operating in a very challenging environment; however, it is making advances in gender equality despite these limitations.

Strategic approach

a. Mission and values
According to its mission statement, AUB believes deeply in and encourages freedom of thought and expression and seeks to foster tolerance and respect for diversity and dialogue.

Fadlo Khuri, president of the university, has said that diversity and inclusion are among AUB's top priorities, "and the positive impact is three-fold benefiting the students, their communities, and the university itself".

b. Policies and regulations
AUB has a "non-discrimination and anti-discriminatory harassment policy" which covers gender and gender identity, as well as a separate sexual harassment policy and a maternity policy.

Because the institution is run under a US charter, it has to abide by Title IX, the US federal civil rights law which prohibits sex-based discrimination in any school or other education programme that receives federal money.

Women and gender studies

The university has a Women and Gender Studies (WGS) initiative, which was launched in 2016. It runs courses on gender equality, including a minor in women and gender studies in which students take five courses related to gender.

The WGS initiative runs a programme called Tomorrow's Leaders Gender Scholars Program for female and male students who are recipients of financial aid. Students on this programme enrol on at least one gender studies course, attend professionalisation workshops, write papers and participate in leadership events. They work closely with professors, experts and activists. For the semester in which they are enrolled their tuition is paid for by the programme. This initiative is supported by the US Department of State's Middle East Partnership Initiative.

As a university with a US charter, AUB follows the US tradition of requiring students to take general education courses. The WGS initiative runs several of these optional modules, such as gender and nutrition, gender and public health, and gender and statistics. The centre has been increasing the range of gender-related courses it offers, and it now has at least one course in every faculty.

From next academic year, AUB will include a social inequalities requirement in the general education curriculum. It will provide a list of courses related to inequality and it will be compulsory for students to take at least one.

The WGS initiative also supports research into gender equality. It organises a regular reading group and writing group for all faculty working on gender issues, among other events.

The initiative's aim is to foreground gender as a site of intellectual inquiry, critical thinking and creative exploration. Students explore how different academic fields and disciplines view the operation of gender in the labour market, social movements, the family, healthcare, political systems, and cultural productions and representations.

Leadership, equity and diversity

AUB's Leadership, Equity and Diversity (LEAD) programme aims to offset inequities in access to education as well as to support graduates to become the leaders of the future. It not only addresses gender inequality, but it coordinates various initiatives that support people from under-served communities to transition to university and provides them with opportunities while there.

LEAD scholarships provide financial support but also offer civic engagement and leadership development, targeted academic and psychosocial support, as well as career preparation and guidance.

Outreach

AUB is engaged in community outreach projects that support women. For example, following the explosion in the port of Beirut on 4 August 2020, an urban design specialist from AUB has been working with women from Karantina, an area that was destroyed, involving them in the reconstruction of the area.

Another academic is running a project to increase the representation of Arab women on Wikipedia. They host Wikipedia edit-a-thons in which participants edit pages for women in certain areas, such as female Arab literary figures.

Other projects provide healthcare for Syrian refugee women.

AUB academics also collaborate with other gender researchers in the region. For example, before the pandemic, a WGS representative attended a conference on the status of gender studies in the region in Jordan and academics from AUB are currently working with colleagues at the American University of Iraq, Sulaimani (AUIS) on a project translating gender studies materials into Arabic and Kurdish.

AUB's Asfari Institute for Civil Society and Citizenship also works on gender equality, hosting events and working in partnership with charities such as Oxfam to support women via development work.

The WGS also encourages student-led initiatives, such as a gender and sexuality seminar series called Body Talks.

Because it must abide by the Title IX law, the university has a Title IX office on campus where any student or staff member who has faced discrimination can go for support. All students must also take Title IX training when they arrive on campus.

AUB also looks to support female students beyond graduation. It has a project ensuring all students have the skills they need to go into the work-place, and part of this involves training by a gender expert and collecting data on women in the workplace.

Education for Leadership in Crisis Scholarship (ELC) programme

The ELC programme offers undergraduate merit-based scholarships to Afghan male and female students who will be pursuing their degrees at AUB, with funding provided by the US government. Fifteen female scholars are pursuing their undergraduate studies at AUB through the programme in the 2021-22 academic year.

Throughout the academic year, female ambassadors and diplomats to Lebanon are paired with Afghan predominantly female students to become mentors and contacts.

Other initiatives

At least 50 per cent of places on all scholarship schemes at AUB must be given to women.

AUB is taking part in an initiative called Female Academic Role Model Empowerment, Equality and Sustainability (FREE), which was established to inspire female academics across continents. Funded by the European Union's Erasmus+ programme, the initiative aims to increase the number of female academics in decision-making bodies and management positions at entry, mid and, in particular, senior levels by 2030, to promote a culture of gender egalitarianism and female leadership in higher education and to empower female academics.

