



United Nations
Educational, Scientific and
Cultural Organization

SAGA STI Policy Survey

Salamanca
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UNESCO

Salamanca/ SAGA STI Policy Survey

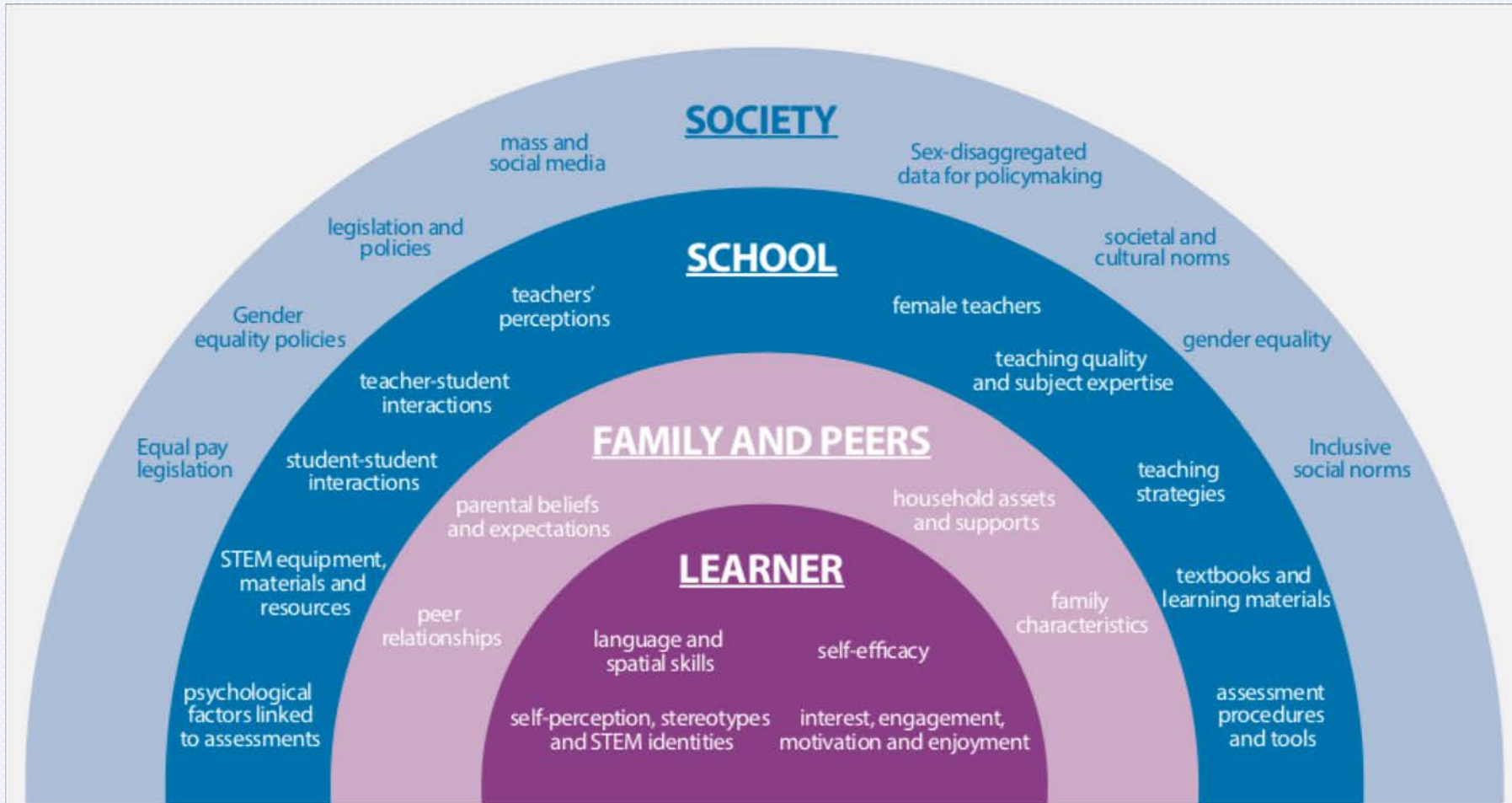
20/03/2019

Holistic approach



2. Engage girls and young women in STEM primary and secondary education, as well as technical and vocational education and training

Ecological framework of factors influencing girls' and women's participation, achievement and progression in STEM studies



Educate parents/caregivers on how best to advocate for advanced STEM opportunities for their daughters

- Revise textbooks in a gender sensitive manner and training teachers in gender responsive pedagogy in *Gambia* (Gender Equity Initiative)
- Support and develop female teachers' capacities in STEM subjects in *Nigeria* (Strengthening Mathematics and Science Education -Federal Ministry of Education/Japan International Cooperation Agency)
- Enable adolescent girls to meet women scientists and learn stories from who had to break down prejudices in *Uruguay* (More women in science programme)
- Encourage young girls to attain excellence in their final examinations at secondary school in *Malawi* (Secondary Schools Girls' Award)
- Outreach effort to encourage educators, both formal and informal, to adopt new, research-based strategies to engage girls in STEM (The SciGirls Seven)

3. Attraction, access to and retention of women in STEM higher education at all levels

- Encourage women and girls to pursue tertiary and higher education, especially in STEM and technical vocational subjects *in Gambia* (Education Sector Policy of MoHERST)
- Scholarships for female students to continue their studies in applied science towards their college diploma in *Canada- Quebec*
- Inclusion of the gender perspective in the diagnosis, monitoring, educational plan and curriculum *in Uruguay*
- Promote access of and attract women to STEM higher education in *Guinea* (Programme Amazone en sciences et technologie)
- Policy research document titled *Postgraduate Occupation of Nigerian Women in S&T* (National Centre for Technology Management- NACETEM)

