



# Brazil Gender Equality Framework


Adalgisa Bozi Soares, Partner, Cuidemos

Sarah Dickinson Hyams

Assistant Director, International Equality Charters, Advance HE

# Contents

- = Background to Athena Swan and Equality Charter Frameworks
- = Context in Brazil
- = The WIS 2021 call and how we developed the Brazil Framework
- = The Framework Principles and Guidance
- = The Framework Structure
- = Any Questions



Canada: The Government set up Dimensions in 2019, it is based on AHE's Charters frameworks and covers five marginalised groups. It is being piloted by NSERC with 17 Canadian Institutions.

Ireland: Launched in 2015, 27 institutions participate. 19 institutions and 67 departments hold awards. Run by AHE and funded by the HEA, core and research funding linked to awards.

UK: Launched in 2005 and has 1000+ award holders including universities, departments and research institutes.

Cyprus: Cyprus QAA have requested that we partners with them to launch Athena Swan for Cyprus.

Japan: MEXT are supporting ROIS to carry out a study to investigate whether a potential pilot would work in Japan.


USA: In 2017, the AAAS set up the STEM Equity Achievement (SEA) Change programme, based on AHE's Charters frameworks. SEA Change has 26 members and 5 institutions have been awarded Bronze awards.


India: The British Council and Department of Science and Technology set up GATI (Gender Advancement for Transferring Institutions) in 2020 and are working in partnership with AHE to create the framework and partnerships between UK and Indian Institutions. GATI is being piloted in 2021 with 36 Institutions.

New Zealand: MIBE considering what a pilot would look like for New Zealand.

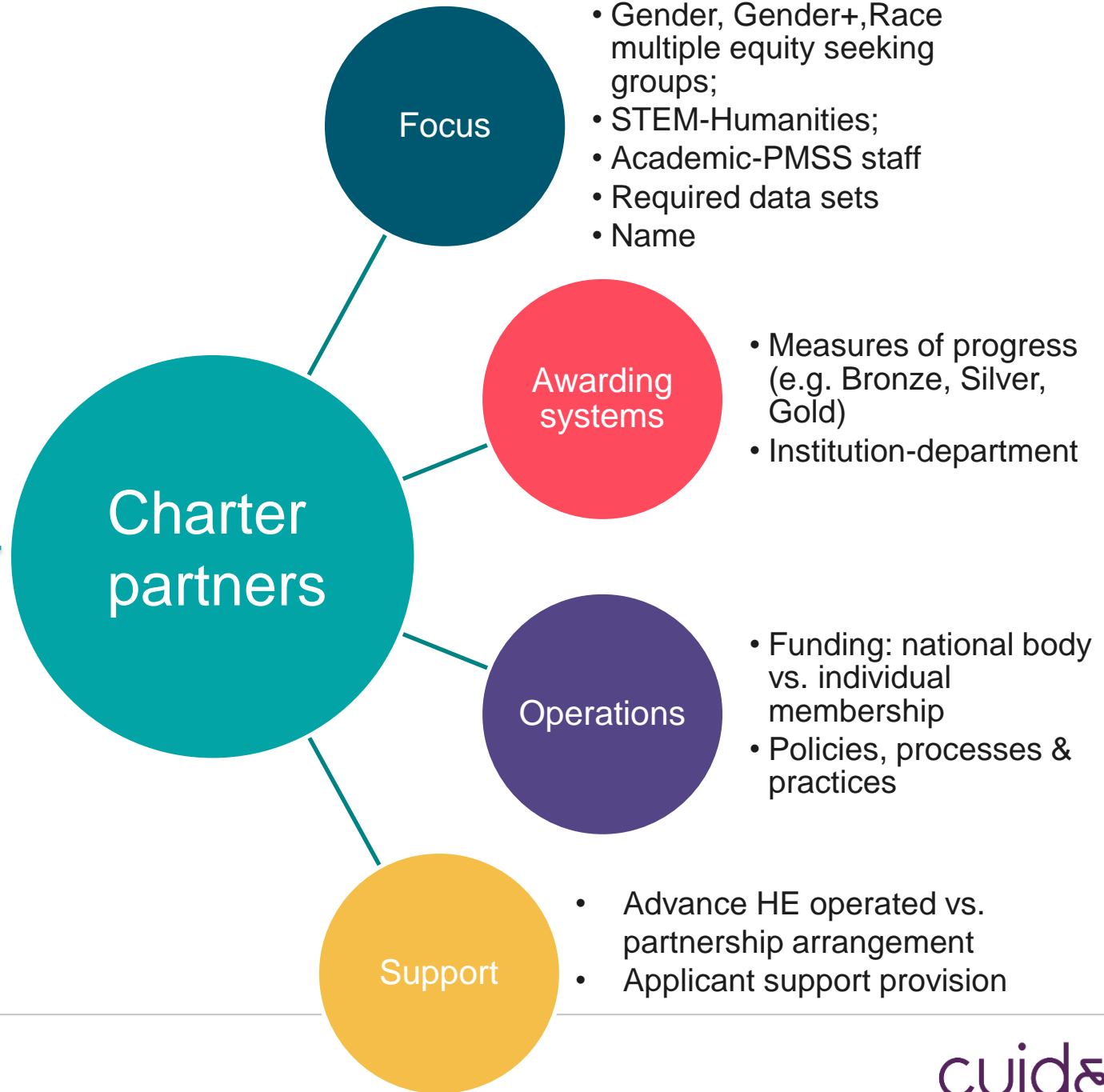
Brazil: The British Council have finalised a project to create an Athena Swan like framework in Brazil and Advance HE is developing the framework and supporting the creation of partnerships between UK and Brazilian HEIs. 18 Brazilian Institutions are involved in the project.

