

HIGHER EDUCATION AND RESEARCH FOR
SUSTAINABLE DEVELOPMENT (HESD)

HIGHER EDUCATION AND SDG 5: ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

SDG 5: GENDER EQUALITY



Acknowledgements

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Higher Education and Research for The Sustainable Development Goals: SDG 5: Gender Equality

International Association of Universities (IAU) / International Universities Bureau. IAU provides a forum for building a worldwide higher education community, promotes exchange of information, experience and ideas, contributes, through research, publication and advocacy to higher education policy debate.

Higher Education and Research for The Sustainable Development Goals:
SDG 5: Gender Equality

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The opinions expressed in this publication are those of the individual authors. They do not necessarily reflect the opinions or views of their university/institution or the IAU.

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SUSTAINABLE DEVELOPMENT GOALS



THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES

The Global Voice of Higher Education

ABOUT

Founded in 1950, under the auspices of UNESCO, the International Association of Universities (IAU) is the leading global association of higher education institutions and organisations from around the world. IAU brings together its Members from more than 120 countries for reflection and action on common priorities. IAU is an independent, non-governmental organisation and an official partner of UNESCO (associate status).

It acts as the voice of higher education to UNESCO and other international organisations, and provides a global forum for leaders of institutions and associations. Its services are available on the priority basis to Members but also to organisations, institutions and authorities concerned with higher education, as well as to individual policy and decision-makers, specialists, administrators, teachers, researchers and students.

VISION

To contribute to peace and human development by promoting and enhancing the power of higher education to transform lives, build capacity, connect diverse peoples, generate and disseminate new knowledge, create insights and find sustainable solutions to local and global challenges.

MISSION

As the global voice of higher education, IAU will be the most influential and representative global association of diverse higher education institutions and their organisations, advocating and advancing a dynamic leadership role for higher education in society. Articulating the fundamental values and principles that underpin education and the pursuit, dissemination and application of knowledge, the Association will lead and advocate the development of higher education policies and practices that respect diverse perspectives promote social responsibility and contribute to the development of a sustainable future. IAU will be a think tank and forum for the development of new approaches, the sharing of best practice and the undertaking of joint action, encouraging and facilitating innovation, mutual learning and cooperation among higher education institutions around the world.



This publication forms part of IAU's work on the Thematic Priority:
Higher Education and Research for Sustainable Development (HESD)

UNIVERSITIES ENGAGED WITH SUSTAINABLE DEVELOPMENT GOAL 5: GENDER EQUALITY

Gender Equality is a crucial issue for society in the 21st century, with more than half of the world's population being women. Around the globe, universities and other higher education institutions (HEIs), their leadership, academic and administrative staff, and students, are increasingly mobilized for the United Nations Agenda 2030 and the related Sustainable Development Goals (SDGs). SDG 5, in particular, is receiving more and more attention, due to its crucial role for the advancement of all of the SDGs and society.

The International Association of Universities (IAU) and its flagship initiative for Higher Education and Research for Sustainable Development (HESD), the **IAU Global HESD Cluster**, have been advocating for more engagement of higher education with the SDGs, resulting in various projects and this publication series.

The series of initiatives aims to show examples of best practice and connect actions, with a dual set of goals:

- Network initiatives to build new synergies and increase capacity to act while informing higher education more broadly and inviting more HEIs to get involved;
- Provide evidence to policy and other decision makers in order to stress the important role of higher education for teaching, research and societal impact to inform future policy making.

The previous and first publication in the series was devoted to "Higher Education and SDG 13: Climate Action Through University Teaching, Research and Community Engagement" (July 2019). Available online, it presents Member institutions' contributions to the United Nations 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals.

The Call for papers on SDG 5 Gender Equality, results in the publication of **12 concrete examples of meaningful initiatives towards gender equality**, undertaken by higher education institutions and organizations **from around the world**, from Italy to Columbia, from Uganda to India, Canada, Germany, Spain.

The publication marks the launch of new initiatives and collaboration on projects to advance gender equality in HE and society. IAU is looking forward to receiving more submissions on examples of practice for this SDG and other SDG-related actions. These will be shared via the Global Portal on HESD (www.iau-hesd.net).

With this series of publications, IAU aims to **inspire other universities to take action to transform the world for the better through higher education**. Together the universities of the world can help foster HE action for sustainable development and Agenda 2030.