4. Gender equality in career progression for women scientists and engineers (S&E)

4. Gender equality in career progression for women scientists and engineers (S&E)

- | | |
|-----|--|
| 4.4 | Promote work–life balance through, among others: <ul style="list-style-type: none">• infrastructure for child care• flexible working hours• reduction and redistribution of unpaid care and domestic care• family leave for both parents• appropriate re-entry mechanisms to the S&E workforce after career break or family leave. |
| 4.5 | Promote gender equality in international mobility of post-docs and researchers, and facilitate women’s return. |
| 4.6 | Promote gender balance in leadership positions in S&E occupations (including decision making and research). |

- Actions related to pregnancy, parental, maternity and paternity leave and request for extension of scholarship in *several countries*
- Child care benefit in *Argentina* (Universidad Nacional de Quilmes)
- Provide opportunities to women scientists between the ages of 27-57 years who had a break in their career in *India* (Women Scientists Programs)
- Train men and women to ensure a critical mass of actors in priority areas of scientific and technological research in *Togo* (STI national plan)
- Conduct media advocacy campaigns , encourage lifelong learning to increase the percentage and participation of women in STEM fields in *Sierra Leone* (Local NGO STEM Women SL)

5. Promoting the gender dimension in research content, practice and

«There is also a gender dimension to the definition of research projects. While there are research projects in which sex and/or gender may not be relevant in terms of the research content , it is well established that , where relevant, not integrating sex and gender analysis into the design, implementation, evaluation and dissemination of the research can lead to poor results and missed opportunities».

«The Council will only fund excellent research, and excellent research fully considers whether a potential sex and/or gender dimension is relevant to the research content and fully integrates sex/gender analysis where relevant, thereby ensuring maximum impact, societal benefit and optimising innovation in Irish research».

The Irish Research Council- Gender strategy and action plan



- Guidelines for STEM research calling for gender balance in research teams, in decision-making and integrating gender/sex analysis in research content (Gender equality in Horizon 2020)
- Incorporate gender dimensions into the evaluation of R&D projects
Financial support for research projects on women and science in *Quebec*
- Measures to ensure that applicants consider the role of sex-gender factors in research content in *Belgium*
- Gender strategy and action plan 2013-2020 in *Ireland*

1. Change perceptions, attitudes, behaviours, social norms and stereotypes towards women in STEM in society

2. Engage girls and young women in STEM primary and secondary education, as well as technical and vocational education and training

3. Attraction, access to and retention of women in STEM higher education at all levels

4. Gender equality in career progression for women scientists and engineers (S&E)

5. Promoting the gender dimension in research content, practice and agendas

6. Promote gender equality in STI-related policy-making

7. Promote gender equality in science and technology-based entrepreneurship and innovation activities

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		STI gender objectives						
		1	2	3	4	5	6	7
Indicators		Social norms and stereotypes	Primary and secondary education	Higher education	Career progression	Research content, practice and agendas	Policy-making processes	Entrepreneurship and innovation
1	<p>Total and share of women researchers by</p> <ul style="list-style-type: none"> • seniority grades • age • FORD (broad and narrow) <p>Source: R&D data</p>				X			
2	<p>Total and share of women in top-level positions in</p> <ul style="list-style-type: none"> • governments • business enterprises • universities • research performing institutions • financing organizations • academies, assemblies and councils • (governing) boards • commissions • foundations <p>Source: Institution review of committees or personnel, academies and professional associations, SAGA Survey of Drivers and Barriers</p>			X	X		X	X
3	<p>Total and share of women on committees, including</p> <ul style="list-style-type: none"> • admission committees • recruitment committees • performance evaluation committees • proposal evaluation panels • advisory committees • expert groups or panels • peer review committees • scientific boards (of academies, societies, and universities) • principal investigators on projects • team members on projects <p>Source: Academies and professional associations, SAGA D&B Surveys, institutional review of committee composition</p>				X			

Indicators	STI gender objectives						
	1	2	3	4	5	6	7
	Social norms and stereotypes	Primary and secondary education	Higher education	Career progression	Research content, practice and agendas	Policy-making processes	Entrepreneurship and innovation
8 Total and share of women enrolled in university programmes by • field of study (broad and especially narrow – STEM fields) • educational level Source: National education data			X				
9 Total and share of female graduates from university programmes by • field of study (broad and especially narrow – STEM fields) • educational level Source: National education data			X				
10 Total and share of women nominated for scholarships and awards by • field of study • field of research • educational level • country of origin, nationality • country of diploma awarded Source: National research funding agencies			X	X			
11 Total and share of female applicants to scholarships and awards by • field of study • field of research • educational level • country of origin, nationality • country of diploma awarded Source: National research funding agencies			X	X			
12 Total and share of female recipients of scholarships and awards by • field of study • field of research • educational level • country of origin, nationality • country of diploma awarded Source: National research funding agencies			X	X			
13 Total and share of women with tertiary education by • age (age groups, especially for age groups at average graduation age) • field of study (broad and narrow) Source: Population-based surveys (census, labour force surveys, etc.)			X				
14 Total and share of reported events of discrimination by • sex of reporter • education level • field of study or educational programme Source: Ombudsperson office or similar, SAGA D&B Survey			X	X			
15 Total and share of reported events of harassment by • sex of reporter • education level • field of study or educational programme Source: Ombudsperson office or similar, SAGA D&B Survey			X	X			
16 Total and share of female applicants to funding for international mobility Source: National research funding agencies			X	X			
17 Total and share of female recipients to funding for international mobility Source: National research funding agencies			X	X			
18 Total and share of female participants to international mobility programmes Source: National research funding agencies			X	X			
19 Total and share of female applicants for re-entry grants after career breaks Source: National research funding agencies			X	X			