The university is a regional hub for Women in Data Science (WiDS), a global project initiated at Stanford University in 2015. AUB holds an event to coincide with the annual WiDS conference, as well as other events through-out the year, which bring Arab and international female leaders in data science to Beirut.

Lessons learned	3.1.5

A representative from the WGS initiative said that focusing on the curriculum and involving the students has been key. It has provided an opportunity for students who may not speak about gender issues with their family or friends outside of university.

Towards 2030: plans and vision	3.1.6

The next target for the WGS initiative is expanding the courses it offers related to gender and STEM. It also hopes to recruit more postdoctoral researchers in gender and inequality studies.

AMRITA VISHWA VIDYAPEETHAM, INDIA

Amrita Vishwa Vidyapeetham (also known as Amrita University) is a research-intensive university with about 20,000 students distributed across six campuses. It was established in 1994 by humanitarian and spiritual leader Mata Amritanandamayi, founder of the international charitable organisation Mata Amritanandamayi Math (MAM). She is still the institution's chancellor and the university regularly collaborates with MAM, often on projects that include a gender equality component and leave a positive impact in communities across India.

The university holds the UNESCO Chair in Gender Equality and Women's Empowerment. While its work on achieving SDG 5 predates this position, the assignment provides a common platform for initiatives in this area and has further emphasised the role the university plays in prioritising gender equality and women-centred initiatives within and outside the institution. In 2019, there were 44 female students for every 56 male students in undergraduate and postgraduate programmes.

Transgender people in India – members of the Hijra community – have extremely low representation among students and staff as very few complete the minimum qualifications to access higher education. Amrita University has taken a proactive role in creating policies and structures to support the transgender community; however, their implementation faces great limitations due to broader and more complex societal issues beyond the scope of the university.

a. Mission and values
Amrita University follows the mission and values stated by MAM. The university aims to produce "compassion-driven research with a strong societal impact" and has a goal to achieve gender equality.

The university has identified the need to support and empower women,

with a special emphasis on balancing the unequal female-to-male student and staff ratios, particularly in STEM programmes. Its overall aim is to achieve a 50:50 ratio of female and male students across all programmes.

The university acknowledges the need to raise awareness of gender-related issues and change the culture of communities, both within and outside the institution, which are negatively impacting the way women engage and participate in their academic, professional and social lives.

b. Policies and regulations

Amrita University has policies on non-discrimination and paid maternity and paternity leave. The latter policy, which was adopted in 2011, applies to staff with children who are up to three months old and includes leave due to abortion or miscarriage.

The institution also has a zero-tolerance policy on gender harassment, which states that "no student or staff will be treated any less favourably than any other on the grounds of their gender identity, including in relation to the admission process, learning and teaching system, award of research grants, accommodation, safety and health issues, and disciplinary processes".

The university has established several committees to facilitate the reporting of discrimination and harassment. To protect victims of incidents, the committees follow a procedure based on fairness, confidentiality, non-discrimination and non-retaliation.

Amrita University has an "annual gender sensitisation plan", which includes a series of guidelines such as allowing the recognition of multidimensional representations of women and men and promoting communications that portray unbiased representations of gender equity. It also calls for lecturers to promote gender-balanced groups in team student projects and to invite students to discuss gender-related incidents, make complaints and receive counselling during class hours and beyond.

Structures	3.2.3

Centre for Women's Empowerment and Gender Equality

With support from the UNESCO Chair programme, the university founded the Centre for Women's Empowerment and Gender Equality (CWEGE). It is a research-based academic institute that studies, designs and implements tools and methods for promoting gender equality and fostering women's empowerment, with a special focus on technology and innovative methods. It offers courses, pilots creative ideas and collaborates with other universities and institutions, as well as helping to implement various development projects.

The centre takes an intersectional approach to promoting the UN Sustainable Development Goals through direct engagement with over 100 rural communities in India. "Action research" – the simultaneous process of taking action and doing research, with the goal of making transformative change – is included in the curricula of all programmes through interdisciplinary community-learning projects, all of which include a gender equality component. The courses combine the three missions of higher education – teaching and

learning, research and community engagement – to promote grassroots social change through a gender lens.

Facilities and services
There are daycare centres for children of female students and staff in two of Amrita's six campuses, as well as a transgender clinic, which is open to staff, students and the public, at the health sciences campus. The clinic assesses and addresses the medical, psychological and social issues faced by people self-identifying as transgender and provides support with sex reassignment procedures.

Activities	3.2.4

Mentoring
The Faculty of Engineering has a mentoring scheme in collaboration with secondary schools across India. The Margadarshi programme (which translates as "guide") encourages girls in grades 10 to 12 to enrol in STEM courses, with mentoring continuing throughout the admissions process. Emphasis is given to programmes with traditionally lower female representation, such as mechanical or civil engineering. Over 10,000 prospective female students were mentored through the Margadarshi programme in 2019.

