



Women in Science

Brazil Gender Equality Framework

for Higher Education Institutions



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This framework was commissioned by the British Council in Brazil as part of the 'WIS: UK-Brazil Gender Equality Partnerships Call 2021', an open call developed by the British Council is to influence the development of institutional policies

and practices which will enable progress towards achieving gender equality in science, technology, higher education and research institutions in Brazil. The framework was created based on Advance HE's expertise of gender equality frameworks and adapted to the Brazilian context with the support of Cuidemos Consultoria e Treinamentos through a series of joint workshops with the UK-Brazil beneficiary institutions leading the nine selected projects under the call.

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Editorial

The immense contribution of women in STEM is increasingly being acknowledged, yet still to be fully recognised. The **Women in Science Programme** promotes a more diverse and gender-representative science to increase the presence and influence of women in STEM (Science, Technology, Engineering and Mathematics) careers. We aim to strengthen systems and open opportunities to individuals and institutions building on strong collaboration between the UK and Brazil. We do this by taking a systemic change approach and facilitating stronger links between women scientists and Science institutions from Brazil and the UK; building capacities at the individual and institutional levels to influence behaviours and policies in STEM, gender, and leadership agenda. We address this journey via a lifecycle approach considering three critical dimensions: **Inspiration, Performance and Recognition**. We aim to transform patterns of influence and support schemes for leadership and gender in STEM via the exchange of best practice and the power of networks grounded on the development of capacities and the necessary tools to advance on common goals. This will ultimately contribute to stronger, more inclusive, and globally connected tertiary education systems, which support economic and social growth.

As part of this ambition, the British Council is supporting the development of a gender equality framework for Higher Education, Science Technology Institutions in Brazil. The framework, inspired by the UK Athena Swan charter, aims to act as a catalyst for long term institutional change that tackles discrimination, removes exclusionary practices and policies, and changes behaviours within higher education and research ecosystems. The Athena Swan Charter is a framework which is used across the globe to support and transform gender equality within higher education (HE) and research. Established in 2005 in the UK to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths, and medicine (STEMM) employment, the Charter is now being used across the globe to address gender equality more broadly, and not just barriers to progression that affect women. In Brazil, it is being designed to support Higher Education Institutions (HEIs) to address the under-representation and inequalities that women and women of colour in science, technology, engineering and maths and medicine (STEMM) face and has been developed by UK and Brazilian institutions, working collaboratively to identify key elements for local adaptation, context-specific realities and required tools and processes to make it viable, relevant, and impactful.

The present document, the framework and the accompanying guiding modules are the result of a series of workshops, exchanges, dialogues and experiences of institutions from the United Kingdom and Brazil participating in the “Women in Science: UK-Brazil Gender Equality

Partnerships Call” (2021), implemented by the British Council in Brazil. The primary goal of this material is to support organisations in Brazil in their journey towards promoting gender and race equality, by providing equality principles to which all institutions can adhere; a framework to support the collection of comparable data; and guidelines for developing a participatory gender action plan.

The above considers HEIs but also funding organisations, government agencies and the different institutions influencing the Higher Education and research ecosystems. By supporting applicable tools to design, monitor and accompany structured processes, we also aim to engage and influence cross-sector accountability for a more diverse and representative science.



Diana Daste
Cultural Engagement Lead
Photographer: Frank Noon

A Note about this framework



This gender equality framework and the accompanying guiding modules are inspired by the Athena Swan Charter and the experience of institutions from the United Kingdom and Brazil participating in the **Women in Science: UK-Brazil Gender Equality Partnerships Call**, implemented by the British Council in Brazil.

This framework and the proposed self-assessment process are entirely self-paced. The primary goal of this material is to support organisations in Brazil in their journey towards promoting gender and race equality, by providing equality principles to which all institutions can adhere; a framework to support the collection of comparable data; and guidelines for developing a participatory gender action plan.

The self-paced diagnosis covers multiple grounds of discrimination in many areas of academic activity. While we reinforce the importance of data in the elaboration of a diagnosis of diversity and inclusion, we recognise that it might be difficult to gather all of the data requested in this document. This is why the framework should be seen as a support in your institution's journey towards designing a gender equality strategy that works in your context.

We encourage all institutions to engage critically with the framework, prioritising the issues that are important in your academic community and developing tools that support the community to reach your gender equality goals.



Introduction to the Gender Equality Framework



The British Council is supporting the development of a gender equality framework for Higher Education, Science and Technology Institutions in Brazil. The framework aims to act as a catalyst, instigating long-term systemic and cultural change to tackle discrimination, remove exclusionary practices and policies and change behaviours within higher education and research in Brazil.

Despite the diligent work of individual higher education institutions and sector organisations, systemic discrimination continues to exist globally, with specific dynamics in different locations. Entrenched exclusionary practices have been found to stifle the careers of women and especially black, indigenous, quilombola women and women from other under-represented and historically marginalised groups. The complex and often sensitive issues that need to be addressed for the promotion of gender and race equality in higher education (HE) and research require a strategic approach that introduces cultural and systemic institutional changes.

The Athena Swan Charter is a framework used to support and transform gender equality within higher education and research. Established in 2005 in the UK, to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment, the charter is now being used globally to address gender equality and intersectionality more broadly, not just barriers to progression that affect women.

Currently there are versions of the Athena Swan Charter framework operating in the UK, Ireland, Australia, the US, Canada and India. Each iteration has been locally contextualised but all the frameworks continue to share many points of commonality, which ensures they are globally comparable.

- 1. Each equality charter framework is founded on a set of principles.**
- 2. Applicant self-assessment underpins the frameworks used globally, with institutions setting up Self-Assessment Teams (SATs) to ascertain equality challenges and opportunities.**
- 3. Institutions are expected to undertake engagement activities with their populations, including consultation, such as surveys, focus groups or interviews, and analysis of both quantitative and qualitative data is critical to ensure the self-assessment process is evidence based.**
- 4. The use of evidence to develop targeted action plans is common to all charter frameworks.**
- 5. Every charter framework has a shared recognition of the importance of feedback and monitoring of effectiveness, with peer-review systems used.**
- 6. Each charter framework shares a common goal of moving applicants from assessment of equality challenges to action.**

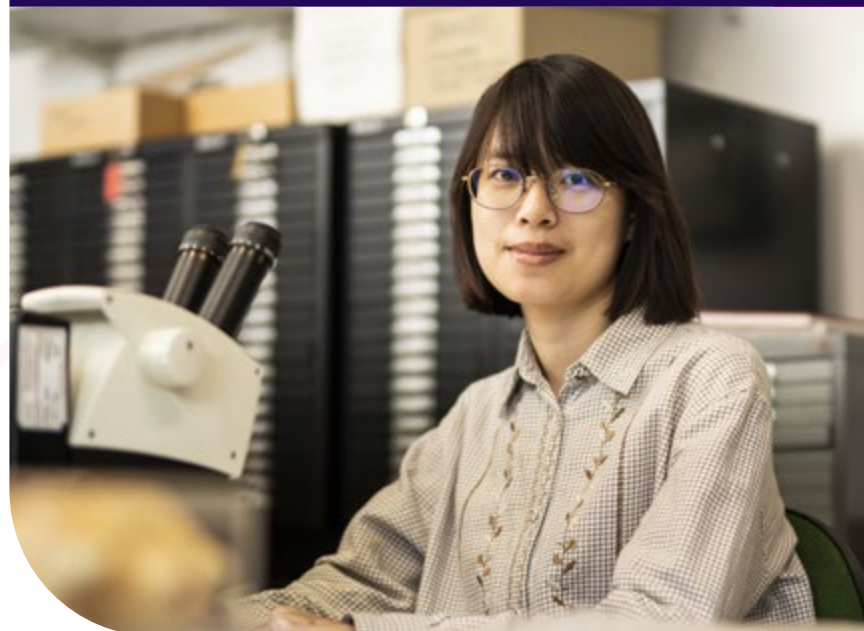
This gender equality framework has been created to support Higher Education Institutions (HEIs) in Brazil to address the under-representation and inequalities that women and women of colour in science, technology, engineering and maths and medicine (STEMM) face.

Workshops with 18 Brazilian HEIs and nine UK HEIs were carried out in January, February and March 2022 as part of the British Council project **WIS: UK-Brazil Gender Equality Partnerships Call 2021** were carried out in January, February and March 2022. These workshops provided the opportunity to gather background information and insights to inform the development of this framework and the supporting module guidance.