Indicators		STI gender objectives						
		1	2	3	4	5	6	7
		Social norms and stereotypes	Primary and secondary education	Higher education	Career progression	Research content, practice and agendas	Policy-making processes	Entrepreneurship and innovation
20	Total and share of female recipients for re-entry grants after career breaks Source: National research funding agencies			X	X			
21	Personal use of day and child care facilities Source: SAGA Survey of Drivers and Barriers			X	X			
22	Total and share of female workers in S&E occupations Source: National statistics office (including labour force surveys)			X	X			
23	Total and share of women with tertiary education and employed as professionals or technicians (S&E occupations) as a percentage of tertiary educated people Source: National statistics office, population-based surveys (including labour force survey)			X	X			
24	Gross annual earnings by • sex • field of R&D • occupation • economic activity (e.g. NACE?) Source: National statistics office, revenue office, population based surveys			X	X			X
25	Total and share of female applicants for engineering certification Source: National engineering accreditation authority				X			
26	Total and share of female recipients of engineering certification Source: National engineering accreditation authority				X			
27	Distribution of hours spent doing: • research • teaching • administrative tasks by • sex • field of R&D • occupation • full-time/part-time or equivalent by research institution Source: Time-use surveys, SAGA D&B Survey				X	X		
28	Total and share of women listed as first author ¹ by • country of origin • field of research (broad and narrow) Source: Bibliometrics				X			
29	Total and share of women who reported the use of or existence of code of conduct (and procedures of application) Source: SAGA D&B Survey			X	X			
30	Total and share of female speakers invited for: • trainings • conferences • panels • workshops Source: Academies and professional associations, SAGA D&B Survey	X	X	X	X		X	
31	Total and share of female participants in • trainings • conferences • panels • workshops Source: Academies and professional associations, SAGA D&B Survey	X		X	X		X	
32	Total and share of women who are members of professional associations Source: Academies and professional associations, SAGA D&B Survey			X	X			

Indicators	STI gender objectives						
	1	2	3	4	5	6	7
	Social norms and stereotypes	Primary and secondary education	Higher education	Career progression	Research content, practice and agendas	Policy-making processes	Entrepreneurship and innovation
33 Women as percentage of members of national science academies, by individual academy by broad discipline, expressed as mean and median shares respectively <i>Source: Academies and professional associations</i>				X			
34 Women as percentage of members of global science academies, by individual academy <i>Source: Academies and professional associations</i>				X			
35 Women as percentage of members serving on the governing body, by national academy <i>Source: Academies and professional associations</i>				X			
36 Total and share of women as speakers and participants invited or selected for training, conferences, panels and workshops (review of speakers-participants list) <i>Source: Academies and professional associations</i>				X			
37 Percentage of national academies with a women as president or chair by academy type <i>Source: Academies and professional associations</i>				X			
38 Existence of a gender policy or any document (strategy, policy, founding document, etc.) that explicitly mentions the need for increased participation by women in the academy's activities <i>Source: Academies and professional associations</i>						X	
39 Surveyed national academies that present a special award for women, and how often the award is presented <i>Source: Academies and professional associations</i>				X			
40 Percentage in agreement with statements about the participation of women in the national academy's activities <i>Source: Academies and professional associations, attitudes and perception surveys</i>	X						
41 Existence of a committee that addresses gender or diversity issues or anyone advising the academy on gender or diversity issues <i>Source: Academies and professional associations</i>				X			
42 Total and share of women as listed inventors by • country of origin of inventor • technological fields • sector (academia and business) <i>Source: Intellectual Property data (WIPO or national source)</i>							X
43 Total and share of patent applications with at least one woman as listed inventor by • country of origin of first applicant • technological fields • sector (academia and business) <i>Source: Intellectual Property data (WIPO or national source)</i>							X
44 Total and share of patent applications with only women as listed as inventors by • country of origin of first applicant • technological fields • sector (academia and business) <i>Source: Intellectual Property data (WIPO or national source)</i>							X
45 Proportion of a country's scientific publications integrating a gender dimension in their subject matter by field <i>Source: Web of Science</i>					X		



SAGA - STEM and Gender Advancement

Search - SAGA - STEM and Gender Advancement

Select data by

Country

Region

Search by Country

Select data by Gender Objectives

All

- + 1. Change perceptions, attitudes, behaviours, social norms and stereotypes towards women in STEM in society
- + 2. Engage girls and young women in STEM primary and secondary education, as well as in technical and vocational education and training
- + 3. Attraction, access to and retention of women in STEM higher education at all levels
- + 4. Gender equality in career progression for scientists and engineers (S-E)
- + 5. Promote the gender dimension in research content, practice and agendas
- + 6. Promote gender equality in STEM-related policy-making
- + 7. Promote gender equality in science and technology-based entrepreneurship and innovation activities

Search

Name of the instrument

- ▶ Worldwide Gender Name Dictionary

Type of institution

- ▶ International Organizations

Website address

- ▶ www.wipo.int/publications/en/details.jsp?id=4125

Year established

- ▶ 2016

Description

- ▶ The Worldwide Gender Name Dictionary is an inventory of traditionally male and female names. WIPO constructed the tool using 14 different sources containing 6.2 million names used in 182 countries and covering 12 languages.

Using the Dictionary, WIPO was able, with a high degree of certainty, to attribute 96% of the 9 million names of inventors and individual applicants in the Patent Cooperation Treaty (PCT) System data to either women or men. The names are also cross-referenced with nationalities and other factors, in order to take into account national and cultural differences.

Annual budget (last available year)

- ▶ NA

Type of mechanism or mode of support

- ▶ Information services

Target groups and beneficiaries

- ▶ Others

UNESCO Region

- ▶ Global

Country

- ▶ A - International

Language

- ▶ English

Objectives

- ▶ 4. Gender equality in career progression for scientists and engineers (S-E)
- ▶ 4.1. Ensure gender equality in access to job opportunities, recruitment criteria and processes.
- ▶ 4.2. Promote equal work conditions through, among others:

- **+ 100 policies, instruments and measures on gender equality in STI**
- **+ 50 countries**
- **From:**
 - ✓ Ministries and government institutions
 - ✓ Universities or research institutions
 - ✓ International Organizations

Mapping and monitoring the coverage of STI policies focused on gender equality



the Survey of Gender Equality STI Policies and Instruments a tool to:

- collect information from national institutions, agencies and universities
- cluster policies
- detect flaws in the policy mix
- establish an agenda for filling gaps



- Ministries and government institutions heading STI policy design or that are addressing gender equality in STI (such as the Ministry of STI, Education and Gender Equality, among others)
- Universities or research institutions that comprise the national STI system, in order to map plans, initiatives and activities focused on gender equality in STI that are being taken in these institutions.