The Team Shakti programme for women in cybersecurity works "on the principle of team peer mentoring where the senior members mentor the juniors" in the field.

Furthermore, career mentoring is available for female students and staff through the department of corporate and industry relations (CIR); on average, 80 per cent of women in the department were beneficiaries of the programme between 2016 and 2020.

The university has implemented a system tracking women's likelihood of graduation, measuring students' progress in real time.

Female students and researchers also have access to multiple scholarships.

Workshops
The "annual gender sensitisation plan" includes a series of activities to be carried out each year across the institution to increase awareness of gender-related issues among students and staff, such as workshops that promote diversity and gender-sensitive communication. There is also a commitment to monitor and evaluate these activities.

Outreach
The university supports wider society through the Amrita Self-Reliance Education & Employment programme (Amrita SREE), a community-based self-help group programme for women that is managed by MAM. Established in response to the 2004 Indian Ocean tsunami, there are now more than 6,000 Amrita self-help groups, with over 100,000 women participating across India. The programme equips unemployed and economically vulnerable women

with the skills and means to set up small-scale businesses. The initiative includes scholarships to study at Amrita University.

Intersectionality and interdisciplinarity

Gender equality work is present in programmes and projects where the main objectives might not be related to gender. From social sciences to STEM programmes, Amrita University aims to create a community that is aware and responsive to gender issues. The strong presence of women at senior managerial roles has further contributed to this aspect.

Community engagement

From its mission statement, Amrita University is committed to having a long-lasting, positive impact in communities across India. Acknowledging the contribution the university can make through the work of its students, faculty and collaborations in communities across the country has guided Amrita's vision and the impact it has when it comes to promoting SDG 5.

Both students and staff are continuously involved in knowledge transfer by engaging with rural communities across India through experiential learning. This contributes to the university's commitment to social change, in which gender is an imperative component. Compulsory training prior to engaging with communities has been particularly successful to facilitate students' understanding of the issues in the communities and the SDG 5 objectives.

Alignment with the SDGs

The university takes an intersectional understanding of gender equality and sustainable development. In this sense, the presence of the UNESCO Chair in Gender Equality and Women's Empowerment has supported the creation of a platform to join efforts across campuses and programmes to work on gender equality in relation to multiple SDGs.

Towards 2030: plans and vision   3.2.6

Amrita is committed to strengthening the role it plays in relation to SDG 5, by continuing to work on the initiatives currently in place as well as engaging with new ways to understand and tackle persistent gender inequities within the institution and in rural communities.

As part of the UNESCO Chair programme, Amrita is developing a project to map vulnerabilities in the communities it works with in six areas: conflict and security, economics and livelihood, education and skill development, social and cultural environment, climate change and disaster, and health and sanitation. The plan involves field teams from the university working with women in remote communities to collect data so the university can better respond to the issues identified. Due to the Covid-19 pandemic, this project is paused but expected to continue soon.

UNIVERSITY OF GUADALAJARA, MEXICO

Background

The University of Guadalajara (UdeG) is a very large institution, with more than 320,000 students, multiple campuses across the state of Jalisco, and a virtual education system. UdeG tackles SDG 5 on multiple levels, including addressing violence and harassment against members of the university community, conducting specialised research on gender and implementing gender equality mainstreaming activities targeting students, staff and wider society.

This attention to SDG 5 is part of UdeG's broader alignment with the SDGs, which are used as a reference in establishing institutional goals and monitoring indicators.

In 2016, through the Educational Quality Reinforcement Programme, the federal government of Mexico provided resources to UdeG for a comprehensive diagnosis of the institution's operations, including on gender equity terms. Subsequently, the university rolled out new dedicated structures and activities, such as an equality unit and capacity-building initiatives. While these activities are now sustained by UdeG's own resources and widely supported, the kickstart provided by the government programme helped the institution overcome initial operational and cultural barriers.

In 2021, the university issued a public apology for faults it had made in the past in relation to insufficient action on gender equality and the lack of adequate processes and resources to properly support victims of gender-based abuse and discrimination.

Strategic approach

a. Mission and values

The university's mission includes the goal of having a transformational impact on society at large, beyond its students and staff.

The university's latest development plan explicitly mentions the values of equality and equity, and the need to proactively close gender gaps and

counterbalance the disadvantages of vulnerable groups. Its 2030 goals include the removal of any gender disparities in education, as well as the guarantee that all students acquire theoretical and practical knowledge to promote gender equality. This aligns with the broader UdeG mission and 2030 vision of promoting sustainable development within its community.

