State of Women Leading Report
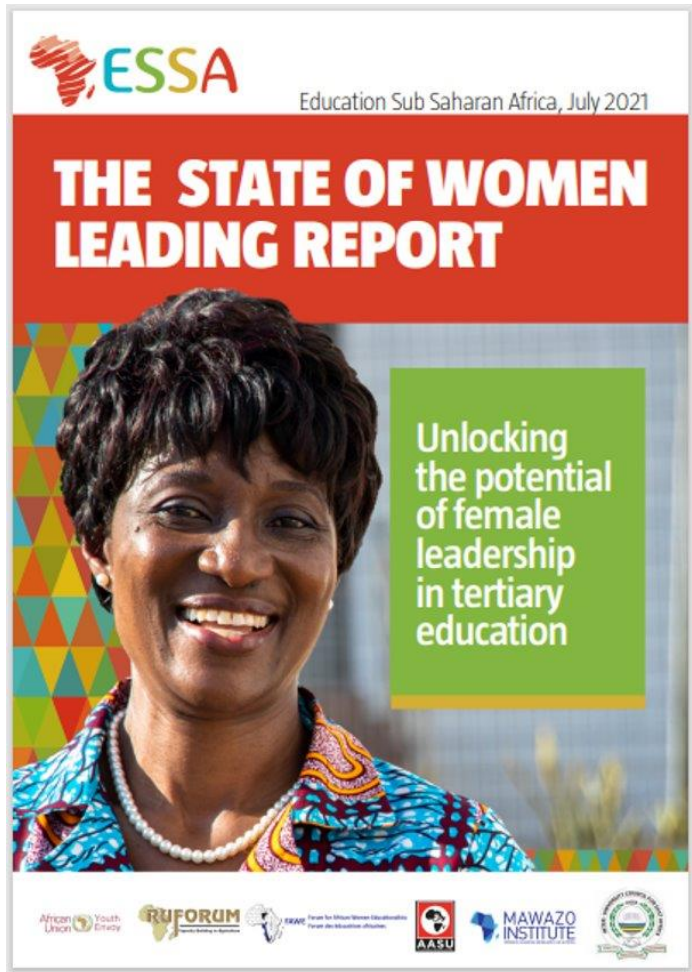
Key highlights

8th March 2022

Jennifer N. Udeh &

Krista Cecille Samson

OUR WOMEN LEADING INITIATIVE

The State of Women Leading Report — Education Sub Saharan Africa, July 2021. Unlocking the potential of female leadership in tertiary education

- In 2018, ESSA in partnership with AAU, PRB and Ghana Tertiary Education Commission, formally NCTE previously conducted a study of the demographics of faculty in Ghana, which revealed that only 8% of professors at public universities were women.

- Education Sub Saharan Africa (ESSA) initiated a Women Leading project that aims to unlock the potential of female leaders in education.

- The focus is on increasing the number of women in leadership positions within universities and colleges and supporting female students to develop leadership skills for their career beyond college or university.

- ESSA's State of Women Leading Report captures insights from existing research and the current perspective of women in Africa who are at different stages in their leadership journey.

HIGHLIGHTS FOR THE REPORT

- ✓ The Barriers that Persist
- ✓ The Critical Skills for Leadership
- ✓ Focus Areas for Further Action

METHODOLOGY

Desktop review

Literature analysis of female leadership in Africa, including literature from policy-making bodies, business, media, and academia.

Interview

Narrative analysis of interviews with female leaders in SSA

Online Survey

Survey analysis of responses from over 400 female faculty, students and early career graduates. Survey sought to collect information on demographics and female leadership in tertiary education.

WHAT ARE SOME OF THE BARRIERS TO FEMALE LEADERSHIP?

- **Socio-cultural expectations:** In most parts of Africa, women are expected to take care of the home and attend to family duties. Being raised to view men as the head of the family and the leader in many aspects, young girls and women lack the confidence to lead, and are less likely to seek (leadership) positions which oppose society's traditional views.

- **Limited access to mentorship opportunities:** Women typically have access to mentors for guidance but lack adequate sponsors who advocate for their promotion, introduce them to key stakeholders and give them exposure to senior roles. Research identifies the benefit of mentoring and suggests that female academics lack influential mentors (Madsen, 2008; Wolverton and Gmelch, 2002).

- **Limited networking opportunities:** Women are often excluded from the proverbial "old-boy" networks, which provides inside information, facilitates advancement and provides an influential social network to its members.