Ready-to-use model questionnaires on the SAGA webpage

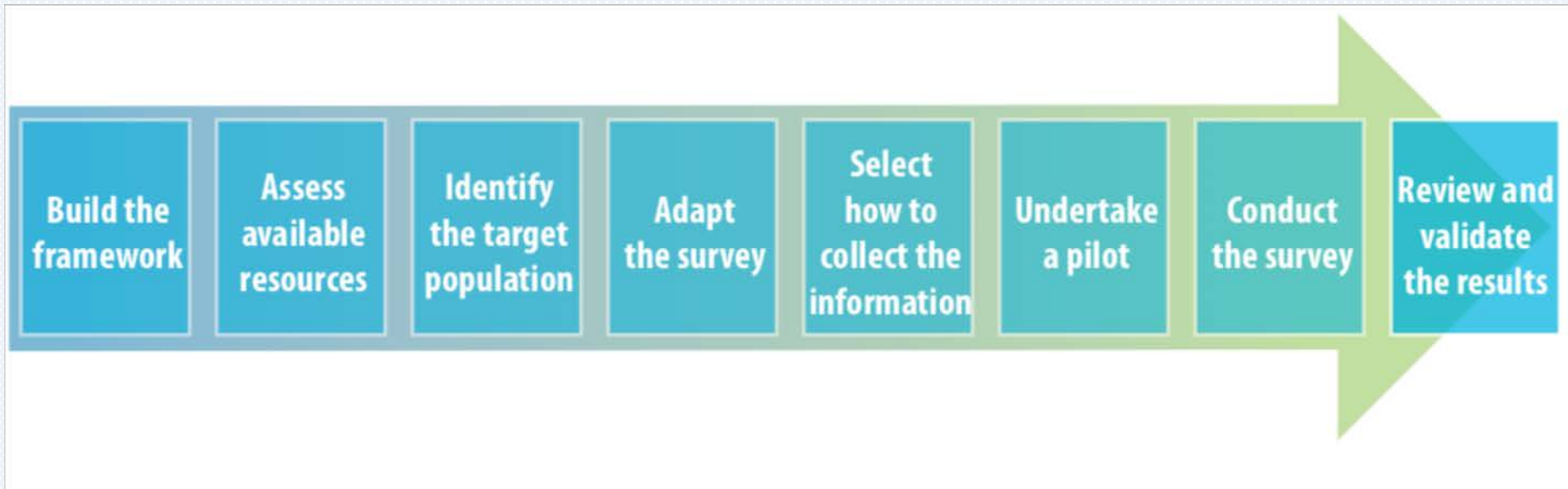
Mapping Gender Equality in STI Policies and Instruments

- the national and subnational STI policies and plans;
- the STI legal and institutional framework;
- the STI policy operational instruments;
- plans, initiatives and measures that are being implemented by national research institutions and universities.

Cluster policies, detect flaws in the policy mix, and establish an agenda for filling the gaps

- **STI Policies-plans**
- **Programmes**
- **Grants**
- **Scholarships**
- **Awards**
- **Loans**
- **Training**
- **Technical assistance**
- **Seed capital funds**
- **Financial support**
- **Subsidies for training and retraining projects**

Survey implementation process



Structure of the model questionnaire

**Section 1:
General
information**

**Section 2:
Policies, legal
and institutional
frameworks**

**Sub-section 3A:
Operational policy
instruments**

**Sub-section 3B:
Measures
and activities**

INSTRUCTION: Please complete question Q2.1 (including questions 2.1.a, 2.1.b, and 2.1.c) for each national STI policy and national STI plan, if extant.

Q2.1 (*) Does the national STI policy or national STI plan exist?

- a. Yes
 - b. Yes, a previous policy or plan existed but is no longer in effect
 - c. No, but one is currently in development
 - d. No
- Go to question 2.1.a
- Skip questions 2.1.a, 2.1.b, and 2.1.c

2.1.a If the national STI policy or national STI plan exists, please provide:

- a. Official name of the document:
- b. Year of promulgation:
- c. Period of validity:
- d. Link to the document (or provide a copy):

2.1.b How does the national STI policy or national STI plan incorporate gender equality?

Please place a check mark (✓) in the appropriate box.

- a. Full chapter(s)
- b. Full section(s)
- c. Paragraphs throughout the document
- d. Brief mention
- e. No mention at all

Please provide excerpt(s) from the document which highlight gender equality and substantiate your selection.

2.1.c Check all the STI gender sub-objective(s) to which the national STI policy or national STI plan contributes (refer to the SAGA STI GOL for more information on the gender objectives):

Please mark all sub-objectives to which it contributes with a check mark (✓).

1	2	3	4	5	6	7
1.1 <input type="checkbox"/>	2.1 <input type="checkbox"/>	3.1 <input type="checkbox"/>	4.1 <input type="checkbox"/>	5.1 <input type="checkbox"/>	6.1 <input type="checkbox"/>	7.1 <input type="checkbox"/>
1.2 <input type="checkbox"/>	2.2 <input type="checkbox"/>	3.2 <input type="checkbox"/>	4.2 <input type="checkbox"/>	5.2 <input type="checkbox"/>	6.2 <input type="checkbox"/>	7.2 <input type="checkbox"/>
1.3 <input type="checkbox"/>	2.3 <input type="checkbox"/>	3.3 <input type="checkbox"/>	4.3 <input type="checkbox"/>	5.3 <input type="checkbox"/>		7.3 <input type="checkbox"/>
	2.4 <input type="checkbox"/>	3.4 <input type="checkbox"/>	4.4 <input type="checkbox"/>	5.4 <input type="checkbox"/>		7.4 <input type="checkbox"/>
	2.5 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4.5 <input type="checkbox"/>			7.5 <input type="checkbox"/>
		3.6 <input type="checkbox"/>	4.6 <input type="checkbox"/>			7.6 <input type="checkbox"/>
			4.7 <input type="checkbox"/>			7.7 <input type="checkbox"/>
			4.8 <input type="checkbox"/>			7.8 <input type="checkbox"/>
						7.9 <input type="checkbox"/>

Section 2: Policies, legal and institutional frameworks

INSTRUCTIONS: Please complete question Q2.3 (including 2.3.a and 2.3.b) for each STI legal instrument identified.