Australia: Launched in 2015 by Science in Australia Gender Equity (SAGE); 45 institutions participate, 39 Bronze institutional award holders. Developing cygnet awards as a route to Silver.

 Currently participate

 Committed to participating

# Local contextualisation



# Context in Brazil

Among students who enter HE, over 55% are women

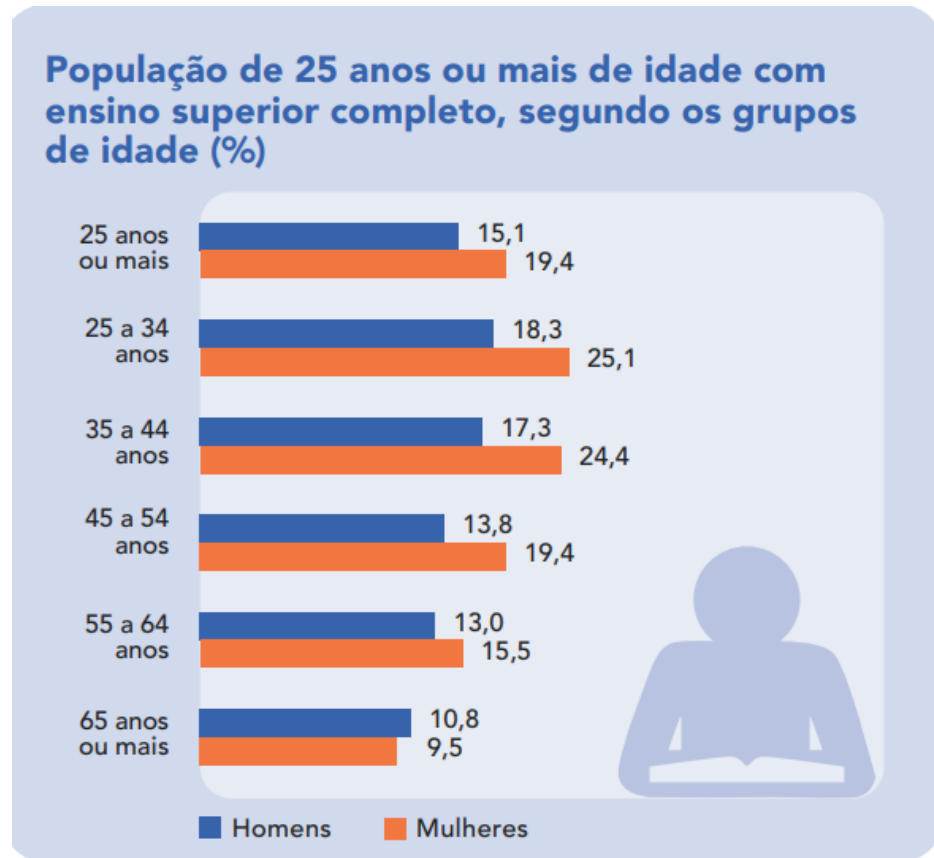
In 2017, of those who earned PhDs, 54% were women

However, academia, and particularly STEMM areas, is very unequal.

# Roots of inequality

- Work is gendered and work is racialized
  - Labour market, unpaid work
- Gender and race are foundational to the way “work” is constructed and how the labour market is structured

# Gender gap in HE



- Even though women are at advantage in relation to access to higher education, they face barriers in certain areas of knowledge, notably those more closely linked to the exact sciences and the sphere of production: according to the Census of Higher Education (2019) women account for only 13.3% of undergraduate students in the area of Computing and Information Technology.