The main objectives of this framework are to support Brazilian HEIs to begin a process of self-assessment and reflection, enabling them to collect and analyse data, identify inequalities, challenges and opportunities around the progression of women in STEMM in their organisation, develop targeted action plans in response to the self-assessment findings and implement the actions successfully and appropriately.

In addition, it is hoped the framework will:

- Support a culture of self-reflection related to EDI (Equality, Diversity and Inclusion) more broadly
- Create a culture of evidence-based gender and EDI work, using both qualitative and quantitative data
- Address the key challenges that present barriers to everyone's career progression
- Create communities of practice across Brazil and the UK that will share learning, good practice and tools



As a participant in the framework, institutions will create a Self-Assessment Team (SAT) and engage with their internal and external communities. Institutions taking part in the framework should explore and analyse their policies, practices and cultures in order to improve the experiences of black, indigenous, quilombola women and women from other under-represented and historically marginalised groups at their institution, strengthen research and teaching excellence and improve recruitment and retention of diverse staff and students.

The framework will encourage institutions to consider their present state of progress with respect to EDI and STEMM, and select their priorities based on their current challenges and opportunities. The process, although guided, gives institutions the autonomy to identify the context-specific challenges and gaps and develop context-specific actions and initiatives.

An in-depth and intersectional understanding of inequality, discrimination and exclusion is required to achieve cultural change. Institutions taking part in the framework are encouraged to undertake meaningful, inclusive communication and engagement activities with black, indigenous, quilombola women and women from other under-represented and historically marginalised groups and other underrepresented and disadvantaged groups in their

institutions. Communication and engagement is an integral part of the self-assessment process and is crucial to understanding an institution's challenges and opportunities, providing a clear rationale for action and to successfully implement the actions.

At this stage of development, there is not an assessment or peer review process attached to the framework. However, it is hoped that if the framework is successful in its aims and the project overall is a success, that one will be developed in the future so that framework participants can be assessed and provided with feedback and recognition for their work.

This framework is underpinned by a set of principles, developed through consultation with the 18 Brazilian institutions. These principles set out the commitments that institutions taking part in this framework agree to uphold, provide a foundation for the work that will be carried out and represent the ambitions that all those participating in the framework share.

Collaboration and cooperation are key guiding principles of the framework and should be key to the overall process. Participating institutions should be sharing their experiences and learnings with one another including those that are successful or unsuccessful.

Brazil Equality Framework Principles



Participation in this framework is voluntary. The Brazil Gender Equality Framework is based on ten key principles. By engaging with the framework, institutions are committing to adopting these principles within their policies, practice, action plans and culture.

Participants are encouraged to use the principles to help focus and structure their equality work and to highlight their ongoing commitment to gender equality and wider EDI interventions to support their staff, students, and wider community.

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.
2. We commit to advancing gender and race equality in academia, in particular, addressing the loss of women in general and black, indigenous, quilombola women and women from other under-represented and historically marginalised groups across the career pipeline and the absence of women from senior academic roles.
3. We commit to addressing unequal gender and race representation across academic disciplines. In this we recognise disciplinary differences including the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)
4. We commit to tackling the gender and race pay gap.

5. We commit to tackling bullying and harassment including moral harassment, sexual harassment and gender-based violence.
6. We commit to removing the obstacles faced by women, especially black, indigenous, quilombola women, women with disabilities and women from other under-represented and historically marginalised groups and women who have care responsibilities at major points of career development and progression including the transition from PhD into a sustainable academic career.
7. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women and black, indigenous, quilombola women and women from other under represented and historically marginalised groups.
8. We commit to tackling the discriminatory treatment often experienced by gender nonconforming people, including trans, non-binary and gender-fluid people.
9. We acknowledge that advancing equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
10. We commit to making and mainstreaming sustainable structural and cultural changes to advance equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.

**Why diversity in
Higher Education
and STEMM is
important**



Higher education and research are at their most relevant, reliable, innovative and rigorous when they include and are designed from multiple perspectives, sources of expertise and knowledge and examine diverse and intersecting considerations and potential impacts.

Higher education and research are strengthened by building environments that are welcoming and inclusive. Institutional culture and systemic changes are needed to address barriers that hinder access and experience for underrepresented groups in higher education and research globally.

Science and research cannot reach its full potential unless it can benefit from the talents of all.

The advantages of EDI practices in higher education and research include:

- Increased staff and student satisfaction across higher education and research;
- Enhanced employee engagement, resilience, confidence and leadership skills;
- Improved collective intelligence at an institutional level, creativity and problem-solving, quality of academic work, and complexity of research;
- Research excellence, quality of decision-making and organisational performance;
- An attractive working environment for job applicants and students;
- Public recognition as an institution determined to support all members of its community through these tangible results of EDI work.

Self-assessment and setting up a self-assessment team



Successful participation in this framework depends on assuming a collective responsibility for addressing systemic inequalities and embedding equality and non-discriminatory values in higher education and research.

The framework will require structures and processes that underpin and recognise gender equality work and, where relevant, wider equality work in order to address the intersection of gender with social markers of discrimination such as race, ethnicity, origin, age, amongst others. As part of this, all participants should undergo a self-assessment, led by a representative team and informed by staff and student communities.

The self-assessment team (SAT)

To participate in this framework, the institution will need to establish a strong and effective self-assessment team. Having an effective SAT and undertaking a thorough self-assessment is key to the success of participating in equality frameworks and fundamentally, to the effectiveness of the process.

SAT members should develop and have a clear understanding of the framework and its principles.

The SAT is responsible for:

- Collecting and analysing data.
- Consulting with the community.
- Developing and evaluating actions.
- Communicating findings, activities, progress and impact.

This section on the self-assessment team will provide you with information on the following:

- The structure of the SAT.
- SAT membership.
- The SAT chair.
- SAT activities.
- Future-proofing the SAT.

The structure of the SAT

How the SAT may be best structured depends on the participating institution: the SAT may operate as an independent committee that feeds into wider organisational structures, or it may be a subgroup of a broader committee.

You may have a large SAT with smaller sub-groups to focus on specific activity, or a SAT that undertakes everything together. To ensure effectiveness, while also maintaining adequate representation, a more complex structure might be appropriate; for example, a smaller team and a larger working group.

The reporting line will also be important but unique to your institution. The SAT is not a review group. They should have authority to make decisions that will drive equality work. Their reporting line should reflect this status.

Ensuring the SAT has this status will partially be driven by who is on the team, who is appointed chair, and how they were chosen.

SAT membership

An open call for members is encouraged, but it is likely that the participating institution may also have a number of ex-officio roles to consider (e.g. certain Deans or Directors, equality officers, staff equality network leads, etc.).

The team should include people from a variety of backgrounds and with different experiences. It should include a proportion of members that reflects the profile of the institution, with consideration of the equality grounds enshrined in the Brazilian Constitution, as well as intersectionality. It is essential that the composition of the SAT does not lead to a disproportionate burden on underrepresented groups.

It is likely that you will also need to select particular people for certain roles. They might represent a certain department or discipline, a group of staff (or students), or they might have relevant skills or knowledge. When determining membership of an SAT the following should be considered:

- **SATs should include academic, professional, managerial and support staff, researchers, (and students) at different grades, levels and contract types, and be representative of the institution.**
- **The team might include at least one person from each of the institution's faculties, colleges, or other high-level groupings.**

The aim is for each of the main areas of the participating unit to have a representative on the SAT.

It is likely that some SAT members will be involved because of their experience and knowledge of equality, and others will be there because of their role, or experience and knowledge in other areas. For this reason, it may be useful for SAT members to undertake training or facilitated discussions around equality, diversity and inclusion.

As with any committee or team, it can be difficult to determine the optimal number of members for effective discussions, decision making, and workload distribution. There is no prescriptive number regarding the size of the SAT, as this will vary depending on the requirements of individual Institutions.

A variety of skill sets will also be welcome on a SAT. This may include:

- Knowledge and experience in advancing equality. This may be a mix of both lived experience and that gained through research and scholarship. SATs may also rely on external expertise to complement the team where there are gaps.
- Understanding of qualitative and quantitative data analysis.
- Experience of project management and project evaluation.
- Reflective writing.
- Action planning.

The SAT Chair

The chair's role is crucial as they are publicly stating their commitment to equality. They should be someone who understands the issues in the institutions and the meaning behind the principles. The chair is responsible for:

- **Being an ambassador and advocate of the SAT.**
- **Driving momentum and encouraging people through the framework.**
- **Ensuring that all members of the SAT take responsibility for completing tasks and are given proportionate responsibility.**

Maintaining the power balance within the SAT, ensuring that everyone is able to have their say, and that stronger voices and hierarchy do not overpower discussions and decisions.