The development plan also lists more concrete goals, such as including content on inclusion and gender equality in curricula; ensuring there is no gender discrimination in the selection and evaluation of academic staff; engaging with the public and private sectors to promote gender equality; and having an "adequate gender representation" in the governance boards of UdeG.

b. Policies and regulations

The university's ethics code, established in 2018, makes its values concrete. The code directly references equality and non-discrimination based on sex, gender identity, sexual preferences, marital status, health and pregnancy, among other characteristics.

UdeG collects gender-disaggregated data in multiple areas including students' access and graduation rates and staff composition. These are monitored by an equality unit and by academic departments, which can identify their own gender gaps and establish their own strategies on how to address them. Some challenges include the lower presence of women in STEM fields, postgraduate programmes and senior staff and research positions. Some offices and researchers at UdeG also provide statistical information on the progress of gender equality in the state of Jalisco.

UdeG's highest governance body, the university general council, recognises the need to incentivise female participation among its members and commissions to achieve parity.

The university has a long-term institutional strategy against gender violence. The following timeline highlights the milestones of this strategy:

- 2016 – The university designs a framework to measure gender equality.
- 2017 – The university measures gender equality; 13 "gender sensitisation" conferences take place, reaching an audience of more than 900.
- 2018 – The Office for the Protection of the Rights of University Students and Personnel is created, as is a protocol on the violation of university rights, including violence, bullying and harassment. UdeG approves an institutional inclusion policy. Conferences and workshops on gender equality take place, reaching an audience of over 2,000.
- 2019 – Eleven out of the 15 academic centres at UdeG now have a dedicated person or office for the protection of the rights of the university community. Conferences and workshops continue, reaching a total audience of above 4,000.
- 2020 – A training programme for the prevention of gender-based violence is made available online.
- 2021 – An equality unit is created. The university reviews the progress made and lessons learned since the launch of the 2018 protocol. The protocol is updated to focus on the prevention, sanction and eradication of gender violence. Staff are appointed to take responsibility for the

enforcement of the protocol, including support to victims, the review of cases and decisions on sanctions.

- 2022 – The university implements a new programme for the re-education of men who have had violent behaviour in the university.

The protocol on the prevention, sanction and eradication of gender violence includes a structured procedure for reporting and denunciation, initial and continued support to victims and the investigation process, as well as possible protection measures. There are guidelines aimed at avoiding secondary victimisation and a technical guide for the evaluation of evidence, to ensure that cases are handled consistently. It also includes a mandate for the equality unit to develop preventive measures, such as relevant content in academic programmes and informative and capacity-building activities, with corresponding educational materials.

So far, 132 staff have been trained as first-contact points for victims. A manual was created with the help of psychology students to guide first-contact staff in highly emotional scenarios.

The protocol also includes a list of disciplinary measures that the institution can impose on aggressors and harassers, besides those already included in national legislation. A detailed list of sanctionable activities, including physical and sexual violence and harassment and abuse (including digitally, by teachers to students, or between colleagues), sets a clear red line of what is considered unacceptable. It includes situations that historically have been tolerated, overlooked or underreported.

Historically, academic titles and staff positions were written in their masculine form. In 2019, UdeG started adapting all new academic certificates and communication to students and staff to accurately reflect either the masculine or the feminine form. Although gender-sensitive titles might seem like a purely symbolic gesture, there had been increasing demand from both students and staff to challenge the reinforcement of traditional gender roles in certain academic areas and professions.

Structures	3.3.3

Unit for Equality

The Unit for Equality is part of the governance structure of UdeG and the main coordinator and promoter of gender equality policies and programmes across the organisation. In particular, the unit has a key role in the drafting of all institutional regulations and strategies with a gender perspective. It monitors and analyses gender-disaggregated data, establishes partnerships with public and private institutions and advises on gender violence matters.

Centre for Gender Studies

The Centre for Gender Studies, part of the Department for Studies in Education, focuses on the research, publication and teaching of scientific knowledge on gender-related issues.

UNESCO Chairs

UdeG holds the UNESCO Chairs in Gender, Leadership and Equity and in Equality and Non-Discrimination. Their aim is to improve the quantity and quality of research in these areas, disseminate research results and develop capacity building for staff and students. Some activities undertaken by these chairs include:

■ Organising seminars for researchers, in collaboration with other institutions, on multidisciplinary analysis of equality and discrimination.
■ Opening calls for academic research and social intervention proposals from students to encourage them to investigate how to prevent discrimination and promote effective access to fundamental rights.
■ Organising courses and workshops for students on inclusion, equality, fundamental rights and non-discrimination.

Office for the Protection of the Rights of University Students and Personnel

This office has a phone number and an online form for students and staff to confidentially issue a complaint about bullying or harassment. These channels are publicised in communication campaigns on campuses and social media.