- **Unconscious workplace bias:** Most (tertiary) institutions in SSA are male-dominated; gender issues are often not seen as a priority, making it difficult for women to break into leadership positions.

CRITICAL SKILLS FOR LEADERSHIP

Most important leadership skills	Women in Tertiary Education	All Women
Conceptual skills	34%	32%
Human skills	25%	22%
Leadership ethics and values skills	22%	23%
Communication skills	13%	13%
Industry Knowledge and Technical skills	7%	10%

- Our research has highlighted conceptual skills as the most important skillset for leadership development of women in all sectors e.g., critical thinking, decision-making, problem solving, analytical abilities and logical reasoning.

- This is followed by human skills and skills relating to leadership ethics and values, e.g., integrity, trust, empathy, emotional intelligence, team building, social integration and networking.

AREAS FOR FURTHER ACTION

- **Scholarships:** Survey respondents identified that scholarships had encouraged and motivated them to take up leadership positions.

- **Leadership training and development programmes:** These programmes significantly contribute to soft skills development for women.

- **Gender sensitive organisational structures and policies:** Supportive and inclusive environments need to be created in organisations to support more women as they pursue leadership roles.

- **Networking programmes and opportunities:** Access to networks is crucial for leadership development. Within these networks, women can discuss opportunities, achievements and challenges.

CONCLUSION

- From our research, it is clear that women are still significantly under-represented at leadership levels across sub-Saharan Africa, including within the tertiary education sector. More can be done to equip women with the relevant tools and resources as they pursue leadership.

- Although women are accessing leadership, significant numbers are dissatisfied with their current level of leadership.

- Our research also points to four key actions to further support female leadership development.

- These are: scholarships, leadership training and development programmes, gender sensitive organisational/structural policies and networking programmes and opportunities.

THANK YOU

REFLECTIONS & NEXT ACTIONS

A Global Working Group

1 Further Knowledge and Research

2 Monitoring and Evaluation

3 New way to drive the implementation of research

Potential Themes & Concepts Ideas

Table 1 Summary of previous Discussions with Stakeholders

Theme	Challenge/Problem	Concept Ideas

Scholarships	• Access to Scholarships
	• Inadequate information about scholarship opportunities
	• Lack of guidance follow graduation regarding career and leadership develop pathways
		• Further research into challenges
		• Measurement, monitoring and evaluation of impact of scholarship incl. case studies
		• Scholarship stakeholder meetings/community
		   o Provision of funds
		   o Advocacy
		   o Guidance for institutions

Leadership Training and Development	• Lack of soft skills, mindset of female undergraduate students • Societal norms and expectations of females • Lack of mentorship and networking opportunities • Visibility and access to resources and training opportunities	• Further research into effective leadership training for undergraduate female students (and/or researchers) • Training and mentorship programme focused on building the most important skills that have been identified in the research • Campaign to share success stories
Structure and Policy	• Evidence to inform policy and structure at institutions • Inadequate recruitment processes • Access to (and awareness of) pipeline of female leaders • Lack of guidance on how to implement gender sensitive policies	• Develop practical policy (and/or programme) implementation guidance notes • Develop and undertake institutional leadership capability and capacity assessments • Establish a stakeholder and practitioner working group • Restructuring university leadership appointment process
Networks and Networking	• Enabling networks and turning knowledge of what works into practice and solutions that lead to impact. • Access to networks and resources • Knowledge on how to sustain networks	• Further research into the requirements of women and support they need through networks and networking • Develop understanding and map existing networks to produce a gap analysis • Advocacy to increase awareness of existing networks and how to access them

+ Themes and concepts from the discussions today!

Call to Action

1. **Are you interested in exploring joint funding opportunities and/or engaging in further research?**

2. **What topic(s) would you be interested in exploring further?**

   - Scholarships
   - Leadership training and development
   - Gender-sensitive structure and policy
   - Networks and networking
   - Research assessment process
   - Other

THANK YOU

The discussions and outputs of the workshop will be collated into a short report and shared with all participants.

We will also be sending out a short feedback survey and would appreciate your response.