SAT Activity

The SAT must meet over the course of the self-assessment processes, as well as in implementation and evaluation phases. However, frequency will depend on a number of factors, such as support and information already available to the SAT.

Meetings can take a range of forms and may happen online or in person. Additionally, SAT activity may include attendance at relevant trainings and events, taking part in consultation activity, or other internal or external initiatives that help drive equality activity.

There is no prescription around the number of meetings an SAT must have, and participating institutions will have their own norms and guidance on committee activity. SATs should have enough meetings to ensure they have sufficient momentum to drive equality work, but not meet so frequently that members are overburdened.

Additional activities and considerations

There are further considerations that will support the effectiveness of the SAT and ensure it functions in an inclusive manner.

There are logistical considerations, such as:

- How many meetings or related activities will you have, when and where will they be, and for how long?
- Who will decide the agenda for SAT meetings, especially the first meeting?
- Will SAT meetings be minuted? Who will have responsibility for that? How will the secretariat of the meetings be supported?
- How will the SAT communicate the work and progress of the SAT to the institution/sub-unit's wider community, including senior management teams and committees?

The adoption of robust, transparent, and accountable processes for equality charters work also warrants consideration. Applicants and SATs may wish to consider:

- How contributions to the SAT are formally recognised and rewarded; for example, via staff development reviews, or in progression and promotion opportunities and processes.
- What resourcing will be available to SAT members; for example, formal workload allocation (via a workload model or similar), or access to dedicated staff support.
- Methods of public recognition and acknowledgement of SAT members.

Future proofing the SAT

It is also important to consider how the SAT will evolve over time, balancing refreshment of membership with assurance of continuity. It may be helpful to rotate membership so that others have an opportunity to become members of the SAT. You will also need to consider how collective knowledge will be maintained; for example, it may help to stagger the rotation of roles, or have a crossover or shadowing period.

When thinking about future proofing self-assessment activity you should determine mechanisms and governance structures for implementation and evaluation of the action plan over the duration of the plan. This should consider who will be held accountable for the successful implementation and evaluation of the action plan, as well as responsibility for overall operationalisation of actions.

Where can I find out more?

The UK institutions that you have been paired with have all undertaken extensive self-assessments as part of their Athena Swan Charter journey and they will be able to provide you with support setting up your self-assessment team and self-assessment processes.



Brazil Gender Equality Framework for Higher Education Institutions

Guiding questions for participants:

1. UK institutions: systematise experience with SAT.

- a. Explain your SAT structure and reflect about the factors that were determinant for the current architecture of the SAT.
- b. What lessons did your institution learn in the operationalisation of the SAT?
- c. What are the main activities of the SAT and how does your institution go about them?

2. Brazilian Institutions: map offices and stakeholders who could compose your institution's SAT.

- a. Are there experiences and initiatives at your university that could inform the SAT?
- b. Which offices and stakeholders could contribute to the SAT?
- c. What are the strategies you could design to make sure the SAT is diverse and inclusive, without overburdening women?

3. UK and Brazilian partners together: organise a knowledge exchange activity to share the work above and elaborate a timeline for the creation of SAT in the Brazilian institutions.

Communication, consultation and engagement



Staff (and student) consultation and engagement is crucial to the successful implementation of gender equality initiatives and equality frameworks. Staff (and students) will have their own views on the institution's gender equality priorities, and understanding their appetite for this work is useful for developing and communicating actions and priorities. Without good communication and engagement, the institution will not have good qualitative data.

Furthermore, awareness around gender and race equality may not be a given depending on the institution, and it may vary from stakeholder to stakeholder. In some cases, even building awareness on the relevance of the topic will be necessary -- and understanding the relevance of gender and race equality will be key to getting institutional buy-in. Some useful strategies to achieve that include:

- **Use personal stories to illustrate challenges and barriers, alongside data;**
- **Mobilise senior members of the institution from a privileged background (e.g. white, male professors) to act as allies;**
- **Mobilise external influential people/leaders to raise awareness on the importance of gender and race equality;**
- **Focus on the benefits of greater gender and race equalities to the institution, not only on the gaps.**

Consultation and engagement in the self-assessment process

The institutional self-assessment process should include details of how the self-assessment team (SAT) has consulted across the institution, including details such as what consultation and engagement activities were carried out and when. What consultation and engagement activities the institution should use is up to the SAT.

The type of consultation carried out may be dependent on the size of the participating institution, and whether or not meaningful data disaggregated by gender can be provided. You should expect to carry out a range of consultation activities. Below are some examples of consultation activities, but what activities can be carried out are not limited to this list.

Examples of consultation activities:

- **Surveys** – if a survey is carried out, details should be provided including response rates disaggregated by gender, staff groups (if available and won't identify responses), who ran the survey(s) and when they took place.
- **Focus groups** – if focus groups are run, details should be provided including who facilitated the focus groups, what staff groups were present, the gender of the groups, the overarching theme(s), and when they took place.
- **Structured or semi-structured one-to-one interviews** – if interviews are carried out, details should be provided including who conducted the interviews, what was the gender mix, what staff groups were interviewed, the overarching theme(s), and when they took place.
- **Town hall meetings** – if town hall meetings are conducted, details should be provided including: who led the town hall, what was the size and gender mix of the attendance, what were the overarching theme(s), and when they took place.
- **Round table discussions** – if round table discussions are conducted, details should be provided on who participated (disaggregated by gender and staff group), who facilitated the discussions, the overarching theme(s), and when they took place.

The institution should have a communications plan surrounding the consultation process. Staff (and students) will need to understand the point of the consultation activity, and the equality charters process in general, in order to engage fully. Ensuring individuals feel secure in responding to and understanding the benefits of consultation, and trust the SAT to utilise the results appropriately will be important to maximising the response rates and the quality of captured data.

The timing of the consultation exercises is an important consideration and participating institutions are advised to think carefully about when to conduct consultation to achieve the best possible response. For example, if the survey you are looking to run were to be conducted shortly after another similar survey, the SAT could consider combining them.



Using staff consultation results in the framework

You are not expected to provide the full dataset from your surveys or other types of consultations in the framework, but instead make reference to the findings in the relevant parts of the framework. Staff consultation data – both quantitative and qualitative – provide valuable context for, and understanding of, the information asked for throughout the framework. Staff (and student) consultation can also provide the rationales for specific and proactive actions in the action plan. Consultation conducted as part of the initial self-assessment process is vital to institutions' understanding the current challenges and opportunities. Although further data collection, research, and analysis are expected in the future, an action plan should not rely heavily on further self-assessment.

Consultation with staff or individuals outside of the institution is also recommended for equality to work, such as use of a 'critical friend' or external reviewer the framework and/or action plans, presentations from current Athena Swan award holders, etc.

External consultation is recommended, so that further expertise can be utilised, and because external individuals are more able to identify where explanations (for example, of practices) are unclear to people not based within that institution.

Here are some guiding questions on areas to consider when developing a consultation and an engagement strategy:

Policies

- Are staff aware of institutional policies, e.g. maternity leave/parental leave, promotion, flexible working, recruitment, appraisals, committees and governance structures?
- Where are staff policies kept, do staff know they are there, are they easy to find?
- What do staff say about finding them?

Policy implementation

- How does the institution ensure consistent implementation of policies?
- Do line managers receive training on implementing policies?
- How are line managers and staff informed about policy changes?
- What do staff say about consistency of implementation?

Communication channels

- What are the institutional communication channels and are they effective?
- Do staff open all staff emails and attend all staff meetings?
- How would staff like to be kept informed of policy and institutional changes?

Feedback

- How is staff feedback gathered and used?
- How are the results of staff feedback communicated?
- What are staff telling you about the reality of policy & procedure?
- What do staff want to change?

Brazil Gender Equality Framework for Higher Education Institutions

Guiding questions for participants:

1. UK institutions: systematise your experience with communication and engagement

- a.** Explain the consultation activities you implemented, the rationale for choosing them, their results and the lessons learned with the process;
- b.** Explain how you developed a communication strategy about the Athena Swan Charter;
- c.** Explain how was staff consultation data used;
- d.** Discuss the institutional channels for communication in place at your institution and how they have contributed to your gender equality strategy.

2. Brazilian institutions: assess communication and engagement strategies available at your institutions and identify opportunities for improvement

- a.** Analyse how consultation with staff and students usually takes place and how (and if) feedback from consultation leads to policy and procedure changes;
- b.** Assess if existing channels for communication are effective in ensuring staff and students are aware of policies and procedures that promote equality and non-discrimination;
- c.** Investigate if there are initiatives in your institution that actively promote engagement of staff and students and how they can be improved.