Q2.3 (*) Does a STI legal instrument exist?

- a. Yes
- b. Yes, a previous STI legal instrument existed, but it is no longer in effect.
- c. No, but one is currently in development
- d. No

Go to question 2.3.a

Skip questions 2.3.a, 2.3.b, and 2.3.c

2.3.a If a STI legal instrument exists, please provide:

- a. Official name of this document: _____
- b. Year of promulgation: _____
- c. Period of implementation (for legal instrument no longer in place): _____
- d. Link to the document (or provide a copy): _____

2.3.b How does the STI legal instrument address gender equality in STI?

Please place a check mark (✓) in the appropriate box.

- a. Specific legal instrument for gender equality in STI
- b. Full chapters in general STI legal framework
- c. Full sections in general STI legal framework
- d. Paragraphs throughout the document in general STI legal framework
- e. Brief mention in general STI legal framework
- f. No mention at all

Please provide excerpt(s) from the document which highlight gender equality and substantiate your selection.

2.3.c Check all the STI gender sub-objective(s) to which the STI legal instrument contributes (refer to the SAGA STI GOL for more information on the gender objectives).

Please mark all that apply with a check mark (✓).

1	2	3	4	5	6	7
1.1 <input type="checkbox"/>	2.1 <input type="checkbox"/>	3.1 <input type="checkbox"/>	4.1 <input type="checkbox"/>	5.1 <input type="checkbox"/>	6.1 <input type="checkbox"/>	7.1 <input type="checkbox"/>
1.2 <input type="checkbox"/>	2.2 <input type="checkbox"/>	3.2 <input type="checkbox"/>	4.2 <input type="checkbox"/>	5.2 <input type="checkbox"/>	6.2 <input type="checkbox"/>	7.2 <input type="checkbox"/>
1.3 <input type="checkbox"/>	2.3 <input type="checkbox"/>	3.3 <input type="checkbox"/>	4.3 <input type="checkbox"/>	5.3 <input type="checkbox"/>		7.3 <input type="checkbox"/>
	2.4 <input type="checkbox"/>	3.4 <input type="checkbox"/>	4.4 <input type="checkbox"/>	5.4 <input type="checkbox"/>		7.4 <input type="checkbox"/>
	2.5 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4.5 <input type="checkbox"/>			7.5 <input type="checkbox"/>
		3.6 <input type="checkbox"/>	4.6 <input type="checkbox"/>			7.6 <input type="checkbox"/>
			4.7 <input type="checkbox"/>			7.7 <input type="checkbox"/>
			4.8 <input type="checkbox"/>			7.8 <input type="checkbox"/>
						7.9 <input type="checkbox"/>

INSTRUCTION: Please complete question Q2.1 (including questions 2.1.a, 2.1.b, and 2.1.c) for each policy and plan, if extant.

Q2.1 (*) Does the institution has a plan or policy ?

- | | | |
|--|--------------------------|---|
| a. Yes | <input type="checkbox"/> | Go to question 2.1 a |
| b. Yes, a previous policy or plan existed but is no longer in effect | <input type="checkbox"/> | |
| c. No, but one is currently in development | <input type="checkbox"/> | Skip questions 2.1 a,
2.1 b, and 2.1 c |
| d. No | <input type="checkbox"/> | |

2.1.a If the policy or plan exists, please provide:

- a. Official name of the document:
- b. Year of promulgation:
- c. Period of validity:
- d. Link to the document (or provide a copy):

2.1.b How does the policy or plan incorporate gender equality?

Please place a check mark (✓) in the appropriate box.

- | | |
|---------------------------------------|--------------------------|
| a. Full chapter(s) | <input type="checkbox"/> |
| b. Full section(s) | <input type="checkbox"/> |
| c. Paragraphs throughout the document | <input type="checkbox"/> |
| d. Brief mention | <input type="checkbox"/> |
| e. No mention at all | <input type="checkbox"/> |

Please provide excerpt(s) from the document which highlight gender equality and substantiate your selection.

2.1.c Check all the STI gender sub-objective(s) to which the policy or plan contributes (refer to the SAGA STI GOL for more information on the gender objectives):

Please mark all sub-objectives to which it contributes with a check mark (✓).

1	2	3	4	5	6	7
1.1 <input type="checkbox"/>	2.1 <input type="checkbox"/>	3.1 <input type="checkbox"/>	4.1 <input type="checkbox"/>	5.1 <input type="checkbox"/>	6.1 <input type="checkbox"/>	7.1 <input type="checkbox"/>
1.2 <input type="checkbox"/>	2.2 <input type="checkbox"/>	3.2 <input type="checkbox"/>	4.2 <input type="checkbox"/>	5.2 <input type="checkbox"/>	6.2 <input type="checkbox"/>	7.2 <input type="checkbox"/>
1.3 <input type="checkbox"/>	2.3 <input type="checkbox"/>	3.3 <input type="checkbox"/>	4.3 <input type="checkbox"/>	5.3 <input type="checkbox"/>		7.3 <input type="checkbox"/>
	2.4 <input type="checkbox"/>	3.4 <input type="checkbox"/>	4.4 <input type="checkbox"/>	5.4 <input type="checkbox"/>		7.4 <input type="checkbox"/>
	2.5 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4.5 <input type="checkbox"/>			7.5 <input type="checkbox"/>
		3.6 <input type="checkbox"/>	4.6 <input type="checkbox"/>			7.6 <input type="checkbox"/>
			4.7 <input type="checkbox"/>			7.7 <input type="checkbox"/>
			4.8 <input type="checkbox"/>			7.8 <input type="checkbox"/>
						7.9 <input type="checkbox"/>

INSTRUCTION: Please complete question Q.2.2 (including questions 2.2.a, 2.2.b, and 2.2.c) separately for each policy document directed mainly towards gender equality in STI.