# Gender and race inequalities

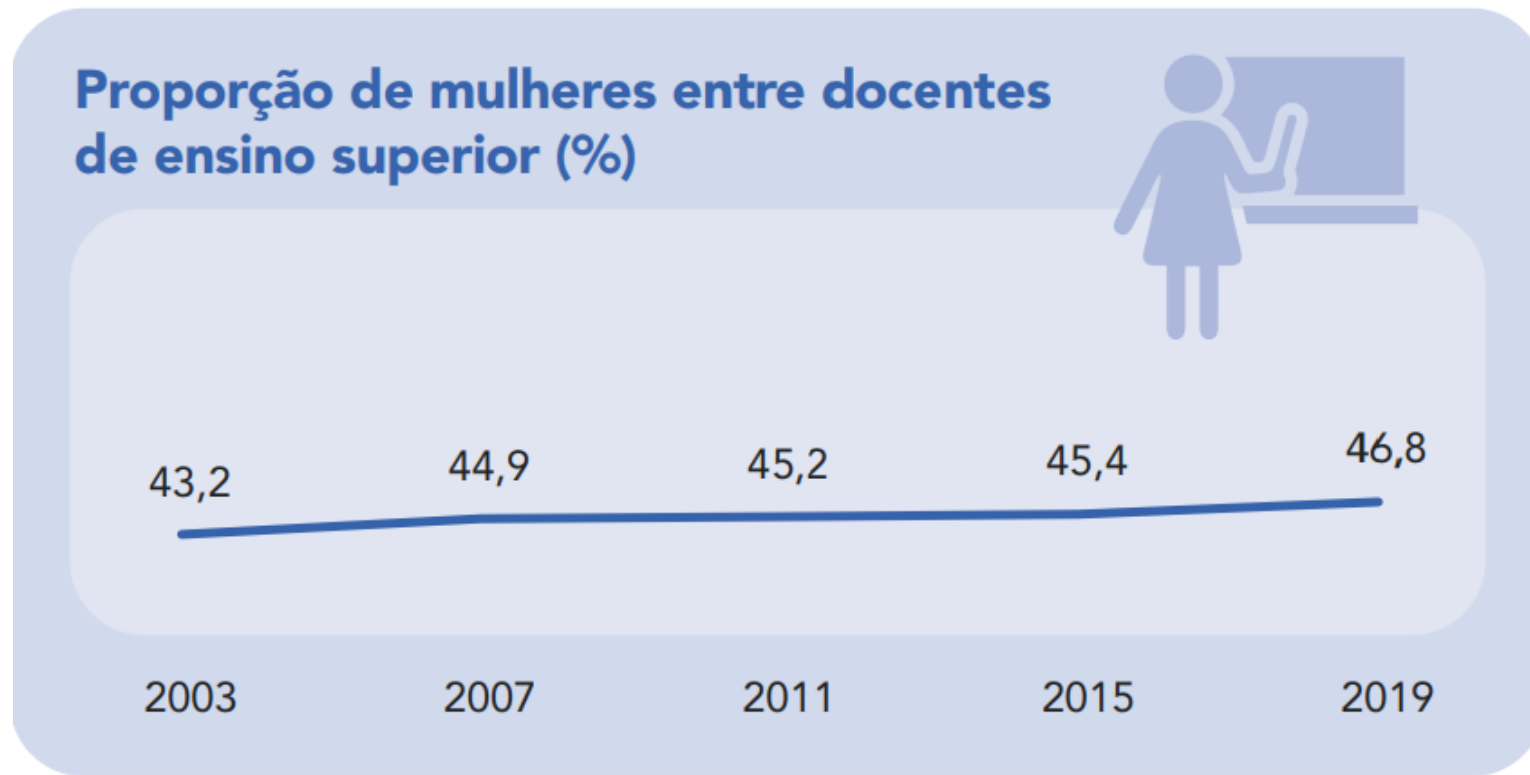
- Although women have higher HE rates than men, access to education is unequal among women. In 2019, Black\* women between the ages of 18 and 24 had an adjusted net attendance rate of 22.3%, almost 50% lower than white women (40.9%) and almost 30% lower than white men (30.5%). The lowest adjusted net HE attendance rate was found among Black men (15.7%).
- Despite low, the access of Black\* women to HE has increased over time. Black\* women are currently the largest group of students in higher education\*

\*“Black” here refers to the Brazilian Institute of Geography and Statistics’ “preta” and “parda” categories. Source: IBGE (2021). [Gender Statistics](#) (27% of the students).

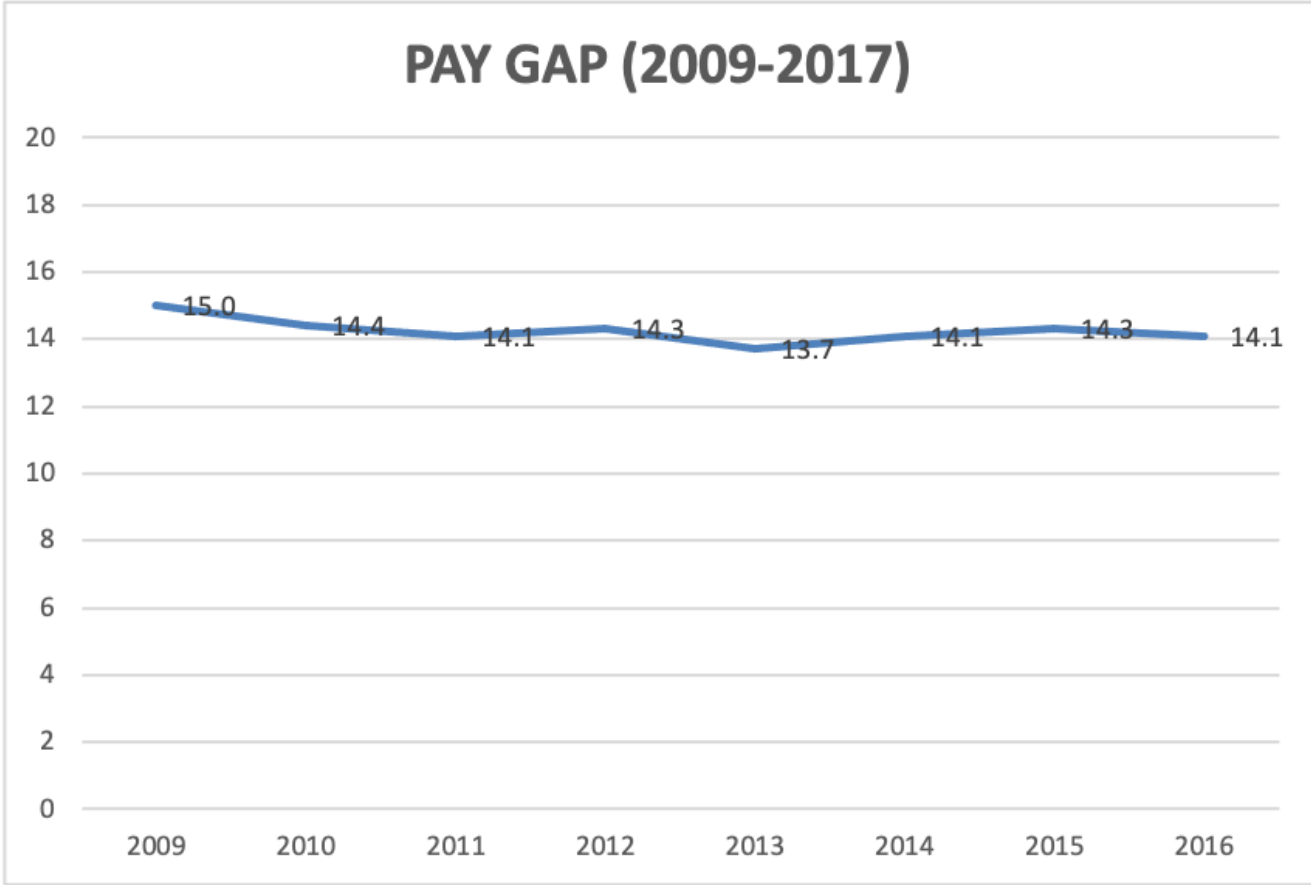
Adjusted net attendance rate: considers attendance only at the age-appropriate level of education or completion of this stage.