Cordially,



Hilligje van't Land, PhD,

Secretary General, International Association of Universities (IAU)

IAU STRATEGIC PRIORITY: HIGHER EDUCATION AND RESEARCH FOR SUSTAINABLE DEVELOPMENT (HESD)

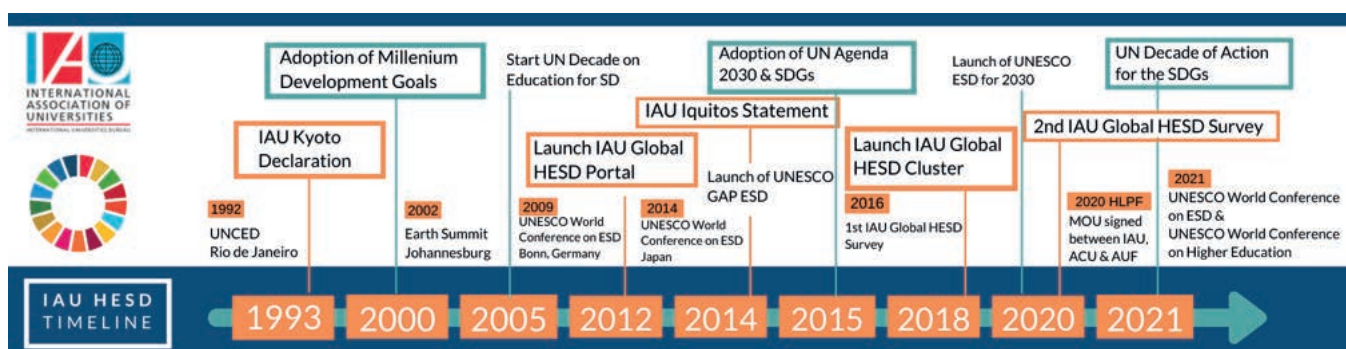
Sustainable development has been part of the strategic commitment of the International Association of Universities (IAU), the global university network, to improve higher education for over 25 years. In 1993, the Association adopted the **IAU Kyoto Declaration** on Sustainable Development (IAU, 1993), reaffirming its commitment to sustainable development in 2014 with the **IAU Iquitos Statement on Higher Education for Sustainable Development** (IAU, 2014). IAU is one of the strongest advocates promoting the role of higher education in sustainable development globally; it speaks out at many UN organisations including UNESCO and the UN in New York.

Integrating sustainable development fully into higher education strategies is since 2016 one of IAU's 4 strategic priorities. The IAU HESD work (Higher Education and Research for Sustainable Development) is diverse and dynamic. In addition to the specialized IAU HESD portal, IAU conducts surveys on HESD, monitors developments and engages in sustainability projects with and for Members and partners.

The Association has been supporting **United Nations programmes for sustainable**

development since its founding in 1950. For example, IAU was one of the Key Partners in UNESCO's Global Action Programme on Education for Sustainable Development (GAP ESD, 2014 – 2019). IAU will continue to be part of the follow up programme, ESD for 2030, which will merge Education for Sustainable Development (ESD) principles with the United Nations' 2030 Agenda (UNESCO, 2019). In 2019, IAU started to take an active part in the High-Level Political Forum on Sustainable Development (HLPF), taking place at the United Nations Headquarters every year in July (virtually in 2020). The UN-HLPF is one of the key mechanisms monitoring the implementation of the 2030 Agenda for Sustainable Development.

IAU conducted a *first Global Survey on Higher Education and Research for Sustainable Development (HESD)* in 2016, with the aim to map what higher education institutions (HEIs) are doing in support of education for sustainable development and the Whole Institution Approach for Sustainable Development. A subsequent survey in 2019 focused more specifically on Agenda 2030 and the SDGs. It is available online, [click here](#)



IAU STRATEGIC PRIORITY: HIGHER EDUCATION AND RESEARCH FOR SUSTAINABLE DEVELOPMENT (HESD)

The **IAU Global HESD Cluster** is the flagship project in IAU's HESD work, an innovative network connecting higher education and the SDGs.

The Cluster brings together **16 lead universities, one bringing in expertise for each SDG; IAU leads the work on SDG 17 on global partnerships.** The lead institutions, based in all world regions, are working with 2 to 8 'satellite' institutions to advance a particular SDG and initiate concrete projects, while ensuring synergies among all goals. Furthermore, the Cluster promotes the role and potential that HEIs globally have in order to achieve the SDGs and Agenda 2030. Institutions of higher education have already started to address the SDGs in multiple ways, thus having an impact on teaching, research, leadership, and campus operations. The Cluster encourages collaboration and a holistic method to work with the SDGs, focusing specifically on the whole institution approach, which means including sustainable development in all dimensions of an institution: education and teaching, research, community engagement, and campus initiatives.

Within the overarching goal of "Accelerating the implementation of the 2030 Agenda for Sustainable Development" (UN SDG Summit 2019), the Cluster has two concrete objectives: Forum 2019 and 2020, and IAU international conferences

1. to **serve as a resource and networking hub for HEIs around the world** for institutions already engaged in SDGs locally and seeking partnerships, and **those starting to incorporate the SDGs at their institutions to turn to the Cluster for collaboration and guidance** on best practices to translate and advance SDGs in local, national and international contexts.