3. UK and Brazilian partners together: organise a knowledge exchange activity to share the work above and elaborate a draft strategy for communication and engagement in the Brazilian institutions.

Development of data collection and analysis



The Brazil gender equality framework requires applicants to undertake transparent self-assessment processes to ensure priorities, interventions, and actions are evidenced-based and inform continuous development.

Evidence-based recognition of the issues and opportunities facing applicants requires the collection and analysis of quantitative and qualitative data. As part of this, applicants collect equality monitoring data to measure, understand, and report on challenges and progress.

In this section on ‘development of data collection and analysis’ you will find advice on the following:

- **Why we should be collecting equalities data.**
- **The types of data you might work with.**
- **What you might be looking for and why you might be looking for it.**
- **Methods.**
- **Ethics and data protection.**
- **Evaluating and analysing data.**
- **Presenting data.**

Why should we be collecting equalities data?

In order to address inequalities for staff and students, we must identify and understand them. One of the most accurate and reliable ways to do this is to collect data in our individual institutions.

Data can help us get to know the inequalities within our institutions better. It can highlight different experiences and help us to target support. It helps us recognise existing barriers and can help identify any information gaps. It is through collecting and analysing data that we can fully understand the current picture of our institutions and identify what needs to change.

After identifying what needs to change, data can then help us evaluate the impact of interventions and monitor equalities progress. This in turn also creates a record of the history of equalities within our institutions.

Types of data

Broadly speaking there are two types of data you might work with: quantitative and qualitative.

Quantitative data are expressed through numbers. Methods of quantitative data collection include surveys and questionnaires that can be used to produce information in the form of statistics.

Your institution might already collect quantitative data (on a large scale). In some instances, this might be accessible and useful for you and may avoid the need to collect additional quantitative data.

For example, institutions often produce data through staff surveys, HR systems, admissions forms and student evaluations. Seeing what is available centrally can be a great starting point before you begin your own data collection.

Qualitative data are expressed through words. Methods of qualitative data collection include interviews and focus groups and generally this information would be presented as quotes or narrative.

For example, some institutions may have staff testimonials or have conducted focus groups for other reasons. As this form of data can tend to be a little more topic-specific, you may find that you have to collect it yourself.

Different types of data are generally used for different purposes. Each is valuable in its own way. Quantitative data can be used to show trends, prevalence and patterns. As it can include a large sample number it can be powerful in showing a strong representation of the population you are looking at. Qualitative data on the other hand can offer a more nuanced and detailed look. It can be used to explore more descriptive and conceptual things such as experiences or opinions. The type of data you need will depend on what you are trying to find out and what you don't already have access to.

For example, you may already have quantitative data available but you might not have any more person-centred perspectives. Running a focus group would be a great way to get a more intimate and personal reflection.

Methods

Choosing the right method is important as it affects what type of data you will collect. Consider what kind of information you are looking for and what kind of information you do not yet have. Some institutions might already collect large scale survey data so it may be that there is missing qualitative data that can offer a more detailed and nuanced perspective. Think about your capacity for data collection and the need for particular kinds of input. It might be that individual interviews can inform

useful case studies or that a focus group will let everyone discuss their experiences.

Consider too the capacity of those who you are hoping to gather data from. For example, it may be advisable to wait until after the exam period to collect data from teaching staff.

It is important to choose methods that are realistic and that will be possible within the parameters of working with your target population. Remember that not every approach will be suitable for every group. Large scale quantitative data might be easy for a large institution to collect, whereas a smaller institution might struggle to get enough responses for that approach to be valid. Often a mixed method approach can be best as it allows for an overview as well as more detail.

Certain groups may also have different accessibility needs. Ensure that data collection takes these into account and provides accessible options for providing information.

For example, an online survey may need to have adjustments in place for those who are visually impaired. Some staff may not be desk-based or have easy access to IT and so may need access to paper surveys rather than online ones.

Ethics and data protection

Be communicative and clear about your data collection with those who are taking part in it. Informed consent is important and those taking part in data collection and providing information need to know what the data are being used for and how it is being protected.

Data collection must adhere to the relevant data protection regulations throughout the entire process of collection, analysis and storage. Data protection is not merely a tick box exercise, data can be a powerful thing and it is important to protect the people who are contributing it.

Consider confidentiality on a smaller scale too. For example, if working with a small team extra steps may need to be taken to ensure confidentiality, such as employing external facilitators or making sure surveys ask questions in a way that ensures anonymity. Some methods may not be appropriate in this case, for example, a faculty-run focus group might not be the best method as people may be nervous about speaking up in front of their peers.

Encouraging disclosure

Collecting data on equality grounds can be a sensitive issue and return rates may be low initially. However, over time, in a safe and supportive environment, return rates are likely to increase, and the quality and validity of the data will improve.

Institutions should take steps when necessary to support and encourage disclosure. Several factors can influence an individual's decision to disclose equality information, including:

- **Understanding the relevance of the information sought to the organisation.**
- **Availability of information on the purpose, usage and confidentiality of equality information collected.**
- **Opportunities to disclose information on an ongoing basis.**
- **Understanding the relevance of disclosure for their work or study.**
- **The culture of the institution – whether it is perceived to be open and inclusive, or if there are concerns regarding bias or discrimination (direct or indirect), or the transparency of processes and practices.**
- **Whether individuals relate to the categories and themes available on equality monitoring forms.**

Staff and students are more likely to engage with an equality, diversity and inclusion exercise if they see it as an integrated part of an institution's strategy for promoting inclusivity and increasing accessibility. Institutions, departments and professional units can take a number of practical steps to increase disclosure:

- **Ensure visible and active support from senior management.**
- **Make equality, diversity and inclusion commitments visible on campus and in communications via images and text used, and in public forums and events.**
- **Share examples of how the equality information collected has informed action and helped to remove barriers for staff and students.**
- **Celebrate achievements to ensure that staff and students feel positive about equality monitoring and confident that it will be of benefit.**
- **Include questions that demonstrate the institution's commitment to understanding the issues affecting particular groups. This may persuade staff of the benefits of disclosure. For example: 'How well does the institution enable you to meet your religious obligations while at work?'; 'We want our workplace to be inclusive and welcoming of all staff – is there more we could do to improve your experience?'**

- Explain clearly why the data are being collected, how it will be used, and who will have access to it, to build a culture of trust and understanding.
- Provide reassurance that the institution will follow guidelines on data collection, storage and use – including complying with data protection legislation – as some people may be concerned that information could disadvantage them, or encourage discrimination or harassment.
- Communicate if individuals will be identifiable from the data, if the information will be stored separately from personal details, and if disclosure will lead to further contact from the institution; for example, sharing information about support services or events related to an equality ground.

Evaluating data collection

It can be useful to evaluate your data collection throughout the collection process. Ask yourself who is missing from the discussion. Are there voices that haven't been heard yet?

The methods themselves may need to be reviewed:

- Are the chosen methods letting everyone be heard?
- Are they accessible to everyone?
- Are they effective and reliable?

Data collection is a process and it might need to be undertaken differently at different stages. Communicate with those who are contributing information and consult with them on whether the chosen methods of data collection are working for them.

In many instances there may need to be a mixed method approach. Consider follow-up interviews or focus groups after surveys. This will enrich the data and give a much broader view.

Analysing data

An initial cursory analysis of your data will hopefully give you an overview of the context of equalities in your institution. Look for obvious trends and patterns. If more longitudinal data are available, then it can be helpful to look at areas of change and how the patterns of data have evolved over time.

Do not stop there, however. It is often not simply enough to offer an overview when a more complex analysis is needed. A deeper analysis will reveal more about the nuances of equalities and it is important to approach your data with a critical lens.

For example, an initial analysis might show that fewer women hold senior positions. However, it might not be initially clear why this is the case. Asking what findings might mean or why they might be the case leads to a more critical and complex exploration of issues. In this instance, data might also show that women more commonly have complex caring responsibilities. This might be obvious if there is a question about caring responsibilities; however, this might also be implied by the individual indicating that they cannot be on campus during certain hours or that they must commit to working from home frequently.

If there is a “why” with no answer, then this is where follow-up data collection may need to occur. As we discussed previously, it is useful to plan for multiple layers of data collection. It might

be that a topic or a voice was missing from the initial data collection and this can be addressed by doing a follow-up interview or a second survey.

Be aware of the limitations of your own abilities with data analysis. If this is not an area you are confident in you may wish to bring in a colleague to help analyse the data.