The office processes all complaints of abuses against students and staff, including gender discrimination cases, as well as violence, abuse and harassment cases. It is staffed by trained professionals, who provide personalised legal, psychological and social support. There are local branches of the office in all UdeG campuses; they partner with regional, national and international institutions with expertise on human rights defence or alternative conflict resolution to exchange knowledge and workstreams.

Social Care Unit

The Social Care Unit provides direct support to students on non-academic matters, including sexuality, gender, sexual harassment or violence within relationships. Through dedicated programmes, events and workshops with students, it promotes inclusion and gender equality, aims to prevent harassment and violence within intimate relationships, and provides scientific but easy-to-understand information on sexual rights and sexuality, including preventing unwanted pregnancies and HIV. The unit also offers confidential, personalised support.

Facilities

The first two gender-neutral bathrooms opened in 2019; the number had reached 337 by the end of 2020.

Childcare facilities for students and staff used to be available in four campuses. However, a reduction in federal funding coupled with the Covid-19 pandemic has led to their closure. Two of these centres have since introduced small scholarships for student mothers with limited resources, to help them pay for private childcare services.

Courses

Since 2017, numerous conferences, seminars and workshops relating to gender equality have been organised, initially targeting UdeG staff only, but later including students.

In 2021, a compulsory gender equality course for new staff and students was implemented. The course is now offered as a Mooc (massive open online course) to ensure its scalability. It includes the basic regulations and resources available to the university community, as well as discussions about masculinity and gender equality.

Members of the university rector's council receive training on how to include "positive masculinity" in their leadership.

Events

The university runs events on International Women's Day and International Indigenous Women's Day to raise awareness of the challenges that remain in the quest for gender equity. Communication campaigns also take place throughout the year. UdeG has been taking an active role in the UN's HeForShe movement for the advancement of gender equality.

A particularly innovative activity at UdeG is the "Men's Circle". Promoted by UN Women, it offers training and spaces for male students to discuss masculinity and the role men can play in the promotion of gender equity. This provides visibility to modern masculine role models and raises awareness among men of sensitive issues, such as underrecognised sexist attitudes or the boundaries of consent.

Community engagement

The UNESCO Chairs have provided capacity building sessions relating to gender equality for civil servants at different Mexican institutions, as well as technology skills to female high-school students from the region, in a bid to challenge traditional perceptions of STEM careers.

Since 2020, free online courses created by UdeG on gender violence prevention and the culture of peace have been made available to anyone worldwide; in 2021, they reached over 2,000 participants from across Mexico and 10 other countries.

Comprehensive approach

A key lesson from UdeG is that a successful and sustainable gender equality strategy requires a combination of targets and interventions at multiple levels. This includes a long-term vision supported by the leadership team; an official set of values and regulations that establish clear red lines of acceptable behaviour, which are then enforced through dedicated resources; a periodically reviewed strategic framework that is implemented through

programmes and activities; and a clear distribution of responsibilities for the promotion and evaluation of these strategic goals. Dedicated offices for the promotion of gender equality at the institutional, research and teaching levels have also been critical at UdeG.

Funding

An important success factor at UdeG was the initial support from a federal government programme, which helped prioritise gender equality at the strategic level and kickstart activities that were later consolidated and sustained by the university's own resources.

UdeG's journey towards gender equality shows that while initiatives in this area may face resistance at first, these can be overcome and the culture within the organisation and at the student level can change.

Towards 2030: plans and vision	3.3.6

The university's 2030 priority goals are to continue reinforcing the fight against gender-based violence and expand community activities and resources in the areas of sustainability and gender equality.

UdeG recognises the closure of childcare facilities on campus as a pressing challenge that could have a detrimental impact on academic and professional careers, particularly when campus activities fully resume after the pandemic.

Despite the inclusion of gender equality as part of UdeG's strategy and operations, the university recognises that this is a long-term goal that will not be achieved in a few years. UdeG aims to ensure that all new staff and students are provided with the necessary training and resources so that its gender equality work has an ever-increasing impact on the university community and society at large.

3.4

KENYATTA UNIVERSITY, KENYA

Kenyatta University (KU) is a public research university with over 70,000 students and 1,500 academic staff, spread over 10 campuses in Kenya.

In Kenya, advances have been made to empower women and some of these policies affect higher education institutions (HEIs).

The government requires all public bodies to collect and report sex-disaggregated data for monitoring progress as part of its National Policy on Gender and Development. The Employment Act also prohibits gender discrimination in recruitment, training, promotion and terms and conditions of employment.

The country's higher education admissions body, the Kenya Universities and Colleges Central Placement Service, has established lower admission points criteria for female applicants to increase their access to higher education. At KU, the lowering of admission points by one point for female applicants has led to an increase in enrolment of female students.

Meanwhile, national policies allow female students to remain in school during pregnancy and provide support to reintegrate these students back into schooling post-birth.