EUROPEAN
WOMEN
RECTORS
ASSOCIATION

Women Researchers and leadership in Europe and Spain

Prof. Carmen Fenoll

Women in Leadership in Higher Education: Global and Regional Perspectives

International Women's Day 2022 - Webinar Series, 8 March 2022

Examples and Good practice from institutions and countries
Several new indicators in the 2021 edition, such as:

- **Share of research employment** (21%, **in private sector** vs. 44% in public institutions)
- **Precarious and part-time positions by career stage and family status** (more women in early stages/with children)
- **Mobility of senior researchers** (19.8% for women and 24.9% for men)
- Research Organizations with **gender plans** (most HEIs, at least in websites!)
- **Autorship**: senior women published increasingly less than men; Women publications have similar impact to men regardless of seniority level; In STEM, women were under-represented in authorship teams
- **Gender perspectives in research content**
- **Funding….**

Funding: A higher proportion of women researchers tended to be associated with lower R&D expenditure/researcher; in 3 countries with the highest expenditure (DE, AT, LU), women were only 25% of all researchers

Figure 5.5 Proportion (%) of women among researchers (in FTE) and R&D expenditure (in PPS) per capita researcher (in FTE), 2018
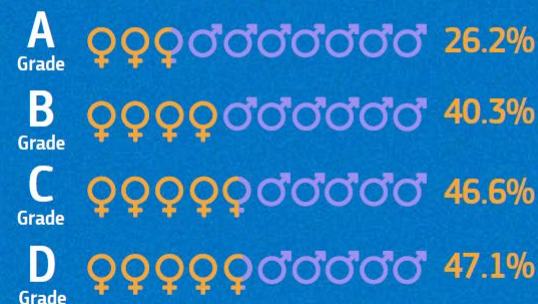
Women are under-represented at the highest level in academia...

Overall, women account for

42.3% of academic staff
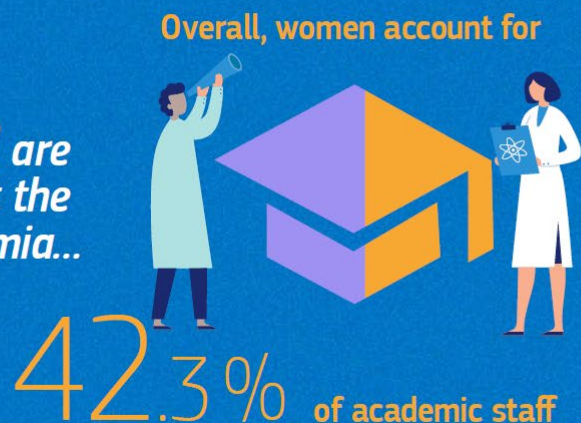
Representation of women by academic grade (higher education sector)

A Grade — 26.2%
B Grade — 40.3%
C Grade — 46.6%
D Grade — 47.1%

(2018, DG R&I Women in Science database)

... and in decision-making positions.

23.6% of heads of higher education institutions are women

(2019, DG R&I Women in Science database)

Leadership: very little improvement since 2015.

Just over 3 in 10 board members were women (31.1%)
Under one-quarter of board leaders (24.5%) were women

SHE Figs 2021: not much new to report ☹

The under-representation of women in grade A and leadership positions has been recognised in the new ERA Communication (2020a) which contains further actions to strengthen gender equality in R&I

The under-representation of women in senior academic and decision-making positions in the EU continues to be a significant issue, thus hindering the growth of the European Research Area

44% of Europeans think that the most important role of a woman is to take care of her home and family.

43% think the most important role of a man is to earn money.