2. the IAU Global Cluster aims to **serve as a global voice for higher education in sustainable development**, and the IAU has advocated for this for instance at the UN High Level Political Forum 2019 and IAU International Conferences, as well as Cluster Members using their outreach at the local/ regional level



THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES

The Global Voice of Higher Education



OBJECTIVES

ADVOCATE for the key role higher education plays in achieving the Sustainable Development Goals and Agenda 2030;

FOSTER a holistic and transformative approach to sustainable development at higher education institutions;

BRING TOGETHER universities from around the world on an equal footing and create meeting points with policy-makers for them.

STRUCTURE

The work on each of the 17 SDGs is coordinated by an IAU Member, collaborating with satellite institutions that have expertise on the SDG. This structure ensures the diversity of voices and a cultural exchange.

ACTIONS

DEVELOP RECOMMENDATIONS to inform decision-making at institutions and the policy level;

ACT AS A RESOURCE of best practices to translate and advance SDGs in local, national and international contexts;

FOSTER PEER-TO-PEER LEARNING, collaboration and exchange among universities and other stakeholders.

17 PARTNERSHIPS FOR THE GOALS

INTERNATIONAL ASSOCIATION OF UNIVERSITIES

IAU leads the work on SDG17 by building synergies among higher education stakeholders, promoting their role in Agenda 2030 and making the science-policy interface stronger at international events (UN High-Level Political Forum, UNESCO, etc.)

INTERNATIONAL ASSOCIATION OF UNIVERSITIES

THE IAU GLOBAL HESD CLUSTER LEADERS AND THEIR SATELLITES (as of January 2021)

<p>1 NO POVERTY</p>	<p>University of Ghana Tokyo University of Agriculture and Technology, Japan McMaster University, Canada UNICAMP, Brazil</p>	<p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<p>Beirut Arab University, Lebanon</p>
<p>2 ZERO HUNGER</p>	<p>Antonio Nariño University, Colombia Universidad Federal do Ouro Preto, Brazil University of Oslo, Norway Kaunas University of Technology, Lithuania</p>	<p>10 REDUCED INEQUALITIES</p>	<p>University of Tsukuba, Japan The University of Maribor, Slovenia The University of Carthage, Tunisia City University of Hong Kong</p>
<p>3 GOOD HEALTH AND WELL-BEING</p>	<p>The Open University of Catalonia Karolinska Institutet, Sweden University College Dublin, Ireland Makerere University, Uganda Universidad de Cakdas, Colombia Western Sydney University, Australia Gadj Mada University, Indonesia</p>	<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<p>Siam University, Thailand J.F. Oberlin University, Japan Tokai University, Japan University of Surabaya (UBAYA), Indonesia Durban University of Technology (DUT), South Africa American International University, Bangladesh (AIUB) Mykolas Romeris University, Lithuania</p>
<p>4 QUALITY EDUCATION</p>	<p>York University, Canada Leuphana University of Lüneburg, Germany Charles University, Czech Republic Rhodes University, South Africa International Islamic University Malaysia, Malaysia University for Peace, Costa Rica</p>	<p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<p>Luther College, University of Regina, Canada Moi University, Kenya Vechta University, Germany Universidad del Bosque, Colombia Pontifical Catholic University of Peru Universiti Sains Malaysia, Malaysia University of Kelaniya, Sri Lanka</p>
<p>5 GENDER EQUALITY</p>	<p>University of Bologna, Italy Assam Don Bosco University, India Universität Oberta de Catalunya Universität Vechta, Germany McMaster University, Canada Universidade Estadual Paulista, Brazil</p>	<p>13 CLIMATE ACTION</p>	<p>The University of the West Indies SUNY, USA University of Bergen, Norway TERI School of Advances Studies, India University of the South Pacific, Fiji University of Waterloo, Canada Universidad de los Andes, Colombia University of Witwatersrand, South Africa University of Aruba, Aruba University of Bristol, United Kingdom University of Ghana</p>
<p>6 CLEAN WATER AND SANITATION</p>	<p>University of Tehran, Iran University of Granada, Spain University of Barcelona, Spain Universidad Antonio Nariño, Colombia Bahir Dar University, Ethiopia</p>	<p>14 LIFE BELOW WATER</p>	<p>University of Bergen, Norway The University of the South Pacific, Fiji University of Cape Town, South Africa Christian-Albrechts-Universität zu Kiel, Germany The University of the West Indies, Jamaica Ocean University of China Dalhousie University, Canada University of Western Australia Universidad de Magdalena (UNIMAG), Colombia</p>
<p>7 AFFORDABLE AND CLEAN ENERGY</p>	<p>Assam Don Bosco University, India Qatar University, Qatar Strathmore University, Kenya</p>	<p>15 LIFE ON LAND</p>	<p>University of Costa Rica</p>
<p>8 DECENT WORK AND ECONOMIC GROWTH</p>	<p>University of Gothenburg, Sweden Makerere University, Uganda Addis Ababa University, Ethiopia University of Nigeria, Nigeria University of Dar es Salaam, Tanzania University of Nairobi, Kenya University of Concepción, Chile Universidad de los Andes, Colombia University of Economics Ho Chi Minh City, Vietnam</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<p>University of Nairobi, Kenya University of Copenhagen, Denmark James Madison University, USA University of Tokyo, Japan</p>