Continuing data collection

Ongoing data collection is important to assess the impact of interventions. While you might be initially collecting data to inform this framework, it is important to look to the future with your data collection. Is this data collection replicable if it needs to be revisited? Can follow-ups be put in place to assess the impact of any changes? Are the data being used to effectively inform changes?

The purpose of data collection is to inform change and ongoing work on equalities. Continued data collection will allow the success of this to be measured.

It is also important to revisit equality issues regularly as the population and their needs may have changed.

Presenting data

When using data to inform this framework, your institutional action plan or for information to be shared internally in your institution, data should be presented in whichever way you feel is most explanatory and appropriate (e.g. tables or graphs), as long as the chosen format clearly highlights trends:

- Percentages and raw numbers should be presented for all quantitative data (both in figures and within any narrative that accompanies the figures).
- Qualitative data should provide relevant detail on the respondent to support analysis (e.g. gender and category of post), while being cognisant of where individuals could be identifiable. Where this is the case, applicants may choose to limit or redact some details.

- Where data are used to inform a particular action point in action plans, the data should be embedded in the rationale for the action.
- Where data you think are important or are requested in this framework are not available, this should be explained with reasons given (and, in most cases, a relevant action in the action plan to collect it).
- Consider the accessibility of data presentation in terms of the size of the figures and texts, as well as the contrast in chosen colours.



Confidentiality

The framework recommends that institutions collect and analyse data pertaining to sex, race/colour, age and disability of staff and students, with the purpose of providing evidence for the elaboration, implementation, monitoring and evaluation of actions plans to promote equality. The data should always be anonymised, in order to protect the confidentiality of the individuals. This recommendation is aligned with Lei Geral de Proteção de Dados Pessoais (Law No. 13.709/18) in Brazil.

To further protect the confidentiality of staff and students and foster a culture of transparency and data protection, we recommend that the institution clearly communicate the rationale for, and the process of, data collection and analysis with all its stakeholders. If possible, data collection instruments should request the individual's authorisation for the use of the data. Administrative data, already available, can be used, as the data usage is in line with law No. 13.709/18.

Protecting staff and students against retaliation and discrimination

Information disclosed by staff and students on meetings, surveys and other media that are related to the data collection for this framework should be protected and should not be used as grounds for discrimination. In this sense, it is paramount to ensure that reports, minutes, aide-mémoire and other documents do not identify individuals and their experiences and/or complaints.

Members of the SAT should be aware that sensitive issues may arise when collecting and analysing data, and ideally should receive training on active, empathetic listening (active listening and humanised care) and should be provided with clear institutional guidelines on anonymity and non-retaliation.

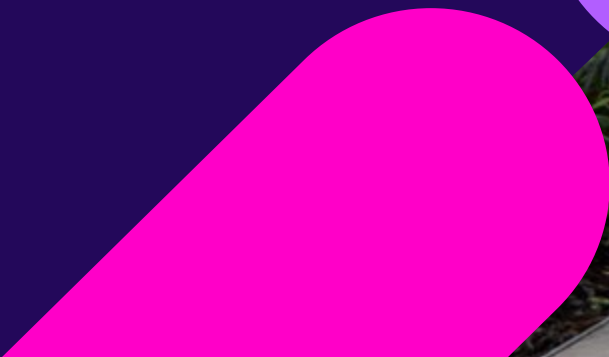
Brazil Gender Equality Framework for Higher Education Institutions

Guiding questions for participants:

1. UK institutions: systematise your experience with data collection and analysis
 - a. Explain the data collection exercises you implemented, the rationale for choosing them, and the lessons learned with the process;
 - b. Explain your approach to data protection;
 - c. Discuss your strategy for data disclosure and the lessons learned in the process of disclosing data.

2. Brazilian Institutions: assess data available and identify the need to improve/complement data collection and analysis
 - a. Assess existing databases and identify gaps;
 - b. Discuss methods and opportunities for data collection, considering the gaps identified;
 - c. Discuss data protection and disclosure in your context, listing the challenges and strategies for overcoming them.
3. UK and Brazilian partners together: organise a knowledge exchange activity to share the work above and elaborate a draft strategy for data collection and analysis in the Brazilian institutions.

Effective and measurable action planning



Once the framework data sets have been considered and there is a clear understanding of areas that require change or improvement in your institution, you are ready to begin the process of action plan development. Based on analysis of the findings of the self-assessment you should also have an understanding of priority areas for intervention. With this understanding of the context, you can begin to identify actions that will drive progress.

This section on ‘effective and measurable action planning’ will provide you with information on:

- **Common areas for gender action**
- **Establishing priorities for action**
- **Developing targeted actions**
- **Implementing your action plan**

Understanding common areas for action

Actions vary across applications and you should aim to develop a responsive plan based on your institution’s priorities and context. While each action plan will be unique, there are common areas for intervention:

1. Developing infrastructure

It is common to find actions, or groups of actions, aimed at improving the systems and structures that are needed to advance equality, diversity and inclusion. This might involve activities related to resource management (e.g. staff levels, systems for recognising and rewarding EDI work), or to governance structures, committees, or reporting lines. Improvements in infrastructure also regularly involve technological solutions to support equality monitoring (e.g. centralisation/expansion of databases), or physical space development and management.

2. Improving representation

These kinds of interventions work to address underrepresentation. Actions will be targeted at improving gender and race representation (e.g. in particular staff categories or grades, or among students and staff in specific discipline areas) and may seek to drive progress in relation to other underrepresented groups. Actions can involve activities to ensure that recruitment, marketing, course packaging, and outreach is designed in a way that encourages a diverse range of applicants, such as establishing quotas for recruitment and promotions. Actions may also involve work to ensure that processes and practices relating to recruitment, career progression, awards and funding opportunities are fair and transparent so as not to disadvantage any particular group.

3. Improving outcomes and experiences

These actions target improvements in the outcomes and experiences of staff and students. Interventions may seek to address student awarding gaps through activities to revise assessment modes and methods, seek improvements in completion rates by improving supports, or improve experience through training or networks. Initiatives related to staff outcomes and experience are also common, such as activities to manage workload equitably, to enhance and encourage staff development

(e.g. mentorship/sponsorship schemes, supports for research grant success, annual staff development reviews), or to support staff with caring responsibilities, including those returning from family-related leave. Work in this area may also involve recognising good practice or efforts to celebrate or sustain effective and impactful interventions.

4. Fostering inclusive cultures

Actions to drive improvement in representation or staff/student outcomes and experience will likely also rely on initiatives designed to foster an inclusive culture. This may involve taking proactive steps to create a safe and respectful environment and eliminate unacceptable behaviour (e.g. bullying, sexual harassment), activities to promote social cohesion and community (e.g. networks, events, core hours), and initiatives to celebrate diversity.

5. Enhancing Understanding and Collective Ownership

This involves recognising that there are those who have the power to influence the state of gender equality. They might be those who have more contact with students, who are decision-makers for directorates or departments or those who represent the organisation.

This is linked to culture as often this needs to change from the top down and those who are in these places of power can greatly influence the approach to gender equality.

Establishing priorities for action

Establishing priority areas for action will enable you to focus your action planning and funnel resources to the area of greatest need. Consider how the actions and outcomes that your Action Plan identifies fit into the above five themes (and/or any other themes you identify as part of your analysis). While each theme does not need to be addressed to an equal level, each should be considered and actions should be organised around them. There are several things that should inform the design of your actions.

- Available resources
- Complexity of actions
- Timescales
- Interdependencies

Identification of priorities should be linked to the findings of your self-assessment. Your priorities should therefore be:

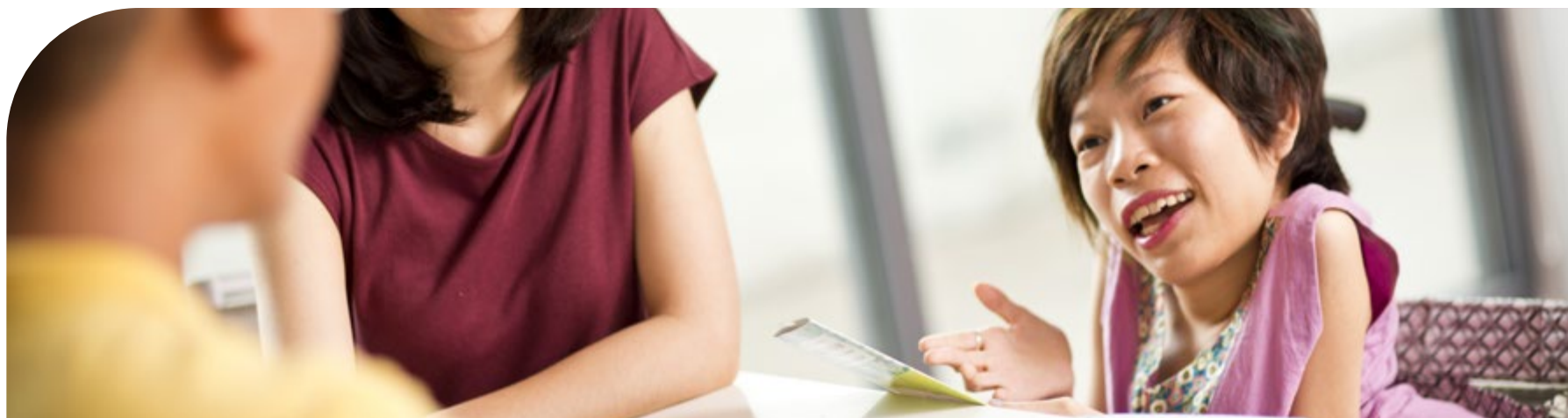
- Evidence-based
- Specific and detailed
- Appropriate and tailored to your context
- Measurable



The Brazil gender equality framework will prompt you to identify key priorities for action. You should build in reporting on your progress in relation to these priorities in your self-assessment team and institutional reporting structures.