# Gender ratio of HE teaching fellows/lecturers (2003-2019)



Fonte: SINOPSE estatística da educação superior 2019. Brasília, DF: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira - INEP, 2020. Disponível em: <http://portal.inep.gov.br/web/guest/sinopses-estatisticas-da-educacao-superior>. Acesso em: jan. 2021.



Source: Adapted from CGEE (2019). [\*Mestres e doutores 2019\*](#)

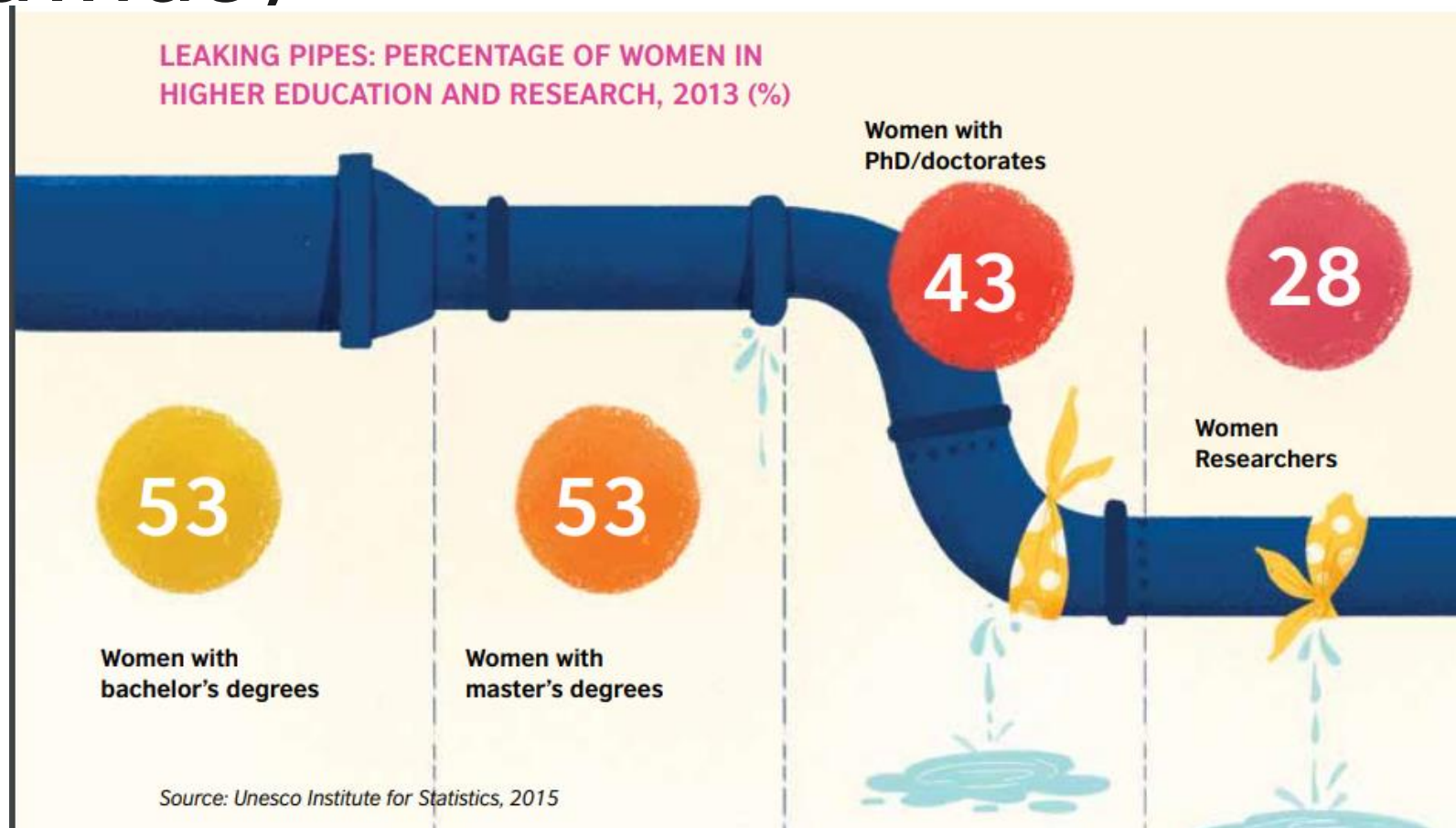
# Gender and race discrimination in

- Hiring
- Career progression
- Workplace environment

# Hiring

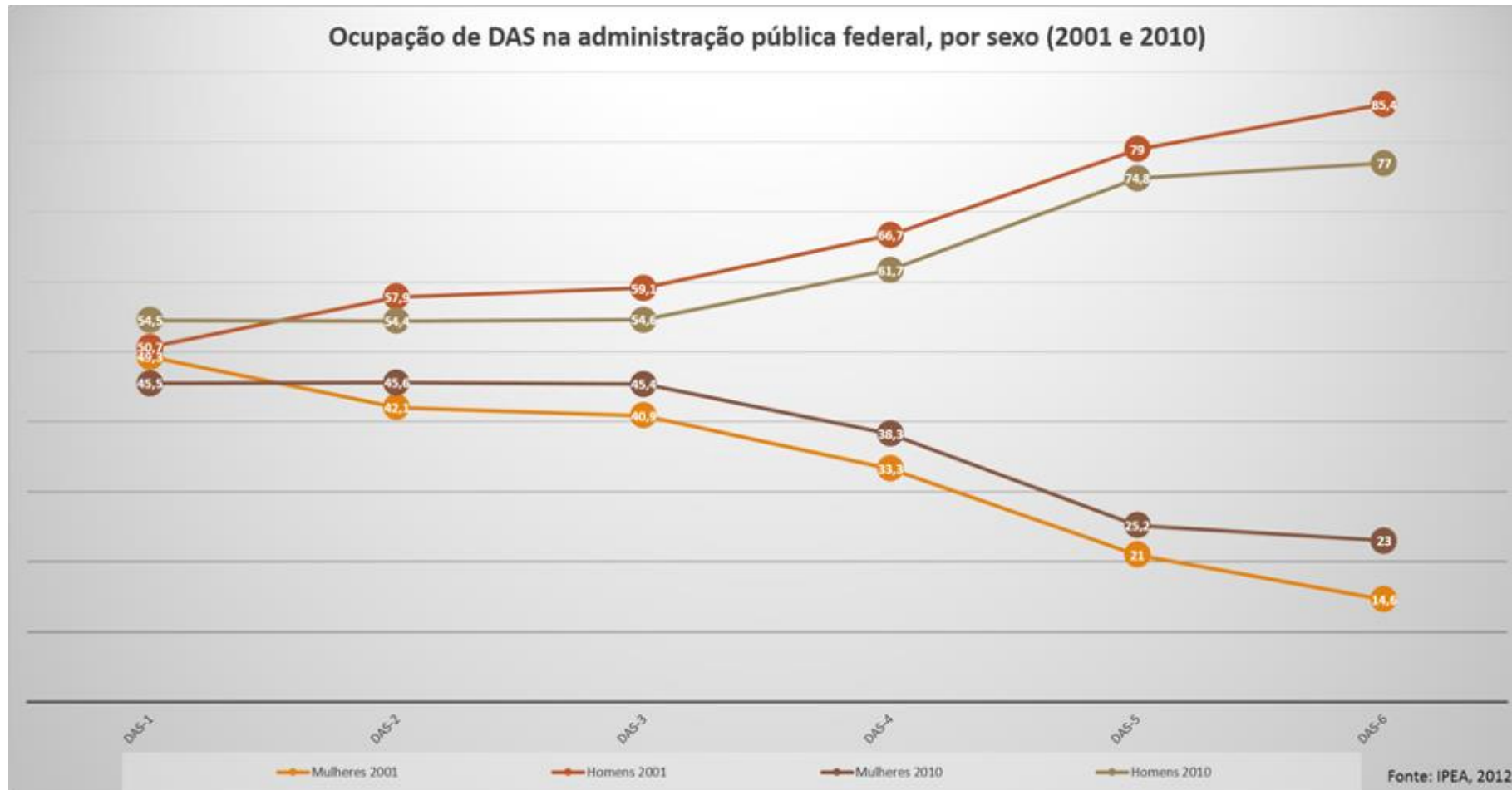
- Hiring process in Brazilian public universities
  - Through public exams following public administration's rules and normatives which prohibit discrimination (in theory)
  - The selection process usually involves
    - i) written exam
    - ii) CV analysis
    - iii) oral exam/viva
    - iv) demo class
  - Gender, racial and other biases can interfere in 3 of the 4 stages of the process
- Scarcity of positions
  - 182,254 PhDs employed in HE vs 449,231 PhDs in the Lattes Platform (2.5)

# Carrer progression: the leaky pipe (worldwide)



Source: [Women in Science magazine](#) - 1st edition, 2019.