Q2.2 (*) Does a document directed mainly towards gender equality in STI exist?

- | | | |
|---|--------------------------|--|
| a. Yes, | <input type="checkbox"/> | Go to question 2.2.a |
| b. Existed but is no longer in effect | <input type="checkbox"/> | |
| c. No, but it is currently in development | <input type="checkbox"/> | Skip questions 2.2.a, 2.2.b, and 2.2.c |
| d. No | <input type="checkbox"/> | |

2.2.a If yes, please provide:

- a. Official name of the document:
-
- b. Year of effect:
-
- c. Period of implementation (for specific policy no longer in place):
-
- d. Link to the document (or provide a copy):
-

2.2.b Check all the STI gender sub-objective(s) to which the *ad hoc* policy document contributes (refer to the SAGA STI GOL for more information on the gender objectives).

Please mark all that apply with a check mark (✓).

1	2	3	4	5	6	7
1.1 <input type="checkbox"/>	2.1 <input type="checkbox"/>	3.1 <input type="checkbox"/>	4.1 <input type="checkbox"/>	5.1 <input type="checkbox"/>	6.1 <input type="checkbox"/>	7.1 <input type="checkbox"/>
1.2 <input type="checkbox"/>	2.2 <input type="checkbox"/>	3.2 <input type="checkbox"/>	4.2 <input type="checkbox"/>	5.2 <input type="checkbox"/>	6.2 <input type="checkbox"/>	7.2 <input type="checkbox"/>
1.3 <input type="checkbox"/>	2.3 <input type="checkbox"/>	3.3 <input type="checkbox"/>	4.3 <input type="checkbox"/>	5.3 <input type="checkbox"/>		7.3 <input type="checkbox"/>
	2.4 <input type="checkbox"/>	3.4 <input type="checkbox"/>	4.4 <input type="checkbox"/>	5.4 <input type="checkbox"/>		7.4 <input type="checkbox"/>
	2.5 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4.5 <input type="checkbox"/>			7.5 <input type="checkbox"/>
		3.6 <input type="checkbox"/>	4.6 <input type="checkbox"/>			7.6 <input type="checkbox"/>
			4.7 <input type="checkbox"/>			7.7 <input type="checkbox"/>
			4.8 <input type="checkbox"/>			7.8 <input type="checkbox"/>
						7.9 <input type="checkbox"/>

Q2.5 (*) Does the institution have a department or a unit dedicated to gender equality in STI?*Please place a check mark (✓) in the appropriate box.*

- | | | |
|--|--------------------------|----------------------|
| a. Yes | <input type="checkbox"/> | Go to question 2.5.a |
| b. Yes, an office, department, or unit existed but it no longer does | <input type="checkbox"/> | |
| c. No, an office, department, or unit is currently in development | <input type="checkbox"/> | Go to question 2.5.b |
| d. No, it never existed | <input type="checkbox"/> | |

2.5.a If yes, please provide:

- a. Official name of the office, department or unit:
- b. Year of establishment:
- c. Goals and objectives:
- d. Function and responsibilities:

Q2.6 Does your institution cooperate with the ministry or government entity in charge of women's affairs?

- | | | |
|--------|--------------------------|---------------------|
| a. Yes | <input type="checkbox"/> | |
| b. No | <input type="checkbox"/> | Skip question 2.6.a |

2.6.a If yes, please describe how:**Q2.7 Will your institution carry out significant changes related to gender equality in STI in the near future?**

- | | | |
|--------|--------------------------|----------------------|
| a. Yes | <input type="checkbox"/> | Go to question 2.7.a |
| b. No | <input type="checkbox"/> | Skip question 2.7.a |

2.7.a If yes, please provide more details regarding the main changes:

INSTRUCTIONS: Please complete question Q3.1, Q3.2, Q3.3, Q3.4, Q3.5 and Q3.6 for each activity and measure addressing gender equality in STI identified.

Q3B.1 (*) Please provide a description of the activity or measure:

Name of the instrument:

Year established:

Expected end year:

Annual budget allocated (last available year, in US\$):

Short description of the instrument

Main goal(s):

Website:

Q3B.2 (*) Which of the following type(s) of mechanism is used to operationalize the activity or measure?

Please mark all that apply with a check mark (✓).

Technical assistance

Scholarships or fellowships

Training

Awards and competitions

Fairs

Loans

Information services

Subsidies (non-reimbursable contributions)

Other, specify:

Q3B.3 (*) Identify all the beneficiaries or groups targeted by the instrument.

Please mark all that apply with a check mark (✓).

Local R&D groups (e.g. a group of independent researchers)

Ad hoc associations

Technical and support staff in STI

Sub-section 3B: Measures and activities

Women (exclusively)	<input type="checkbox"/>
Indigenous peoples and local communities	<input type="checkbox"/>
Disabled people	<input type="checkbox"/>
Minorities	<input type="checkbox"/>
Individual researchers or professionals, Ph.D. holders	<input type="checkbox"/>
Others, specify:	<input type="checkbox"/>

Q3B.4 (*) Please select the STI gender objectives to which the activity or measure contributes. Specify if it has a direct impact with 'D' or a differential impact with 'I'. (Refer to the SAGA STI GOL in Annex).

Please mark all that apply with a D or I.