MORE INFORMATION: WWW.IAU-HESD.NET / CONTACT: CONTACT@IAU-HESD.NET

INTRODUCTION BY THE UNIVERSITY OF BOLOGNA



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

Bologna

This publication presents initiatives developed by universities and other higher education institutions Member of IAU to engage with SDG 5, "Achieve gender equality and empower all women and girls"; they promote policies for equal opportunities and to support productive collaborations. In particular it presents the social recommendations and the positive actions developed by the IAU SDG 5 Cluster, composed by University of Bologna (Lead), UNESP - Sao Paulo State University, Brazil, McMaster University, Canada, Assam Don Bosco University, India, Open University of Catalunya (UOC), Spain, and the University of Vechta, Germany.

The principles of gender equality and equity should be integrated in all sectors of academic life and organization in order to promote the creation of campaigns and structures to support equal opportunities and inclusion of diversities, to combat gender-based violence and protect victims, to contrast gender biases in the evaluation and recruitment of staff and faculty but also in the access to education for students (for example encouraging applications by women and girls in subjects where they are underrepresented), to achieve equal participation, to enhance employment equity in the labor market and reduce the gender pay and pension gap, and to encourage gender perspectives and awareness in research processes and teaching.

The goal "gender equality" has the potential to raise awareness in faculty, staff and students, and at the same time to build transversal synergistic paths to spread critical thought, social inclusion, and promotion of diversities and varieties,

against any forms of discrimination. This goal implies in fact that the category of gender should be intertwined with other variables such as ethnicity, social and economic positions, age, sexual orientation.

The actions undertaken by the partners and gathered here are heterogeneous and diverse: lecture, seminar and conference cycles to spread gender awareness, training courses and master's degrees to enhance professional figures, community counselling centers and groups, programs of scholarships for female students to ensure equitable access to education and to promote career development. Other actions include projects to elaborate and assess gender-aware plans to improve wellbeing at work and in personal and collective life, as well as annual reports to gather qualitative and quantitative data to monitor gender equality progress and to locate areas where further achievement may be obtained.

All these measures testify to an engagement and an ever-growing consciousness on the importance of including and implementing politics of gender equality and gender mainstreaming within the community and the governance of higher education institutions to fight and contrast gender discriminations. Furthermore, they show a will to improve and ensure inclusion and equity within and outside academia. These strategic initiatives, in fact, also aim at creating a dialogue with wider communities to which every single university belongs, combining and interacting with other Sustainable Development Goals to enhance economic, social, cultural, and environmental sustainability.

INTRODUCTION BY THE UNIVERSITY OF BOLOGNA



ALMA MATER STUDIORUM
UNIVERSITA DI BOLOGNA

Bologna

The gender perspective's goal is to become a constitutive part of the university policies, with an increased awareness that the choices made by its governance have different effects on the diverse subjectivities which compose the academic community, but also to work collectively towards a more comprehensive definition of what gender equality is, more oriented to social inclusion within and outside the university.

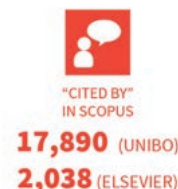
The activities of universities and other higher education institutions should have a significant impact on society, both directly and indirectly, both at a local and a global level, and the success of each action depends, now more than ever, on the ability to co-operate together across differences and borders in order to share positive actions and to have stronger voices to influence public policies.

Team for the IAU HESD Cluster at the University of Bologna:

Alessandra Scagliarini, Vice Rector for International Relations, Full Professor, Department of Experimental, Diagnostic and Specialty Medicine – DIMES,

Chiara Elefante, Vice rector for human resources, Full Professor, Department of Interpreting and Translation,

Rita Monticelli, Associate Professor, Department of Modern Languages, Literatures, and Cultures.





UNIVERSITY OF BOLOGNA

Gender Equality Annual Report

The University of Bologna is considered to be the oldest university in the Western world, founded in 1088. UNIBO is ranked among the top 200 universities globally. It is committed to development cooperation and social engagement through a series of sustainable projects and initiatives focusing on energy, equality, the environment, mobility, and the university community, but also science, culture, technology transfer and entrepreneurship. It adopted a positive action plan to promote equality of treatment at work and the culture of equal opportunities.

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www.unibo.it/en/university/who-we-are/gender-budgeting/gender-equality-annual-report-2018

Website:
www.unibo.it/en

Gender Equality Annual Report

Many UNIBO projects have included women's and gender perspectives. Among the actions implemented at UNIBO are:

- Enactment and development of courses to improve gender visibility, self-confidence, leadership skills, particularly dedicated to the underrepresented gender;
- Campaigns within and outside the institution to make women's contribution to research and gender diversity in research teams more visible; workshops for the integration of the gender dimension in research; recommendations and structures for a better work-life integration and well-being;
- The improvement of women's participation in STEM (Science, Technology, Engineering and Mathematics) disciplines, science and hard sciences, and the re-evaluation of the Humanities.