# The leaky pipe in Brazilian public administration



# Glass ceiling

- Metaphor to represent an invisible - though widely verified around the globe - barrier women face when trying to progress in their careers. The glass ceiling is not an isolated factor, but a combination of factors - measurable or not - which prevent women from reaching the top, despite their education level and professional qualification.



Image: Doris Liou. [Slate magazine](#)

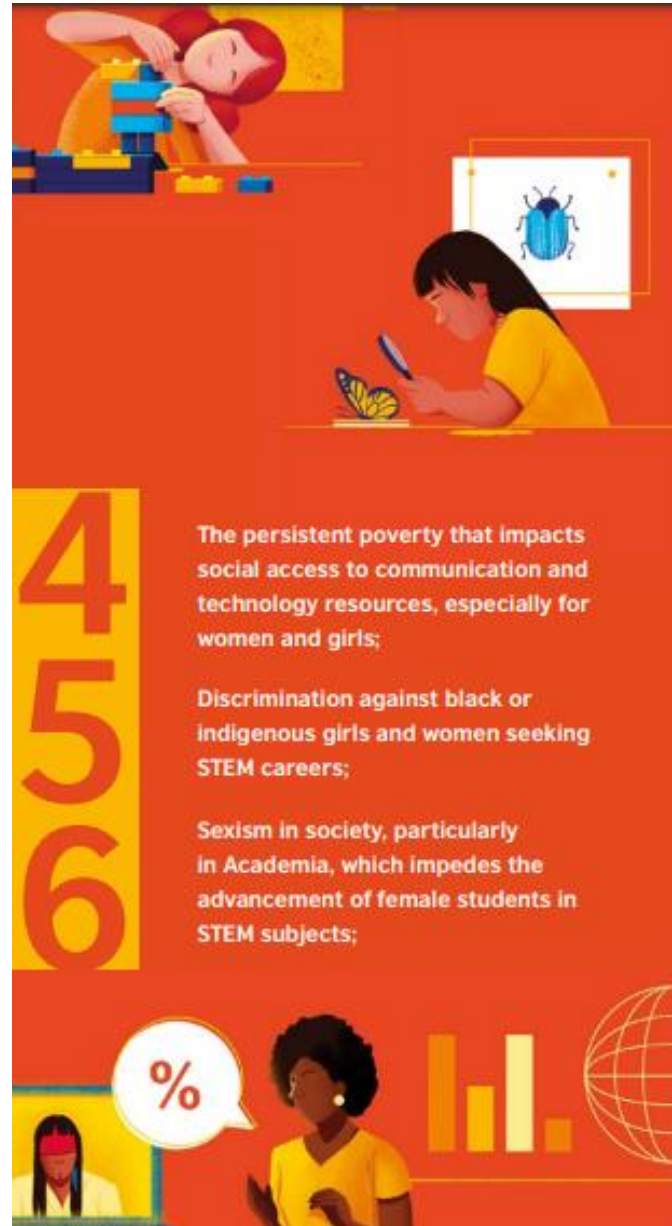
# Workplace environment: everyday discriminatory practices

- Interruptions: men speak 75% of the time and women are 2.1 times more likely to be interrupted
- Appropriations
- Mansplaining
- Sexual harassment: doesn't necessarily involve a hierarchical superior; need for clear policies and procedures



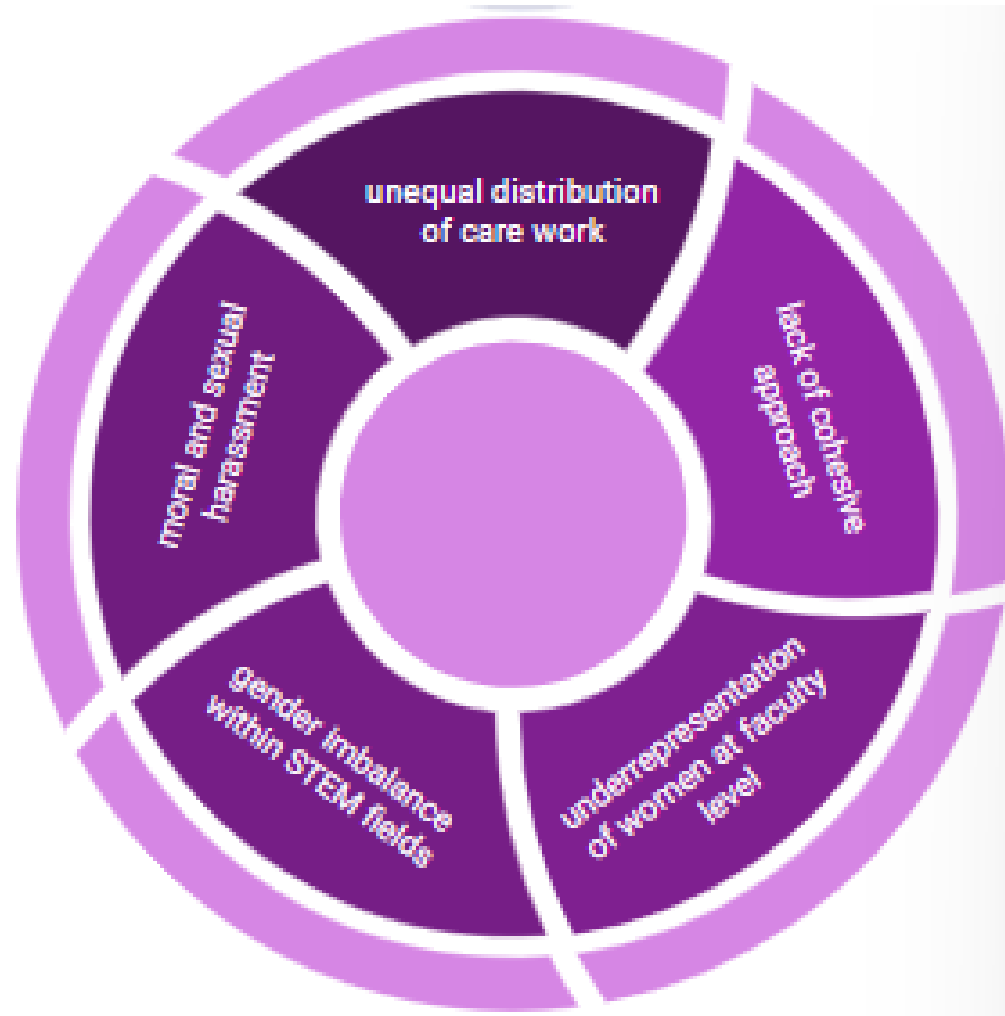
# Gender equality in STEM and HE in Brazil: Major challenges identified by WIS