Priorities can be addressed through multiple activities in the action plan and may have short, medium, and long-term targets for success. Examples of specific priorities can be found in the table below.

A: Broad priorities	B: Specific priorities
Prevent and tackle sexual harassment	Create a policy to prevent and tackle sexual harassment
Increase the representation of women at senior academic grades	Improve the success rate of women achieving promotion at Senior Lecturer and Professor grades
Guarantee equality and diversity in recruitment	Prevent implicit bias and gender and race discrimination in selection process



Developing targeted actions

When developing actions you will need to be aware of the resources available, including available budget, infrastructure, staff time to support implementation, and whether or not additional external expertise will be needed to deliver specific actions, or to support progress on priority areas. You may also want to consider any other institution projects, outputs, or commitments scheduled for delivery in the period covered by the plan.

To ensure that your action plan offers your institution a sufficiently targeted strategy to drive progress during the award period, the Brazil gender equality framework suggests considering actions, and action plans, that adhere to the SMART action planning principles:

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time bound**

In applying the SMART action planning principles to the development of actions you will:

Be **specific**: what are you going to do?

- **An action plan should make clear to anyone who reads it exactly what you are going to do over the duration of the plan. This means that you will need to include a specific description of a specific action that will take place. When deciding this, consider who the action is aimed at and how it will be implemented. You may need to consider sub-actions for initiatives seeking to address large objectives.**

Ensure **relevance**: why are you undertaking this action?

- **Your action plan should make the rationale for actions clear, demonstrating how the action emerges from the evidence uncovered during your self-assessment. You will need to include information that indicates why the action is necessary for your institution. This necessitates citing baseline data, for example from a survey or focus group, to demonstrate why you are undertaking the proposed intervention.**

Determine **timelines**: when will the action start and finish?

- Timeframes for actions should be included in your plan. These timeframes provide a clear picture of when the action will be implemented and reviewed. If the action will have various outputs, or if sub-actions have been included, you may wish to add milestones to check on action progress.

Safeguard **achievability**: who will ensure action implementation?

- You will need to assign responsibility for action(s) to appropriate and suitably influential roles in your institution, as this will ensure the action is achievable. You will also find it helpful to differentiate between those who are responsible for action completion and those who are responsible for the action's implementation. By identifying specific roles, you can ensure action completion if roles change or rotate. In assigning responsibility for actions, you should take care not to overburden members of underrepresented groups. Your action plan should attest to the fact that you understand that driving change is everyone's responsibility.

Identify indicators of success: how will you **measure** the success of your action?

- In order to support your evaluation of progress over the duration of the award you will need to identify markers of action success. These success measures should demonstrate the influence or effectiveness of the action on the issues or opportunities identified, not just that activities of the action were undertaken. When choosing success measures, remember that action completion is not necessarily a marker of success. Instead, the success measure should directly relate to what the action is aiming to effect. You will find it helpful to consider your baseline data (i.e. measurements before actions have begun) when choosing success measures for actions.

Distinguishing between action outputs, outcomes, and impacts

When determining your success measures you will likely find it helpful to understand, and distinguish between, action outputs, outcomes, and impacts. A common pitfall of action planning is selecting an output of your action as a measure of success. An action output is typically a milestone or product delivered. An output indicator measures if an action was taken and/or a product delivered (e.g. report was written, handbook updated, focus group organised, policy developed, appraisal template created; staff network established). In contrast, an action outcome is the change you are trying to produce with your action plan. Outcomes are measurable and outcome indicators enable you to evaluate how well an action is working. An impact describes the effect of the action on the issue you have been aiming to address on a broader scale. They point to the systemic or structural change you are aiming to leverage. Outcomes and impact are always closely tied to the rationale for undertaking actions and offer evidence of the success of the action plan in addressing your equality priorities.

- **Action outputs:** According to the United Nations Development Group (2011), "outputs are changes in skills or abilities and capacities of individuals or institutions, or the availability of new products and services that result from the completion of activities within a development intervention within the control of the institution", The initiatives and activities that make up your action plan will produce action outputs (milestones and/or products). An action output is generally straightforward to report on, as you should be able to easily identify whether or not it happened. You can measure action outputs with indicators that describe the implementation of activities and delivery of products.
- **Action outcomes:** action outcomes are the result of the outputs and "represent changes in the institutional and behavioural capacities for development conditions that occur between the completion of outputs and the achievement of goals" (UNDG, 2011). Outcome indicators enable you to evaluate if your actions are working appropriately. The outcome of an action can be translated into indicators that can show the progress that is being made towards achieving the goals of your action plan. For example, an action outcome may be to increase engagement with diversity programmes and outcome indicators may offer evidence of increased engagement with action outputs (e.g. uptake/application rates).

- **Action impacts:** action impact describes the positive effect or change that occurs in your institution as a result of a well-executed action. Impact is usually long term and depends on a broader context "as it implies changes in people's lives (this might include changes in knowledge, skill, behaviour, health or living conditions). Such changes are positive or negative long-term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended" (UNDG, 2011). The impact of your action/action plan will hopefully help to achieve gender equality and wider equality objectives.

Below you will find some examples of the differences between action outputs, outcomes, and impacts.

Example One:

An institution establishes a parents' and carers' network in response to finding that staff with caring responsibilities report feeling isolated. The outputs, outcomes, and impacts of this action may be defined as follows:

Output: Institution increases capacity of sharing care work responsibilities with parents and carers by establishing a parents and carers' staff network.

Output indicator: number of services available to parents and carers in the staff network.

Outcome: Increased participation of staff in network activities and engagements.

Outcome indicator: percentage of staff who report partaking in activities of the network.

Impact: Supportive environment for staff with caring responsibilities (i.e. improvement against baseline data from the staff survey).

Example Two:

An Institution takes steps to formalise its staff development review process (i.e. introduction of annual meetings and use of a new review meeting discussion template) as review meetings are held irregularly and early career staff report receiving limited support for career development.

Output: institution increases capacity of providing transparent and fair staff development process by developing a review meeting discussion template and agreeing on a timeframe for annual meetings.

Output indicators: number of procedures developed and out in place (templates, timelines, etc)

Outcome: Increased participation of staff in annual review meetings.

Outcome indicators: Rate of participation in annual review meetings (preferably disaggregated by sex and race).

Impact: Staff, particularly women and black people, have greater access to promotions and funding opportunities due to increased career support (i.e. improvement against baseline data from the staff survey).

Example Three:

An institution overhauls its promotion process (i.e. reviews and revises policies relating to eligibility and criteria, introduces training requirements for assessors, launches briefing sessions for eligible staff) due to an underrepresentation of women at senior academic grades and associated low application rates for promotion from eligible staff, particularly women. Baseline data also indicates that low numbers of staff perceive the process to be transparent and fair.

Outputs: increased capacity of institution to conduct equitable promotion process due to the development of new policies and guidance developed; new assessor training and board composition requirements in place; and annual briefing held.

Output indicators: number of policies and guidelines developed; number of training held and number of participants in training;

percentage of staff and assessors (internal and external) trained.

Outcomes: Increased proportion of eligible staff are applying for promotion, including more applications from women; increased participation of staff in annual briefing.

Outcome indicators: quantitative and/or qualitative evidence of improvement in staff feedback on new policies and guidance; rate of participation (preferably disaggregated by sex and race) at annual briefing; percentage of staff who report positively on the usefulness of the briefing.