In the following pages, the University of Bologna presents four of its initiatives to enhance gender equality: The Gender Equality Annual Report, PLOTINA: Promoting Gender Balance and Inclusion in Research, Innovation and Training, GEMMA European Mundus Master's Degree in Women's and Gender Studies, and the MeTRa Centre, Interdisciplinary Research Centre on Mediation and Translation from and for Young Girls and Boys.

Gender Equality Annual Report

The Gender Equality Annual Report is one of the most important and useful instruments which provides UNIBO (governance, staff, students, and the individual departments) with quantitative and qualitative data useful to monitor the development of gender equality and equal opportunities, showing the still existing discriminations, and mapping the positive actions employed to support policies for equal opportunities. The Report is also a useful tool to analyze diverse data, especially according to the 'UGII - University Gender Inequality Index', which, through a single value, expresses the distance between gender balance at UNIBO and the hypothetical perfect equality. The Gender Annual Equality Report is an important tool for the implementation of UNIBO's engagement in gender mainstreaming, as testified also by UNIBO Strategic Plan and PAP (Plan of Positive Actions). The Report is published by the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work (CUG).



Action Goal

The goal of the Gender Equality Annual Report is to analyze diverse data in order to promote the creation of structures to support gender equality, to contrast gender biases in the evaluation and recruitment, to enhance gender perspectives in research processes and teaching, as well as to monitor still existing discriminations. The goal of the Gender Equality Annual Report is to analyze diverse data in order to promote the creation of structures to support gender equality, to contrast gender biases in the evaluation and recruitment, to enhance gender perspectives in research processes and teaching, as well as to monitor still existing discriminations.



Promoting Gender Balance and Inclusion in Research, Innovation and Training

The PLOTINA project (Promoting Gender Balance and Inclusion in Research, Innovation and Training), a partnership of diverse RPOs (Research Performing Organizations), including Universities, Professional Associations and Partners with specific expertise (non-profit research organization and social enterprise) has been one of the most important projects coordinated by the University of Bologna (2016-2020). Strongly aligned with the European Research Area Communication key priority, the aim of PLOTINA has been to foster excellence and promote social values in innovation and research by strengthening women's unused talents, ensuring a diversification of views and approaches – taking into account gender dimensions – in research, re-visioning research programs and integrating the gender dimension into the design, evaluation and implementation of research (gender-aware science), contrasting cultural and structural barriers, such as gender bias, lack of women's empowerment, 'homo-sociality', all-boys team-networking which still persist within academic environments.

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PLOTINA Library of Actions and Case studies

The database brings together a selection of the actions implemented by PLOTINA Consortium partners in their own organizations as part of their Gender Equality Plans (GEPs), as well as a set of actions already undertaken by the Research Performing Organizations (RPO) members of the Consortium and the GEPs available in the public domain in Europe. Furthermore, it collects case studies on research and teaching, as examples of the integration of the gender dimension into planning, evaluation and implementation of research and positive actions.

Link to Action:

www.plotina.eu/library-of-actions-and-case-studies

Action Goal

PLOTINA has aimed at enabling the development and implementation of self-tailored Gender Equality Plans with innovative strategies for the RPOs involved, by stimulating a gender-aware culture change, promoting career-development to contrast under-representation of female researchers in specific areas, and ensuring diversification of views in research and teaching. The impact and the outputs of PLOTINA are still a point of reference for all partner Universities.



UNIVERSITY OF BOLOGNA

GEMMA



European Mundus Joint Master Degree in Women's and Gender Studies

GEMMA is the first Erasmus + Master Degree in Women's and Gender Studies in Europe. It is a program of excellence supported by the European Commission, which has selected it as an Erasmus Mundus Master Course four consecutive times. GEMMA is a joint interdisciplinary program that provides high quality academic education and professional competencies for personnel working or intending to work in the areas of Women's Studies, Gender Studies and Equal Opportunities. It is a two-year full-time program which awards a double degree, issued by the two institutions where the students have conducted their studies. GEMMA includes eight different institutions from six European countries: University of Granada (coordinator), University of Bologna, Central European University (Budapest-Vienna), University of Hull, University of York, University of Łódź, University of Oviedo, and University of Utrecht. The official languages used at the partner universities are English, Spanish, and Italian.