1	2	3	4	5	6	7
1.1 <input type="checkbox"/>	2.1 <input type="checkbox"/>	3.1 <input type="checkbox"/>	4.1 <input type="checkbox"/>	5.1 <input type="checkbox"/>	6.1 <input type="checkbox"/>	7.1 <input type="checkbox"/>
1.2 <input type="checkbox"/>	2.2 <input type="checkbox"/>	3.2 <input type="checkbox"/>	4.2 <input type="checkbox"/>	5.2 <input type="checkbox"/>	6.2 <input type="checkbox"/>	7.2 <input type="checkbox"/>
1.3 <input type="checkbox"/>	2.3 <input type="checkbox"/>	3.3 <input type="checkbox"/>	4.3 <input type="checkbox"/>	5.3 <input type="checkbox"/>		7.3 <input type="checkbox"/>
	2.4 <input type="checkbox"/>	3.4 <input type="checkbox"/>	4.4 <input type="checkbox"/>	5.4 <input type="checkbox"/>		7.4 <input type="checkbox"/>
	2.5 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4.5 <input type="checkbox"/>			7.5 <input type="checkbox"/>
		3.6 <input type="checkbox"/>	4.6 <input type="checkbox"/>			7.6 <input type="checkbox"/>
			4.7 <input type="checkbox"/>			7.7 <input type="checkbox"/>
			4.8 <input type="checkbox"/>			7.8 <input type="checkbox"/>
						7.9 <input type="checkbox"/>

Q3B.5 Include the results and outcomes of the activity or measure (if available).

Q3.B6 Include indicators and targets associated with this activity or measure in case have been developed.

Monitoring

- **Monitoring is an instrument for rational policy decision making**
- **Three important components of policy monitoring work:**
 - gathering evidence
 - analysing evidence
 - influencing policy decisions



48 Arab States



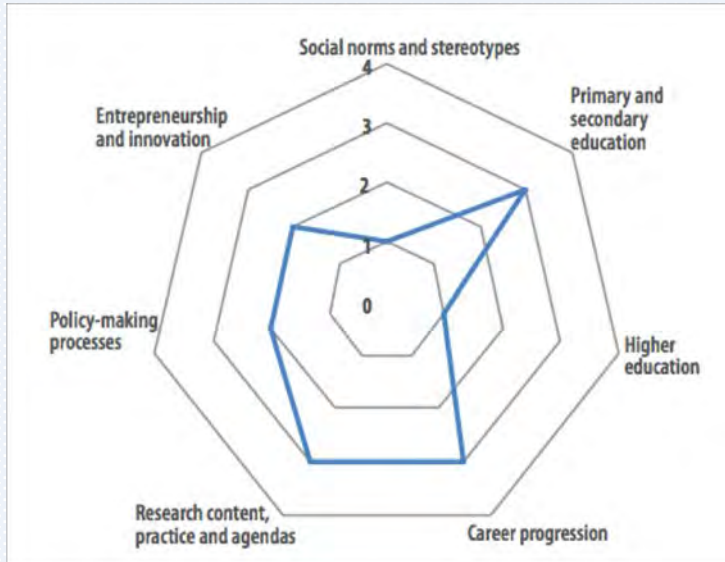
Western Africa



Bangladesh, Bhutan, India, Maldives and Sri Lanka



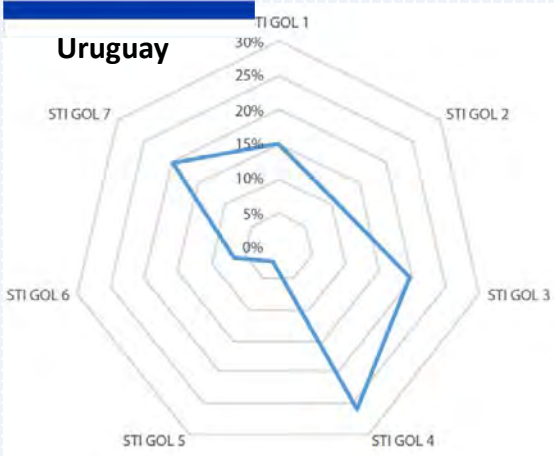
STI Gender Objectives Footprint



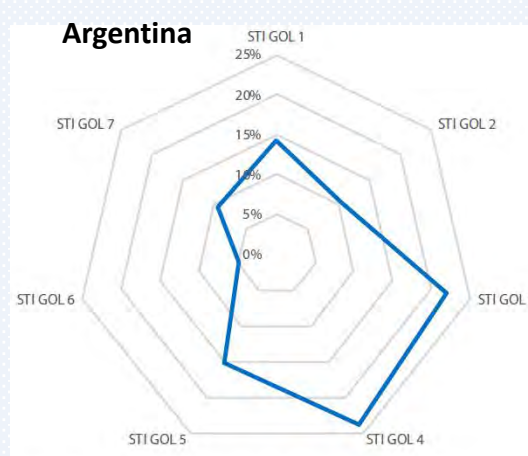
1. Social norms and stereotypes
2. Primary and secondary education
3. Higher education
4. Career progression
5. Research content, practice and agendas
6. Policy-making
7. Entrepreneurship and innovation