Gender Equality Strategy for 2020-2025

Strengthened provisions for gender equality in Horizon Europe

(i) promoting gender equality in careers

(ii) ensuring gender balance in decision-making

(iii) integrating the gender dimension in R&I content and programmes

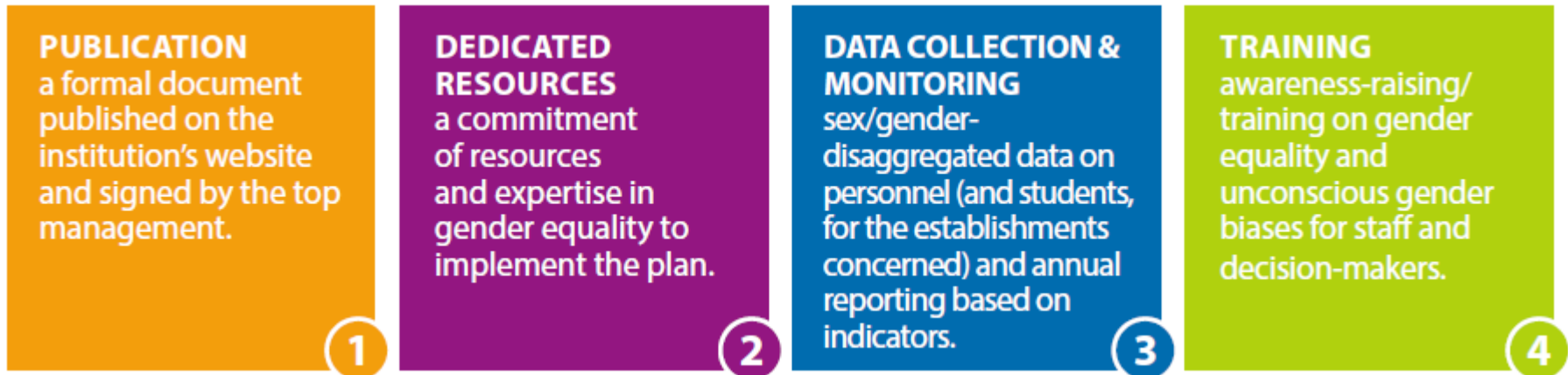**The EU and Member States will shape the new ERA through 14 actions**

ACTION 12: Develop concrete plans with Member States to <u>promote gender equality</u>, as well as diversity and inclusiveness, in science, research and innovation. But women are not a minority to be considered in DIVERSITY!

1. having a Gender Equality Plan (GEP) in place becomes an eligibility criterion

2. gender dimension into research and innovation content is a requirement by default, an award criterion evaluated under the excellence criterion

3. increasing gender, with a target of 50% women in Horizon Europe related boards, expert groups and evaluation committees, and gender balance among research teams set as a ranking criterion for proposals with the same score

To meet the eligibility criterion of Horizon Europe, a GEP **must** fulfil **4 mandatory process-related requirements**

PUBLICATION	DEDICATED RESOURCES	DATA COLLECTION & MONITORING	TRAINING
a formal document published on the institution's website and signed by the top management.	a commitment of resources and expertise in gender equality to implement the plan.	sex/gender-disaggregated data on personnel (and students, for the establishments concerned) and annual reporting based on indicators.	awareness-raising/ training on gender equality and unconscious gender biases for staff and decision-makers.
1	**2**	**3**	**4**

Thematic areas, using concrete measures and targets:

1. Work-life balance and **organisational culture**.
2. Gender balance in **leadership** and **decision-making**.
3. Gender equality in **recruitment** and **career progression**.
4. Integration of the gender dimension into **research** and **teaching content**.
5. Measures against **gender-based violence**, including sexual harassment.