Impact: Promotion process is fair and transparent (i.e. improvement against baseline data from staff survey) and more women are successful in their application for promotion, thus improving representation at Senior Lecturer level (i.e. improvement against baseline promotion data).



Choosing an action plan template

You will need to choose an action plan template that supports SMART action planning. The Brazil gender equality framework is not prescriptive about the format of action plans but applicants are encouraged to choose an action planning format that is accessible and user-friendly as this will support action implementation and evaluation. An example of a SMART action planning template can be found at the end of the framework on [p.70](#).

Collaborative working

Institutions rarely work in isolation and when it comes to developing your gender/ race and equality work there is no expectation that you improve things alone.

Collaborations and partnerships can include a number of different people. The British Council has developed the first step by supporting partnerships between UK institutions that have extensive experience of the Athena Swan Charter framework and Brazilian institutions starting out on this journey. Another step is to

consider who else in your institution might be useful. Often you will find that there are staff around the institution who have experience and expertise that may be drawn on for the work.

You may also wish to look externally. The local community may be a good place to look for expertise and support, along with gender and race-focused non-profit and other external organisations such as governmental agencies, grassroots movements, learned societies and professional bodies. Consider how partnerships could help achieve outcomes and make actions more varied and achievable.

For example, if one of your outcomes is to get more women into STEM disciplines then working alongside STEM learned societies may help further this goal.

Partnership working can also help in awareness-raising as external organisations will be more aware of and can help amplify your commitments to gender equality.

Brazil Gender Equality Framework for Higher Education Institutions

Guiding questions for participants:

1. UK institutions: systematise your experience with developing and implementing gender equality action plans
 - a. Explain the rationale for choosing priorities for action;
 - b. Explain the process of elaborating the plan (what were the steps taken? Who participated? Was there student involvement?);
 - c. Discuss the process of implementing monitoring and evaluating the plan. What are the lessons learned?

2. Brazilian institutions: identify stakeholders and priorities for a gender equality action plan
 - a. Identify stakeholders within the academic community and beyond (partners, community organisations, to name a few) who could participate in the elaboration and implementation of the plan;
 - b. Discuss methods and procedures for ensuring participation in the drafting of the plan;
 - c. Discuss, with the identified stakeholders, the priorities of the plan, based on data available.
3. UK and Brazilian partners together: organise a knowledge exchange activity to share the work above and elaborate recommendations for the gender equality action plan to be developed by the Brazilian institution.

Language and definitions



Although there will never be a perfect or complete set of terminology, below are some key definitions you may find useful.

Academic contract types/functions: The academic employment function of a member of staff relates to the academic contract of employment and not the actual work undertaken.

Academic staff: Academic staff includes postdoctoral researchers, teaching-only, research-only or teaching and research staff including lecturers, fellows and professors.

Career break: A career break is a period of time out from employment or career. Career breaks are often taken by parents and carers, and also are used to take time for personal or professional development.

Equality: Providing equal opportunities to everyone and protecting people from being discriminated against.

Equity: Inclusive and respectful treatment of all people. Equity is about giving people what they need in order to make things fair, it does not mean treating people the same (equal) without regard for individual differences. Equity is needed to achieve equality.

Diversity: Recognising, respecting and valuing differences in people including race, colour, place of origin, religion, ability, sex, sexual orientation, gender identity, gender expression, and age. Diversity is largely understood as encouraging, welcoming and including those who are different.

Fixed-term contract: A contract of employment that ends on a particular date, or on completion of a specific task, for example a specific research project or covering a period of maternity leave. This includes staff on rolling fixed-term contracts.

Inclusion: Intentional and ongoing practice of fostering a safe, supportive, diverse, and respectful environment where individuals feel valued and included.

Institution: An institution of higher education and research which grants academic degrees in a variety of subjects. An institution may consist of a mixture of colleges, faculties, schools and departments.

Open-ended/permanent contract: A contract without a fixed term. Open-ended/permanent staff are those who are employed on a contract of employment that states the member of staff as permanent or on an open-ended contract. This includes term-time-only staff who are employed on an open-ended contract.

Postdoctoral researcher: Postdoctoral researchers are staff that undertake independent research, leading or acting as principal investigator or equivalent on a research grant or significant piece of research work.

Primary caregivers: Those within a family who have the greatest responsibility in providing care to people who need assistance, such as children, ill people, the elderly or other dependent adults, meeting their day to day physical and emotional needs.

Professional and support staff: This includes any staff not included in the above definition of academic staff who are employed by the institution.

Research-only staff: Those staff whose contracts of employment state that the primary academic employment function is research only, even though the contract may include a limited number of hours teaching (up to six hours per week or pro-rata for part-time staff).

STEMM: Science, technology, engineering, mathematics and medicine.

Teaching and research staff: Those staff whose contracts of employment state that they are employed to undertake both teaching and research.

Teaching-only staff: Those staff whose contracts of employment state that they are employed only to undertake teaching.

Trans: An inclusive umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned (male or female) at birth. The term may include, but is not limited to, transsexual people, cross dressers, intersex people and those who see themselves as not clearly fitting into a binary male or female identity. Trans people may or may not alter their bodies hormonally and/or surgically. The term trans should only be used as an adjective, for example, 'trans people'.

Zero-hours contract: In general terms, a zero-hours contract is an employment contract in which the employer does not guarantee the individual any work, and the individual is not obliged to accept any work offered. Staff on these contracts are entitled at least to national minimum wage and statutory holiday pay.

Intersectionality



Intersectionality is a theoretical framework that was developed by Professor Kimberlé Crenshaw in 1989 in a paper for the University of Chicago Legal Forum entitled “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” to explain how African-American women face overlapping disadvantages and discrimination related to sexism and racism (Crenshaw 1989).

The intersectional approach (Bairros 1995; Carneiro 2018; Evaristo 2016; Gonzalez 2020; Rios & Ratts 2010; Nascimento 1974) places at the centre the diversity amongst women themselves and the negative impacts that different dynamics of inequalities reproduction have on them. Intersectionality, moreover, allows for a deeper and integrated understanding of the extent of the challenges faced by women from subalternised racial groups (Barbosa 2019).

For the purpose of this framework, intersectionality means recognising that people’s identities and social positions are shaped by multiple factors at the same time, which create unique experiences and perspectives. Elements of identity are dependent on one another and can impact lived experiences of discrimination in different ways. These factors include among others age, disability, gender identity and sexual orientation, race/ ethnicity, disability status, religion and belief, geographical and environmental factors and conflict.

Institutions should be mindful of how gender inequality intersects with other discrimination markers when exploring issues and developing solutions. For example, the experience within STEMM and higher education may vary greatly for a black woman compared with a white woman. While everything within the Brazil gender equality framework should be considered through the primary lens of gender, the other factors that shape people’s identity and therefore their experience within institutions should not be ignored.



The Gender Equality Framework



Section 1

An introduction to the institution's gender equality work

Recommended word count for section 1: 2000 words

1. Letter of endorsement from the head of the institution

Insert (with appropriate letterhead) a signed letter of endorsement from the head of the institution. The letter should comment on:

- leadership of the head of institution in advancing equality, including any involvement in the self-assessment or specific actions;
- evidence of how the institution's equality work is led and supported by the institution's senior management;
- key priorities, achievements and challenges relating to gender equality gathered from the self-assessment;
- where relevant, key priorities, achievements and challenges relating to additional equality grounds, gathered from the self-assessment;
- priority actions to address the issues and opportunities identified.

2. The self-assessment process

Outline the process of self-assessment undertaken in preparation for this application. This should include:

- a description of the self-assessment team (SAT), including comment on the roles and responsibilities of individuals, and how these were assigned. The gender and ethnicity of SAT members, their professional/ student role in the institution, and their specific role in the SAT should be noted in a table;
- an overview of the approach taken to evidence-gathering and analysis. Details of consultation response rates, disaggregated by gender and race/ colour, should be provided;
- information on plans for evaluating progress, including action plan implementation, over the coming action plan period. This should make reference to how often the SAT will meet, and how SAT succession and turnover will be planned and managed;
- information on how the findings and activity of the self-assessment team are, and will continue to be, communicated to senior management and the wider institution.



Section 2

An assessment of the institution's gender equality context and, where relevant, wider equality context

Recommended word count for section 2: 7,500 words

1. Overview of the institution and its context

We recommend that all institutions engaging with this framework fill in section 1.

- a. Provide a brief introduction to the institution, including any relevant contextual information. This should include information on:
- the type of Institution – (private or public) university, college, university centres, federal institutes and centres of technological education;
 - the location (city, state and region) of the institution and what this means;
 - mission of the institution, including its teaching and research focus;
 - the total number of staff by category of post;
 - the total number of student enrolments by programme type.