Contact Details

Contact Persons:

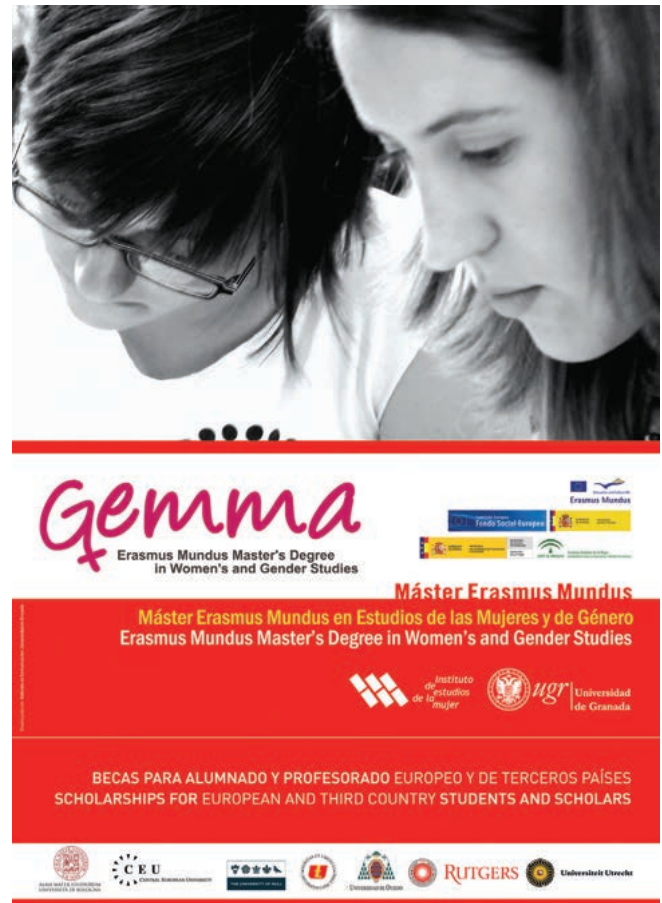
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<https://masteres.ugr.es/gemma/>



Action Goal

Enhancing Research Processes and Teachings within a gender and women's perspective, GEMMA Master Degree aims at promoting gender mainstreaming, developing and favoring a culture of equality and equity, thanks also to its structure networking several European Higher Education institutions. It also aims at fostering training and education on equal opportunities and equity, against any forms of discrimination.



Centro di Studi interdisciplinari sulla Mediazione e la Traduzione a opera di e per Ragazze/i

MeTRa Centre is part of the Department of Interpreting and Translation (DIT) of the University of Bologna (<https://metra.dipintra.it/>). MeTRa members carry out research on translation, literature, gender studies, and linguistic and cultural mediation, with specific attention to issues connected with translating for children. In particular, the Centre promotes research focusing on gender studies in children's literature (both in translation and in the original) to raise awareness on gender-based discriminations. In 2017, MeTRa headed, on behalf of UNIBO, the Creative Europe project G-BOOK (Gender Identity: Child Readers and Library Collections) as Project Leader in association with 5 European partners, 3 universities and 2 public libraries (www.g-book.eu). The project focused on gender education through children's literature, with the aim of collecting and developing gender-sensitive children's books and promoting them through audience development activities. The second edition of the G-BOOK project, aimed this time at an audience of teens, has just been funded again under the Creative Europe Program.

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Links to Action:
<https://metra.dipintra.it/>
<https://g-book.eu/>

The MeTRa Centre Database

The database is divided into three sections dedicated to articles, journals and monographs. For each text there is a tab that contains information on authors, year and country of publication, type, keywords and other notes. The database currently collects more than 1008 files and is constantly updated.

URL:
metra.dipintra.it/biblio/centres
metra.dipintra.it/biblio



Action Goal

The Centre pursues objectives related to research, teaching and dissemination of children's literature from a gender perspective. The main objective of the G-BOOK project is to create the first European bibliography of books for children and teens that is gender positive in terms of roles and models.



Be a Part of Change – Join IAU today!

IAU is the global voice of higher education. We strive to create an ecosystem conducive to collaboration for our robust international community to interact, share ideas, and get inspired.

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- Global Surveys and Reports on key issues.

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- Voice your interests at multilateral organizations, such as UNESCO, ECOSOC, CoE, and OECD.
- Contribute to the definition and implementation of IAU policy statements.



Participate in IAU Governance

- Vote at the Quadrennial General Conferences.
- Stand for election as an Administrative Board Member.
- Design and implement the IAU 4-year Strategic plan.

UNESP

Sao Paulo State University. Brazil

UNESP - São Paulo State University - is the most successful model of a multi-campus university in Brazil. This particular characteristic allows the university to perform different activities in the State of São Paulo – the most developed state in Brazil. The institution is a research-intensive university and has 24 campuses, one in the state capital and 23 strategically distributed throughout the state working in all areas of knowledge.

In 1976 the São Paulo State University “Júlio de Mesquita Filho” was inaugurated and FAFI became part of it, thus changing its name to IBILCE”. Each institute of UNESP has its own history. At IBILCE « the Graduate Program in Literature has played a role of recognized importance in the scenario of research, training and qualification of researchers and academics of Higher Education in Brazil. [...] For the Program, internationalization is fundamentally characterized by student and teaching mobility and research and publication in partnership with research groups from several countries, with which it maintains regular exchange ».

Our group research themes are

developed in the framework of gender research field, including themes related to wider inclusion processes; such as difference, ‘race’, gender diversity, education, and public policies.