National SHE Figures since 2007 (Científicas en cifras)
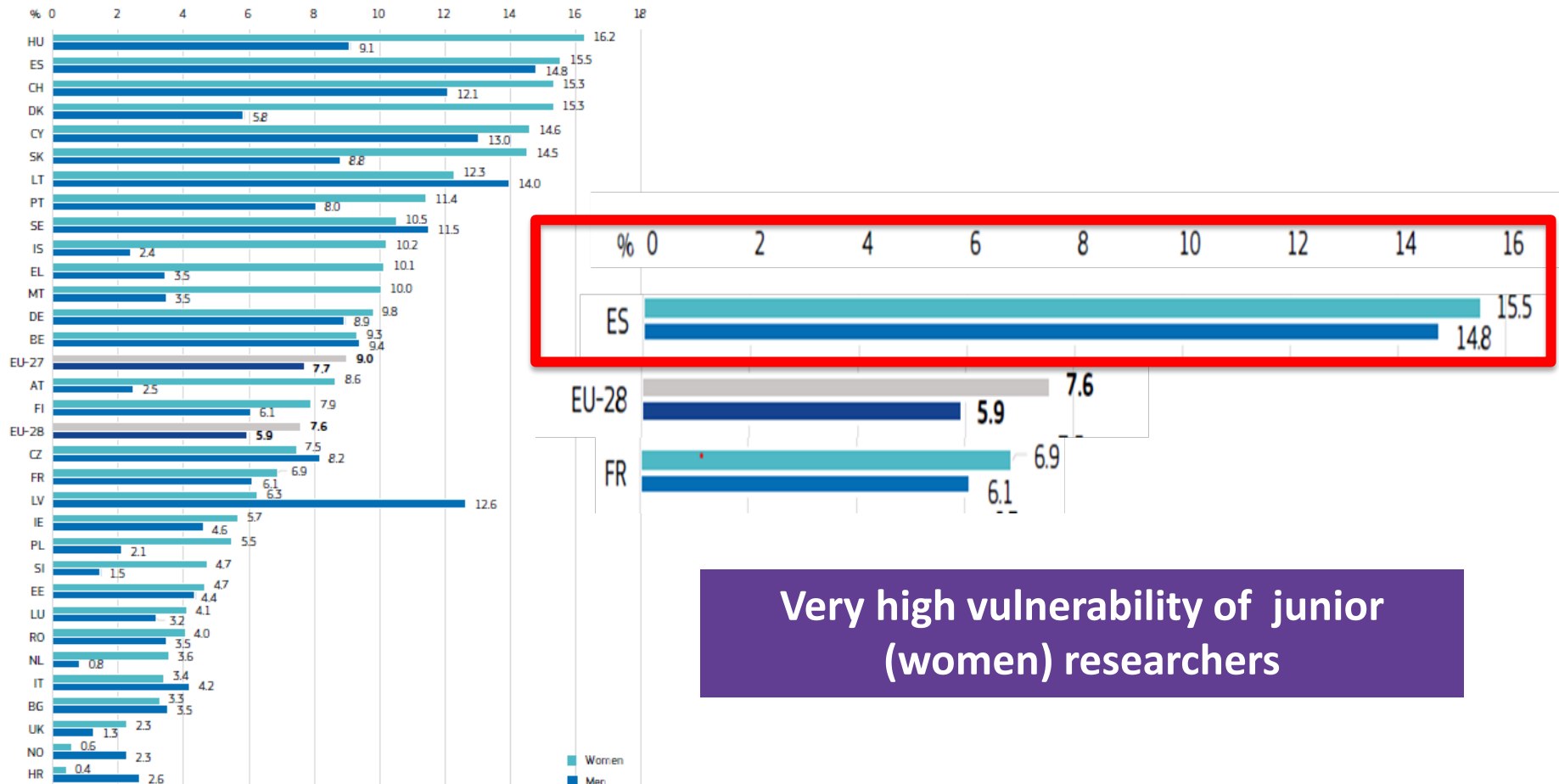
Other targetted statistics

Feminist government(s)

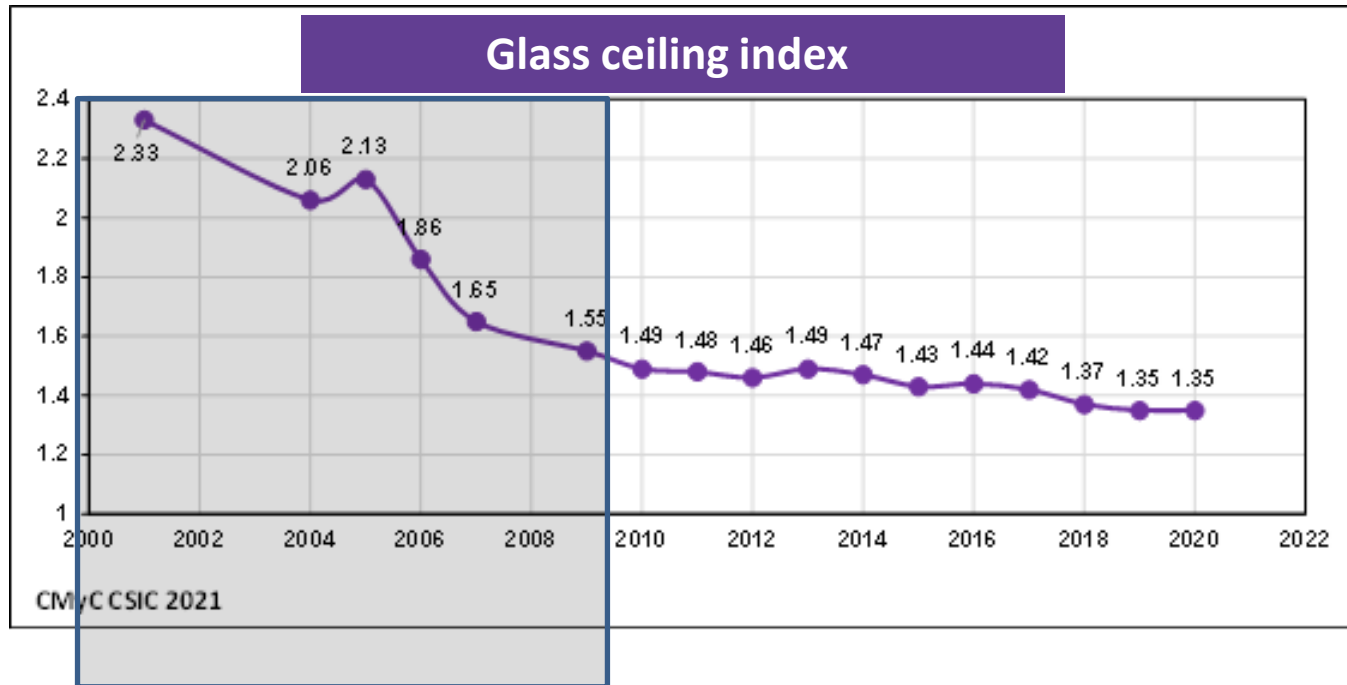**Numbers and tendencies: similar to EU average (in general)**