However, despite the existence of a legal framework promoting gender equality in all spheres of life, the gross enrolment ratio in higher education is lower for women (10 per cent, compared with 13 per cent for men). Meanwhile, among all students at universities, only 42 per cent are women. At the same time, Kenyan female academics still encounter various challenges, such as their underrepresentation in governance and management of HEIs, slow upward mobility into faculty leadership positions, low participation and performance in STEM subjects, and sexual and gender-based violence (SGBV). A 2019 study by ActionAid Kenya estimates that one in two female students and one in four male students in Kenyan higher education institutions have been sexually harassed.

a. Mission and values

Gender mainstreaming – the concept of assessing the different implications for people of different genders of any planned policy action – is one of the priority areas of KU's 2021-2026 strategy. The plan expresses a commitment to:

- Enhance the principle of equal opportunities, such that no deserving persons are discriminated against on the basis of gender, by strengthening the affirmative action policy.
- Institutionalise the principle of gender mainstreaming to ensure that opportunities and benefits are equally accessible to women and men in all KU´s operations.

b. Policies and regulations

KU has a gender policy, which states that "every member of the university will be given equal and fair treatment irrespective of their gender". The overall goal of the policy is to promote gender equity and equality in all KU operations, and it serves as a guide for gender-responsive planning and practices. It calls for every department, school and senate, and the entire university community, to have an agenda on affirmative action and gender-responsive activities.

KU also has a SGBV policy. Its goal is to create and maintain a conducive learning and working environment by eliminating all forms of SGBV. It informs staff and students on what constitutes SGBV, the reporting procedures for victims and the disciplinary procedures for offenders.

Centre for Gender Equity and Empowerment

The Centre for Gender Equity and Empowerment is tasked with mainstreaming gender in all university operations. Established in 2007, it creates awareness of the gender dynamics and issues affecting the university such as gender-based violence (GBV) and sexual harassment. It hosts training sessions for men and women in KU's governance and management teams to foster gender competence and increase women's participation in governance. The centre also produces and disseminates knowledge on gender issues, and has supported survivors of GBV (mainly women) by facilitating shelter and legal aid.

KU-Women's Economic Empowerment Hub

In 2021, with support from the Bill and Melinda Gates Foundation, the Women's Economic Empowerment Hub was established at KU to generate a body of evidence to help advance economic empowerment of women in Kenya. The evidence is being used by people and organisations interested in improving women's economic empowerment (WEE), such as policymakers,

practitioners, researchers, national and regional governments, non-governmental organisations (NGOs) and development partners. The rationale for the hub is to address the weak nexus between WEE policies, programmes and gender data in Kenya. The hub is conducting 12 analytical studies on childcare and women's work while building capacity of KU researchers and stakeholders in various research tools, such as construction of WEE indicators and feminist research methodologies.

Department of Sociology, Gender and Development Studies
This department builds academic capacity in the subject of gender by providing relevant academic programmes dedicated to strengthening and advancing the works of intellectuals, scholars, researchers, policymakers and practitioners committed to gender equity. It specifically addresses issues relating to gender disparities in economic sectors, among other areas, while activities include networking with gender and development support groups and counselling. The department specifically examines women's issues, often with an activist angle, and pushes for more diversity and inclusion of women in the overall curriculum.

The Africa Centre for Transformational and Inclusive Leadership (ACTIL)
ACTIL was launched in 2014, in partnership with UN Women. It has created a network of female and male policy- and decision-makers dedicated to promoting gender equality and women's empowerment in economic, social and political development. Together they act as change agents within their spheres of influence, starting at KU.

Office of the Gender and Special Needs Secretary
This office is part of the Kenyatta University Students Association. It is responsible for promoting gender equity in the university and liaising with the Directorate of Gender and Equity to disseminate information to students, such as the university's gender and sexual harassment policy.

Childcare
KU offers childcare facilities for staff so that they are able to return to work sooner after childbirth and work more effectively.

Activities	3.4.4

SGBV reporting app
KU introduced the SGBV reporting app in 2020 to address the fact that survivors often do not report incidents due to stigma, victimisation or humiliation. The mobile app enables students and staff who have experienced SGBV to anonymously report incidents of sexual harassment, abuse and gender discrimination. The information is then submitted to the Centre for Gender Equity and Empowerment for investigation. Users can upload evidence, view emergency numbers to contact the police and access a counselling centre, all via the fully secure app.

HeForShe champion

KU is the first Kenyan university to join HeForShe, the UN global solidarity movement for gender equality. It has embarked on an extensive campaign to advocate for male support through HeForShe, where men can become active gender agents who help transform social norms, behaviours and gender stereotypes that perpetuate discrimination and inequality.