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Links to actions:

www.ibilce.unesp.br/#!/noticia/2617/atividades-sobre-genero-e-raca-no-ibilce/

www.diariodaregio.com.br/_conteudo/2018/04/cultura/literatura/1101803-conceicao-evaristo-e-a-resistencia-literaria.html

www.international.unesp.br/

www.ibilce.unesp.br/#!/sala-de-imprensa/normas-e-padres/novas-marcas---60-anos/

www2.unesp.br/portal#!/aci_ses/normas-e-padres/identidade-visual-da-unesp/

Gender and race group activities in 2019

The Gender and Race Research Group, registered in the CNPq Research Groups Directory and recognized by UNESP in 2018, consists of 12 researchers from different Brazilian Education Institutions (Federal Universities, State Universities and Federal Institutes), 8 students (five PhD students, one Master student and two undergraduate students), two foreign collaborators (PhD professors at the Grand Valley State University, USA, and the University of Leeds, UK) and led by Professor Claudia Maria Ceneviva Nigro. The group meets monthly to discuss, study, produce, and spread knowledge related to gender and race equality.

Picture 1: Group members in Brasília

RESEARCH RESULTS SHARED WITH THE ACADEMIC AND NON-ACADEMIC COMMUNITIES

1. Creation of an optional subject for the UNESP / IBILCE Undergraduate Degree in Letters entitled Literature and Gender, coordinated by professor Cláudia Maria Ceneviva Nigro.
2. Lecture Cycle: Black Femininities and Masculinities: An Intersectional Look. Coordinated by Fernando de Moraes.
3. Cine Debates Cycle: Race and Gender. Coordinated by Davi Silistino de Souza and Débora Nakanishi Spacini
4. Training courses at State and Municipal elementary and high schools - Coordinated by Leandro e Luana Passos.
5. Courses at State and Municipal elementary and high schools in Nova Andradina - Coordinated by Marcela Ernesto dos Santos.
6. Reading beyond the page: Gender and Race in Literature for Children. Coordinated by Cláudia Maria Ceneviva Nigro, Michela Mitiko Kato Meneses de Souza e Mônica Galindo.

Action Goal – Lecture Cycle

The lecture cycle aimed to establish and discuss relationships between race / ethnicity, gender, sexuality and their impacts and implications on black lives. The discussions were stimulated by each of the lectures, starting from arts such as Literature, Cinema and Music, aiming at contesting stereotypes attributed to the black population. Aware of the pernicious effects of racism, often intertwined with sexism and homophobia, we worked on interdisciplinary discourses in humanities and related subjects to social life. The lectures were organized around three thematic groups: "Black Femininity", "Black Masculinity", and "Black Sexual Dissent". Each of the key themes took place in a different month, having two lectures on each one.

Picture 2: UNESP/IBILCE.



Picture 1: Group members in Brasília



Picture 2: UNESP/IBILCE.



Picture 3: Nova Andradina/MS

Action Goal – Cine Debates

We conducted cine debate sessions, in which movies related to the representation of gender and race were screened and then discussed. The movies were shown in August, September and October 2019. The sessions held in five biweekly meetings. Each session was led by a mediator, who was responsible for making a brief presentation of the work, in order to situate the participants, assist them in the subsequent debate and stimulate public debate. The films were selected in order to provide a diversified overview of the themes discussed. The purpose of the Cycle was to expand the discussion from academic to the city community by sharing what we do in the Research Group and listening to the participants' different perspectives and areas. The debates were done in a less academic way, and more socially comprehensive level.

Action Goal – Training Courses

Examine and explain Education of Ethnic-Racial Relations through children and young adult literature, mainly emphasizing black women. There were several encounters in different schools with talks, activities with the students, through which we formed and expanded the reading background and work towards gender and race equality establishment.

Picture 3: Nova Andradina/MS

Action Goal – Courses

Reflect about Education of Gender and Ethnic-Racial Relations using books related to the topic for teachers and students. Several encounters took place in different schools to establish gender and race equality.

Action Goal – Reading beyond the page

Exchange views on the relationships established between Race, Ethnicity, Gender and their impacts and implications on the lives of children. The discussions were stimulated by Children's Literature short stories that were great at contesting stereotypes, sexism, racism and misjudgments. This training course was given at State University of Mato Grosso do Sul for State and Municipal elementary school teachers.



ASSAM DON BOSCO UNIVERSITY

India

Assam Don Bosco University is the first University in India of the worldwide Don Bosco Society, present across 132 countries, currently catering to the educational and developmental needs of 15 million young people. The University was set up at Guwahati, the gateway to North-East India, as a response to the perceived educational needs of the people of North-East India to offer them relevant study programs with a focus on research and social commitment. The University is also a member of the Association of Indian Universities (AIU) since 2013, the Commonwealth Association of Universities (ACU) since 2011, and the International Association of Universities (IAU) since 2011.