Figure 5.2 Proportion (%) of researchers in HES working under 'precarious' contracts, by sex, 2019

Very high vulnerability of junior (women) researchers

Main development:

Ongoing Reform of 2011 Science, Technology and Innovation Act

Glass ceiling index

CM y C CSIC 2021

2002: sex disagregated data in research positions start
2005: Order of the President of the Government establishing equality measures
2005: Women in Science Office established at Ministry
2007: Organic Law for the Effective Equality of Women and Men was approved

Ongoing reform of the Science, Technology and Innovation Act

AMIT (Asociación de Mujeres Investigadoras y Tecnólogas) shaped the reform of gender issues with the Ministry

AMIT approach: embed positive actions in the Law

- **Our Constitution mandates positive actions to breech gaps**
- **Positive actions are transient: until reaching real equality**
- **Women are not a minority whose participation in mayority-controlled research space needs to be forced**
- **Closing the gender gaps in research will only correct an anomaly: we are 50% of the population**

Main AMIT demands to integrate in the Law

- Facilitating and promoting quotas (constitutional mandate)
- Preferent selection of women when underrrepresented (at equal merits)
- Gendered budgets with measurable goals in all calls
- Budget reserve to launch corrective complementary calls if needed
- Economic rewards for good practice in centers and departments
- Economic penalties for non-compliance
- Target junior/middle women with effective specific actions
- Mandatory GEP and sexual harrasment plan (regularly evaluated)
- Mandatory gender training for all committees
- Multi-dimensional evaluations (all activities)
- National accreditations with transparent criterio (prior to hiring)
- Explicit gender treatment (article) in the Law
- Non-economic Awards for Good practice

Main AMIT demands to integrate in the Law

- **Facilitating and promoting quotas (constitutional mandate)**
- **Preferent selection of women when underrrepresented (at equal merits)**
- **Gendered budgets with measurable goals in all calls**
- **Budget reserve to launch complementary calls if needed**
- **Economic rewards for good practice in centers and departments**
- **Economic penalties for non-compliance**
- **Target junior women with specific actions**
- **Mandatory GEP and sexual harrasment plan (regularly evaluated)**
- **Recommended gender training for all committees**
- **Multi-dimensional evaluations**
- **National accreditations with transparent criterio (prior to hiring)**
- **Explicit gender treatment (article) in the Law**
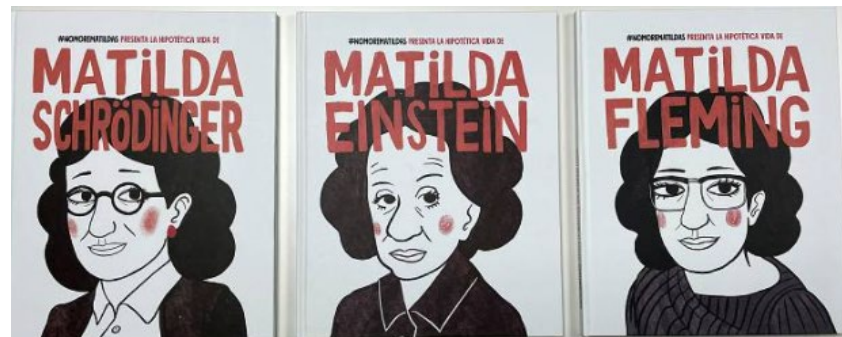- **Non-economic Awards for Good practice**

The Law will be voted in the Parliament within weeks

AMIT will scan all Royal Decrees that develop the Law, as well as all calls for funding and personnel

EUROPEAN
WOMEN
RECTORS
ASSOCIATION

Thank You!

ww.ewora.org
info@ewora.org