CampusMeToo movement

#CampusMeToo is a student-led, pan-African movement to end sexual harassment from staff and students on campus. The movement was launched in 2019 by students in Kenyan HEIs who have developed communication and education materials. These include toolkits for students, parents and lecturers, as well as campaign materials, such as posters, banners, stickers and notebooks. With support from the Centre for Gender Equity and Empowerment, KU students and staff are more aware of sexual harassment issues on campus and reporting mechanisms.

International Day celebrations

KU students and staff actively participate in yearly celebrations for the International Day of the Girl Child on 11 October, International Women's Day on 8 March and the 16 Days of Activism Against Gender-Based Violence in November and December. During these occasions, the Centre for Gender Equity and Empowerment holds gender sensitisation seminars.

STEM club outreach

Cognisant of the few women enrolled in STEM programmes, the STEM club champions and promotes these disciplines through a range of activities. For example, it targets female pupils at high schools in surrounding communities and attempts to inspire them to undertake STEM subjects.

Staff-staff mentorship

Institutional mentoring is a cost-effective way for well-trained academics to provide guidance and knowledge to less-experienced peers. At KU, senior female faculty mentor young female scholars around research and teaching to increase the mentees' "professional development, career, and network growth". As part of this initiative, senior professors also link junior staff to grants and research projects.

Lessons learned	3.4.5

Comprehensive approach

KU knows that the first step to gender equality at HEIs is institutional commitment and it makes such a declaration through a standalone gender policy, which guides the planning, operations and practices of the institution. Strong national frameworks relating to gender equality also appear to influence supportive policies at the institutional level. However, policies are not

enough, especially in a context where their implementation can be challenging, so these are complemented by a combination of infrastructures, programmes and activities targeted at empowering women.

Funding and partnerships

Translating commitments into actions at times requires financial resources from a variety of sources. KU has been very active in seeking funding opportunities from donors to support gender equality, complementing its existing resources. Similarly, partnerships with gender-equality oriented organisations, such as UN Women for the launch of the ACTIL, have been key enablers of change at KU.

Coordination

Another strength of KU is the effective coordination between several departments, centres and units that undertake gender equality initiatives, including the Centre for Gender Equity and Empowerment, the Directorate of Security, and the Directorate of Health Services. They ensure that the reports and evidence brought by victims of sexual harassment are properly documented and that he/she receives medical attention to avoid diseases and unwanted pregnancies, as well as counselling from the Directorate of Wellness and Rehabilitation.

Towards 2030: plans and vision 3.4.6

KU is committed to continue promoting gender equality within and beyond the university. Its goals include a third of academic and administrative leadership roles being held by women, increasing the number of female students on STEM programmes and extending the availability of childcare facilities to female students.

The university plans to introduce a leadership programme for female students, with a revolving fund component to empower them to start their own businesses.

KU is also set to introduce several precautionary measures for women, such as open supervision rooms for female postgraduate students, campus CCTV cameras and more security guards in higher-risk locations.

3.5

TRINITY COLLEGE DUBLIN, IRELAND

Former provost of Trinity College Dublin George Salmon is reputed to have said that women would only be allowed to enter the institution over his dead body. Almost immediately after his death in 1904, the first female student enrolled at the university. Since then, and particularly from the late 1980s, the university has made great strides towards gender equality.

In 1987, Trinity hosted an international interdisciplinary congress on women's studies, and out of that conference a network of women pushing for gender equality at the university was formed. One member was Mary Robinson, who would go on to become the president of Ireland in 1990.

In 1989, the university set up a centre for women's studies and a master's on the subject, which it still runs today.

In 2005, Science Foundation Ireland funded a new centre at Trinity called Women in Science and Engineering Research (WiSER), which focused on women in STEM subjects. It organised seminars on topics such as the h-index and ascending the career ladder, as well as workshops on writing publications and applying for grants.

There was a change of emphasis at Trinity from 2011, which shifted the focus towards governance and the structural obstacles that impeded gender equality.

This new project collected gender-disaggregated data for each level of academia, as well as information on issues such as work-life balance, entitlements to flexible working, recruitment and promotion processes. They sponsored and ran unconscious bias training for leaders across the university, including the newly appointed provost.

At the same time, University College Cork and the University of Limerick received funding for similar work and the project leads conferred and shared knowledge. Gender action plans were drawn up for all three universities.

With limited funding for these projects, they feared a reversal of the gains they had made and looked for a way to embed action on gender equality into the structures of their institutions.

Over in the UK, the Athena SWAN framework was being used to promote gender equality. The programme provides awards for universities that embed equality in their processes, collect equality monitoring data and publicly report on challenges and progress, among other targets.

Trinity and others established a network of higher education institutions and research funders to work on bringing Athena SWAN to Ireland. The Athena SWAN Charter was launched in Ireland in February 2015 by the then minister for education and skills, facilitated by funding from the Irish Higher Education Authority (HEA).