Source: Women in Science magazine - 3rd edition, 2021.9. Available at [https://www.britishcouncil.org.br/sites/default/files/ingles\\_mulheres\\_ciencia\\_3.pdf](https://www.britishcouncil.org.br/sites/default/files/ingles_mulheres_ciencia_3.pdf)

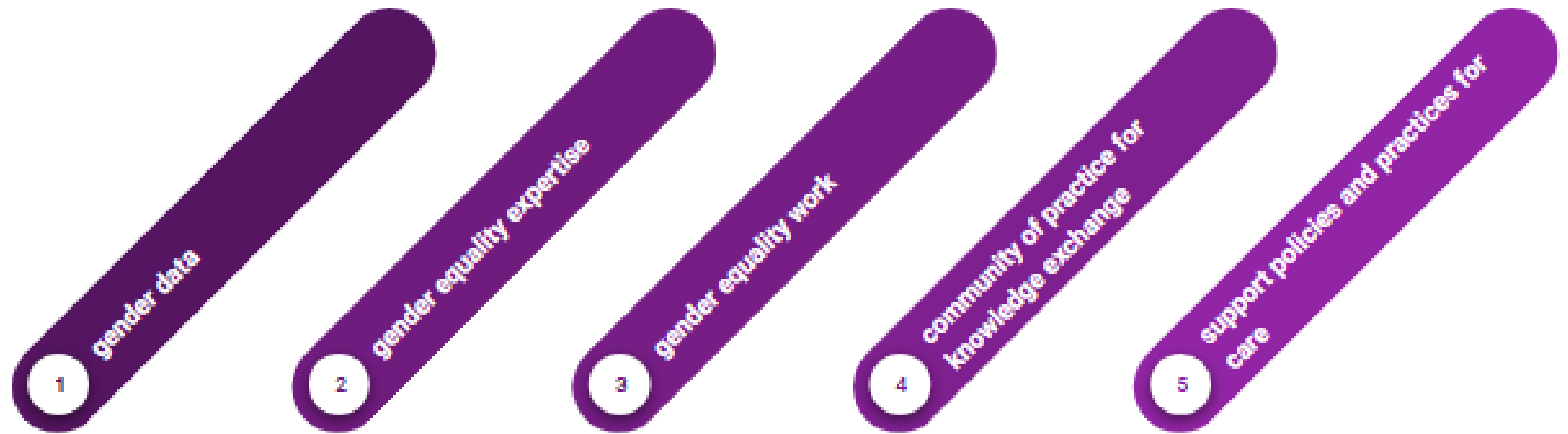


## Challenges that impact the progression of women and girls in STEM careers:

1. Cultural stereotypes and attitudes towards women;
2. Low level of digital inclusion;
3. Little awareness of the gender dimension in the teaching community;
4. Lack of recognition and promotion of female role models in science;
5. Low culture of inclusion, affecting mainly indigenous and black women;
6. Scarcity of financial and political resources;
7. Institutions do not support women in STEM areas in balancing work and personal life so that they can handle careers;
8. Absence of the gender dimension in research content, practices and agendas;
9. Lack of representation of women in the private sector.