- b. Collect data on all staff by sex, race/colour, disability and additional equality grounds and compare to national statistics and to other institutions and organisations of similar size and/or in similar sectors:

	Sex		Race/colour			Disability	Age					Care responsibilities		Other Categories
Category of Post	women (%)	men (%)	Black (%)	White (%)	other (%)	people with disability (%)	18-25 (%)	26-36 (%)	37-50 (%)	Over 50 (%)		Are primary caregivers (%)	Not primary caregivers (%)	
National Statistics - Population (%)														
Benchmark (specify institution/sector)														

c. Calculate gender and race/colour ratio of the institution's key leadership structures and committees (below).

	Women/Men ratio	Black/White ratio
Governing Body/ Authority membership		
Academic Council membership		
Executive Management Team, or equivalent, membership		
Influential institutional committee membership		
Heads of academic departments and professional units		

- d. Analyse gender and race/colour ratio of the institution's key leadership structures and committees and reflect on opportunities for improving it.**
- e. Comment and reflect on how the institution is building capacity to understand and address any underrepresentation in staff, leadership and committee roles across gender, race/colour and additional equality grounds.**



2. Supporting and advancing academic and research staff careers

We recommend that institutions select three priority questions and make a list with the other questions, in order of their ability to gather data on them. This will allow institutions to engage with the questions they consider more urgent and progressively increase the number of questions they can answer.

- a. Provide data on staff by grade, gender and race/colour.

	Sex		Race/colour			Care responsibilities	
Grade (staff)	women (%)	men (%)	Black (%)	White (%)	other (%)	Are primary caregivers (%)	Not Primary caregivers (%)
Benchmark - other departments/ institutes (specify)							
Benchmark - other departments/ institutes (specify)							

- b. Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid contracts by gender and race/colour.**

Type of contract	Sex		Race/colour			Care responsibilities	
	women (%)	men (%)	Black (%)	White (%)	other (%)	Are primary carers (%)	Not Primary carers (%)

- c. Outline the instances where fixed-term and hourly-paid contract types are used. This should include comment on:**

- whether or not numbers of fixed term/ hourly paid contracts are representative of a typical year;
- the rationale for the use of short-term contracts;
- the extent to which hourly-paid teaching staff contribute to the delivery of core modules.

- Considering the candidates that reached CV analysis and interview phases of recruitment processes in the last three years: please indicate

type of contract/grade, gender, race/colour and of the candidates and of the selected professionals. Use the tables below for each selection process.

Contract/ grade of job opening	# of black candidates applying/ participating in the concurso	# of white candidates applying/ participating in the concurso	# of black candidates who passed the written exam/in CV analysis and interview	# of white candidates who passed the written exam/in CV analysis and interview	# of black candidates approved in the concurso/ approved in all phases of selection process	# of white candidates approved in the concurso/ approved in all phases of selection process	race/colour of the first- ranked professional

Contract/ grade of job opening	# of women applying/ participating in the concurso	# of men applying/ participating in the concurso	# of women who passed the written exam/in CV analysis and interview	# of men who passed the written exam/in CV analysis and interview	# of men approved in the concurso/ approved in all phases of selection processa	# of women approved in the concurso/ approved in all phases of selection process	sex of the first-ranked professional

- d.** Are there mechanisms/policies/measures to ensure that gender and race/colour biases will be minimised in recruitment processes? If yes, what are they?
- e.** Comment and reflect on career progression criteria and processes, including eligibility. This should include analysis of three years of data on application and success rates by gender and grade, and results from staff consultation presented by gender. Where prescribed promotion pathways are not in place, provide comment and reflection on alternative routes for career progression.
- f.** Are there any policies to support women, black indigenous and quilombola population and/or LGBT population to develop their career (e.g. apply for funding, develop excellence in teaching, etc)? If yes, what are they?
- g.** Comment and reflect on how workload is distributed across the organisation (e.g. via a workload allocation model). This should include information on how the breadth of academic and research roles and responsibilities are captured in workload planning and allocation, and results from staff consultation presented by gender and race/colour, if they exist.
- h.** Discuss any pay gap reporting that exists, identifying pay differences (if any) by gender and race/colour.
- i.** Comment and reflect the reason(s) for such differences, and measures (if any) taken, or proposed to be taken, to eliminate or reduce differences.
- j.** Are there capacity building initiatives to understand and address issues related to supporting and advancing academic and research careers in relation to equality grounds in addition to gender? If yes, what are they?

3. Evaluating culture, inclusion and belonging

- a. Are there mechanisms/policies in place for addressing and eliminating:
 - discrimination and unfair treatment
 - bullying and harassment
 - sexual harassment and sexual violence
 - If yes, what are they? Have they been mobilised or implemented in the last three years?
- b. Are there mechanisms to assess how the policies and practices for non-discrimination are working? If yes, what are they?
- c. Are there procedures for complaining and recording non-compliance to non-discrimination policies? If yes, what are they?
- d. Are there campaigns, training and clear communication about intersectionality in policies and practices? If yes, what are they?
- e. Are bullying and harassment, and sexual harassment and sexual violence incidents recorded? If so, how?
- f. Are there initiatives to address gaps between policies and practices for addressing and eliminating bullying and harassment, and sexual harassment and sexual violence?
- g. Have bullying and harassment, and sexual harassment and sexual violence ever appeared in staff consultation processes? If so, how?
- h. Are there adequate policies and mechanisms to ensure the safety, security and the privacy of sexual harassment and sexual violence victims?
- i. Does the institution have policies and practices to support transgender and non-binary staff and students? If so, what are they?
- j. Are there policies to allow for flexible working arrangements? If so, what are they and where can they be found?
- k. Are there policies and mechanisms to ensure that staff that take advantage of flexible working arrangements are not subjected to harassment or discrimination?
- l. Does the timing of meetings take into consideration the constraints of staff who have care responsibilities?

- m.** Has the institution conducted any analysis or evaluation of the built environment to ensure that it allows for and enables equality, diversity and inclusion? If so, how? E.g. does the institution take into consideration the needs of those with care responsibilities, with disabilities or who rely on public transportation when organising meetings and events.
- n.** Does the publicity materials, including the institution's website and images used on campus, promote diversity and inclusion? If so, how?
- o.** Does your institution provide more maternity, paternity or parental leave days than the national legislation? If so, how many?
- p.** Apart from the leave days, does your institution provide any other benefits to staff on maternity, paternity or parental leave?
- q.** Provide any staff consultation data around satisfaction and uptake of maternity, paternity or parental leave.
- r.** Does your institution have policies to support staff with caring responsibilities (day care, flexible working hours, etc)? If yes, what are they?
- s.** Does your institution collect data on students by gender, race/colour and disabilities? If yes, what is the frequency of data collection, what is the frequency of disclosure and are there appropriate safeguards to ensure the security of information?
- t.** Are there mechanisms to enable students to record themselves as the gender they identify with?
- u.** Are there mechanisms and policies to ensure the inclusion of students in equality, diversity and inclusion activities, including this framework? If so, what are they?
- v.** Are equality, diversity and inclusion principles included into curricula, pedagogy and assessment? If so, how?
- w.** Are there policies to support students with family and care responsibilities? If so, what are they?
- x.** Are student intake, engagement and activities designed and implemented to foster equality, diversity and inclusion? If so, how?

4. Institutional priorities for future action

a. Identify the institution's key issues relating to gender equality and establish key priorities for action over the next four years:

- Select up to five key priority areas where the institution will strive for impact. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2.
- Specific action(s) to support progress in priority areas should be identified.

b. Identify the institution's key issues relating to additional equality grounds and establish key priorities for action over the next four years. Include comment on how these priorities will provide a foundation for addressing intersectional inequality:

- Select up to five key priority areas where the institution will strive to make progress. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2. Where evidence has not been presented in Section 2, priorities should be aligned with established good practice to progress equality, and support the institution to build capacity in evidence-based equality work.
- Specific action(s) and indicators to support progress in priority areas should be identified.

Section 3

Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- **Action plan to address identified issues**

1. Action plan

Present the action plan in the form of a table (landscape page format).

The plan should cover current initiatives and aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

The plan should also be published on the institution's website to enable staff, students and the wider community to understand the institution's equality objectives and how these will be achieved.

Confirm the following:

The action plan will be published on the institution's website.

An example action plan template is available below which you may choose to use, or you are welcome to present your actions in your own template.

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person accountable/ people responsible (include job title)	Success criteria and measurable outcome





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