In 2016, the HEA carried out a review into gender equality across Ireland's higher education institutions. It found that while these institutions had, to varying degrees, sought to address gender inequality, the "intractable under-representation" of women among staff at senior levels signalled the need for "new, even radical, approaches to tackling the issue".

Following this review, funding from the government and the country's major research agencies (the Science Foundation Ireland, the Irish Research Council and the Health Research Board) became contingent on obtaining an Athena SWAN award.

| Strategic approach | 3.5.2 |

a. Mission and values

Commitment to diversity and inclusion is at the heart of Trinity's institutional mission: to provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential.

The university does not regard diversity as an end in itself, or an initiative or project; it is a core value and an ongoing process, according to its diversity statement.

b. Policies and regulations

Trinity has an equality policy, approved in 2016, which states that the university is committed to promoting equality in all aspects of its activity. It also has policies on maternity leave; paternity leave; dignity and respect (which sets out a framework for resolving disputes) and gender identity expression.

Trinity's strategic plan for 2014 to 2019 set out a commitment to "creating an inclusive, diverse and pluralist college community and a positive environment in which all can participate, and all are recognised fully for their contributions". It also committed to acting as a national leader to promote the introduction of the Athena SWAN charter to Ireland and pursuing institutional and school-level Athena SWAN awards.

In February 2017, Trinity set out a detailed plan for changes in response to the HEA review published the year before, including promoting and monitoring gender balance against targets.

In 2018, Trinity published a gender action plan covering 2019 to 2022. The plan outlines various initiatives, including unconscious bias training, developing a protocol to seek gender balance among invited speakers to public lectures and setting a target of a minimum 35 per cent female chair

professors by 2021, and a minimum 40 per cent by 2024. The current share is 33 per cent.

The university's strategic plan for 2020 to 2025 says it will unrelentingly pursue ambitious targets towards full gender equality under the Athena SWAN programme and the HEA National Review of Gender Equality in Higher Education Institutions. In December 2021, the university launched a new equality, diversity and inclusion strategy.

Structures

In 2017, WiSER was replaced by the Trinity Centre for Gender Equality and Leadership (TCGEL). It built on previous work done to recruit, retain and advance women in academic science, engineering and technology, and broadened the remit to all disciplines. It seeks to deliver sustainable structural and cultural change and contributes research on gender equality.

The university has an associate vice-provost responsible for equality, diversity and inclusion.

Trinity's equality unit is made up of an equality office comprising staff, an officer responsible for Athena SWAN, and an equality committee, which has responsibility for advising the board and council on all equality-related matters. Membership of the committee includes academic staff, professional staff and student representatives, and no more than 60 per cent of members may be of any one gender.

The university has a long-established leadership programme called Aurora targeted at women in academia. Initiated at Cardiff University, it was introduced in Trinity in 2013 and is now used across Irish universities. It caters for academic women and those in professional administration roles, with five days' training delivered over a five-month period.

The university has a nursery for use by staff and students. It operates an open-door policy and encourages parents to drop by at any time "for a cuddle or a walk".

In 2020, the framework for consent for higher education was published by the Irish government's Department of Education and Skills (now known as the Department of Education). Recognising the problem of sexual harassment and violence in higher education, Trinity set up an oversight working group with staff, student and external representation.

Trinity's Centre for Gender and Women's Studies continues to carry out research from a feminist perspective in areas such as women and ambition, education and gender equity, and gender and ageing.

Activities

Various scholarships are available for women only: in 2021-22, two were available for female students undertaking a master's in quantum science and technology, offered in partnership with Microsoft; a scholarship for women in technology is offered in partnership with Intel; and more are available for

women in physics.

The university has a mentorship programme called Women Who Wow, which helps female students who want to set up their own business or social venture. Participants are matched with experienced mentors who they meet once per month.

Lessons learned

Using gender-disaggregated data has been fundamental to Trinity's ability to understand the state of gender equality and to monitor and initiate change.

Having commitment from the top of the organisation, such as from the provost, college officers and faculty deans, has also been key.

Mainstreaming the initiatives that promote gender equality, by transitioning from them being run by TCGEL to the schools, faculties and other departments such as HR, meant they became common practice.

The 24 schools at Trinity have all formed Athena SWAN teams led by an academic and with an equal number of men and women.

Finally, ensuring that all genders are involved in gender equality initiatives has been vital for seeing them implemented widely.

Towards 2030: plans and vision

In August 2021, Linda Doyle became Trinity's first ever female provost; her Imagine Trinity 2030 manifesto sets out her intention to create a more inclusive administration.

Trinity is committed to fulfilling the national targets set out in the 2016 HEA review, such as achieving a minimum of 40 per cent female professors by 2024. The university is aiming for a silver Athena SWAN award by 2023.

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