# Ways forward



# WIS initiative

- WIS UK-Brazil Gender Equality Partnerships Call
  - 9 projects, 9 UK institutions and 20 Brazilian Institutions
    - Aim: build capacities within Brazilian institutions through partnerships with British institutions recipients of Athena Swan Charter awards
- WIS Gender Equality Framework
  - Adapt Athena Swan Charter to Brazilian context, incorporating feedback from participants of the partnership call

# Workshop 1

- Presentation of the projects and the issues they identify
  - lack of institutional approach to promoting gender equality
  - lack of representation of women in leadership and management/coordination/supervision positions
  - gender pay gap
  - persistence of gender-based violence/harassment
  - lack of data on gender equality
  - lack of an intersectional approach to gender, race/ethnicity

# Workshop 2

- What are the challenges faced by women in the STEMM in Brazil?
  - Gender and race stereotypes
  - Unfair distribution of unpaid labour
  - lack of budget for gender equity in institutions
- Preliminary discussion on the Athena Swan principles and how they could be adapted for Brazil

# Workshop 3

- Facilitated exchange about progress update among the projects and presented an first draft of the framework

# Workshop 4

- Discussed the first draft the framework
  - feedback: intersectionality in the framework is positive, need to improve assessment of care responsibilities and include issue of care responsibilities in the principles
- Projects discussed challenges for data collection

# Workshop 5

- Discussed each of the modules, the self-assessment form and the instructions for preparing the equality plan
  - feedback: the participants approved the level of detail in the modules but were concerned about the institutions' ability to use the tool, considering budget and personnel constraints



Commonality  
and  
comparability

Charter  
principles

Action plan  
implementation

Self assessment

Equality  
opportunities  
& challenges

Peer-review  
assessment and  
feedback

Consultation &  
engagement  
activities

Targeted  
action  
plan

Analysis  
of data

# Framework Principles

- = 1. Academia cannot reach its full potential unless it can benefit from the talents of all.
- = 2. Committing to advancing gender & race equality in academia
- = 3. Committing to addressing unequal gender & race representation across academic disciplines.
- = 4. Committing to tackling the gender and race pay gap.
- = 5. Committing to tackling bullying and harassment
- = 6. Committing to removing the obstacles faced by women at major points of career development and progression

# Framework Principles

- = 7. Committing to addressing the negative consequences of using short-term contracts for the retention & progression of staff in academia, particularly women
- = 8. Committing to tackling the discriminatory treatment often experienced by gender nonconforming people, including trans, non-binary & gender fluid people
- = 9. Advancing equality demands commitment & action from all levels of the organisation & in particular active leadership
- = 10. Committing to making & mainstreaming sustainable structural & cultural changes to advance equality

# Framework Guidance Modules

- = Self-assessment and setting up a self-assessment team
- = Communication, Consultation and engagement
- = Data collection and analysis
- = Effective and measurable action planning

# Framework Sections

- = Section 1: An introduction to the institution's gender equality work
- = Section 2: An assessment of the institution's gender equality context and, where relevant, wider equality context
- = Section 3: Future action plan

# Section 1: An introduction to the institution's gender equality work

## **Letter of endorsement from the head of the institution**

- = leadership of the head of institution in advancing equality, including any involvement in the self-assessment
- = evidence of how the institution's equality work is led by SMT
- = key priorities, achievements and challenges relating to gender equality gathered from the self-assessment
- = priority actions to address the issues and opportunities identified.

# Section 1: An introduction to the institution's gender equality work

## **Self-assessment process**

- = a description of the SAT, including roles and responsibilities of individuals and the gender of SAT members
- = an overview of the approach taken to evidence-gathering and analysis including details of any consultation response rates
- = plans for evaluating progress, including action plan implementation
- = how the findings and activity will be communicated to senior management and the wider institution.

## Section 2: An assessment of the institution's gender equality context

- = 1. Overview of the institution and its context
- = 2. Supporting and advancing academic and research staff careers
- = 3. Evaluating culture, inclusion and belonging
- = 4. Institutional priorities for future action



## Section 2: Overview of the institution and its context

- = A brief introduction to the institution
- = Consider equalities data compared to national statistics and other institutions
- = Analysis of the institution's key leadership committees – reflecting on opportunities for improvement
- = Reflection on how the institution is building capacity to understand and address any underrepresentation in staff, leadership and committees

## Section 2: Supporting and advancing academic and research staff careers

- = Data on staff by grade, gender and race
- = Contract data including staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid
- = Data around those that reached CV analysis and interview phases of recruitment processes
- = Reflection on the promotions criteria and processes
- = Reflection on capacity building initiatives to understand and address issues related to supporting academic careers in relation to equality grounds in addition to gender.

## Section 2: Supporting and advancing academic and research staff careers

- = Details of any policies to support women, black indigenous and quilombola population and/or LGBT population to develop their career
- = Reflection on how workload is distributed
- = Details on gender pay gap reporting
- = Details of any capacity building initiatives to understand issues related to supporting and advancing academic careers in relation to equality grounds additional to gender.

## Section 2: Evaluating culture, inclusion and belonging

- = Policies for eliminating discrimination and unfair treatment and any assessment and procedures for reporting non-compliance
- = Training and communication about intersectionality in policies and practices
- = Bullying and harassment policies and practices including reporting, gaps in policies and consultation
- = Sexual harassment and violence policies and practices including reporting, safety, gaps in policies and consultation
- = Policies to support trans and non-binary staff

## Section 2: Institutional priorities for future action

- = Identify key issues relating to gender equality and additional equality grounds and establish key priorities for action
- = Select up to five key priority areas where the institution will strive for impact around gender and five key priority areas where the institution will strive to make progress for additional equality grounds.
- = Specific action(s) to support progress in priority areas should be identified.

# Section 3: Future action plan

- = 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



**For more information**  
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