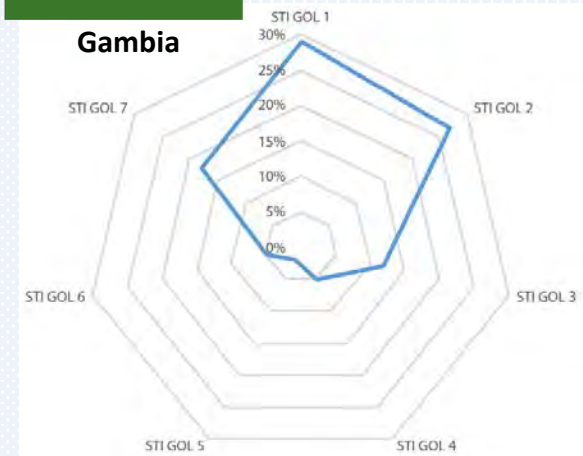
Uruguay



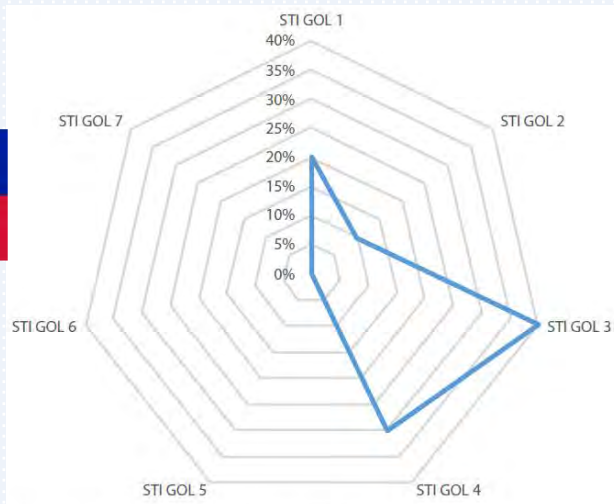
Argentina



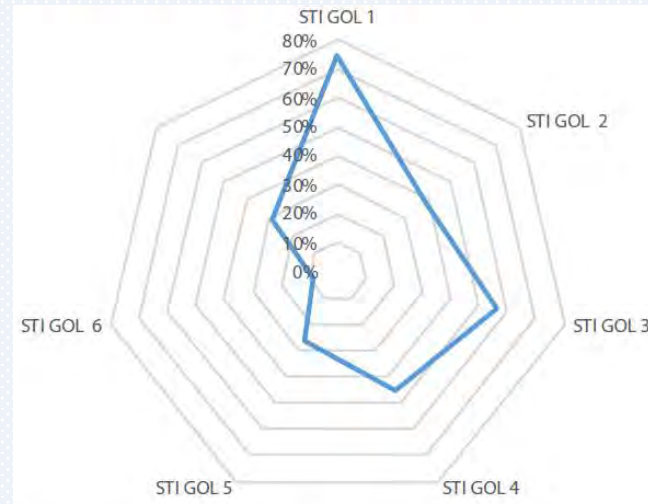
Gambia



Haiti



Quebec



Summary of trends in pilots

All 7 STI GOL are relevant and worthy of policy action but significant divergences between countries exist

- 1. Social aspects and the view of girls and women in STEM remain among the most important barriers to gender equality in science.**
- 2. Primary and secondary education was not listed as the top priority in any pilot.**
- 3. Higher education had second highest number of policies, instruments and measures identified overall.**
- 4. Career progression had highest number of policies, instruments and measures.**
- 5. Least cited gender objective, only considered important in the pilot countries with more advanced STI policy systems, for which it was considered “incipient” or to be addressed in the near future.**
- 6. More effort should be made in countries to improve the mention of gender equality in their national STI policies.**
- 7. Only considered in a few cases, where country wants to expand innovation**

Thank you!



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UNESCO

STI Gender Equality Policy Footprint

STI Ministry objectives: quantifies the extent to which “gender equality in STI” is incorporated among the objectives and strategic vision of the highest STI authority in the country.

0= No mention

2= Brief mention

4= Included among the objectives or strategy of the STI main authority

National STI Plan: reflects the level of importance given to gender equality in the national STI plan.

0= No mention

1= Brief mention

2= Gender equality mentioned in various paragraphs

3= Section (second level) in a chapter, devoted to gender equality

4= Chapter (first level) devoted exclusively to gender equality

STI Gender Equality Policy Footprint

Percentage of women researchers:

reflects the percentage of women in relation to the total number of researcher in the country, in headcounts.

0= <15%

1= 15% - 24%

2= 25% - 34%

3= 35% - 44%

4= ≥45%

Number of instruments: reflects the number of existing STI policy and instruments focused on gender equality in STI in place in the country

0= No instruments in place

1= 1 to 3(low)

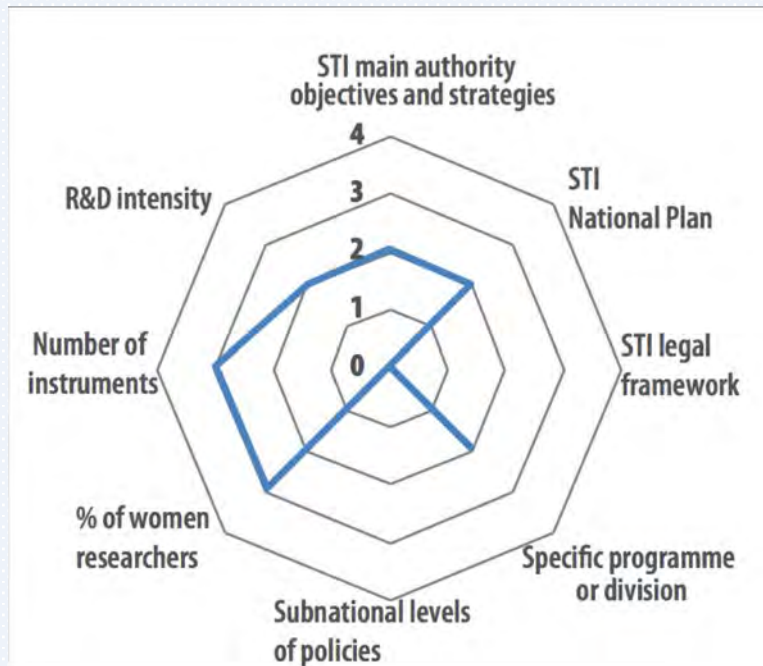
2= 4 to 6 (medium)

3= 7 to 9 (high)

4= ≥10 (very high)



STI Gender Equality Policy Footprint



1. STI Ministry objectives
2. National STI Plan
3. STI legal framework
4. Specific programme or division
5. Subnational level
6. Percentage of women researchers
7. Number of instruments
8. R&D intensity