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Swabalamban:

www.dbuniversity.ac.in/swabalamban.php

ADBUCDVO support program for Aganwadi Centres:

www.dbuniversity.ac.in/isesi.php

Crisis response:

www.dbuniversity.ac.in/crisisresponse.php

Website of the University:

www.dbuniversity.ac.in

ASSAM DON BOSCO UNIVERSITY



India

“A World of Dignity, Peace and Prosperity”

Assam University has endeavored to inculcate a mindset of social commitment as a way of life for every Don Bosco University graduate through its educative processes and is engaged in a variety of programs based on the feedback from community participatory appraisal coordinated by the University's Centre of Community Development Initiatives. There has been a synergy in reciprocal learning and action based on student led initiatives, continuous dialogue among concerned stake holders and community participation towards alleviation and resolution of issues afflicting communities and environment. The university ensures that more girls get the opportunity for special tutorial classes to finish schooling.

Tutorial Classes: Faculty and student volunteers of the University conduct tutorial classes and counselling sessions to address the educational needs and aspirations of the adolescent children in the villages within the vicinity of the campus. This initiative named as “Swastyayan” meaning a commitment combines the components of evening tutorial classes, career counselling and life skill education and awareness.

Short term skill development: Free short term technical job oriented skills such as electrical wiring, inverter making and installation of power backup systems, computer application training and assembling solar powered chargeable LED lamps are conducted by members of faculty and staff for the unemployed youth of the villages to enable them to generate opportunities of self- employment. Mushroom cultivation techniques have been imparted to the women of the rural communities residing in the vicinity of the campus with the objective of inculcating sustainable livelihood practices. The initiative named as “Swabhalamban” meaning self-help aims to equip the village youth with viable and practical options of earning their living. “Vanitagrata”, the Women Empowerment Cell of the University works towards raising digital awareness programs for

women in rural areas to get a better understanding of the utility of technology in daily life through training program on basic computer fundamentals and mobile phone applications.

International volunteer exchange programs: An international volunteer exchange program between Don Bosco University and University College Dublin aims to bring together a multicultural exchange of ideas for targeted intervention in the areas of community interaction, awareness on issues concerning community development such as health, hygiene, education, child labor, alcoholism, substance abuse, domestic violence and livelihoods. The month-long program is set in the rural vicinity of the campus and brings within its scope a range of collaborative and participative community development activities.

Community Counselling Cells: The University has set up Community Counselling Centers with the expertise of the Departments of Social Work and Psychology and Counselling to offer supportive counselling services to cope with issues of stress, depression and substance abuse. The Community Counselling Centers have also enabled couples having marital problems, parents having challenges in communicating with their children and adolescents and children facing peer or family pressure to avail of various counselling services.

Crisis response teams: Faculty and students of the University take prompt initiative in volunteering to form crisis response teams during times of natural disaster such as floods. They have been able to mobilize resources and distribute essentials among those affected by flood. The services of the University's crisis response teams have been extended to locations across the state of Assam as flooding during the monsoon season is an annual phenomenon.





McMASTER UNIVERSITY

Canada

McMaster University is Canada's most research-intensive university, with a student-centered approach to learning and a commitment to advancing the health and well-being of the world around us. We are the university that founded problem-based learning, are one of the world's Top 75 universities, and were ranked number one in North America and second in the world for impact on society based on the UN's Sustainable Development Goals.

Our mission is to value integrity, quality, inclusiveness and teamwork in everything we do.

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McMaster's EDI Framework for Strategic Action



Implicit in McMaster's vision is its aspiration towards inclusive excellence.

The concept of inclusive excellence recognizes that meaningful inclusion of diverse peoples and perspectives is vital to stimulating the creativity and innovation needed to achieve the quality of teaching, research, and governance that distinguishes world-class institutions of higher education. The inclusive excellence paradigm recognizes the importance

of analyzing and assessing policies, programs, practices, and performance through a gender and race-based equity lens to reduce personally mediated biases and systemic barriers to equal access and opportunity to education and employment.

In April 2018, McMaster appointed its inaugural Associate Vice-President, Equity and Inclusion (AVPEI). The AVPEI engaged senior colleagues and the campus community in a process culminating in an integrated, institution-wide EDI Strategy: Towards Inclusive Excellence. The Strategy, launched in July 2019, included:

- (a) A Four Pillar Framework for Strategic Action, aligned with four broad goals;
- (b) A set of six Principles of Practice for EDI planning and implementation; and
- (c) An EDI Action Plan, spanning a three-year time horizon from 2019 – 2022, with a series of strategic tactics under six overarching SMART objectives

The EDI Strategy enables McMaster to continue to aspire to achieve its access, equity, and inclusion goals, envisioned through an intersectional lens that accounts for racial/ethnic diversity and additional dimensions of social identity among equity-seeking groups.

Goals

1. Improve student access to achieve gender parity proportionate to population demographics, among student applicants and enrolled learners at McMaster.
2. Enhance employment equity to achieve gender parity proportionate to labor market availability, within the faculty complement at McMaster, while attending to representational trends when data is disaggregated using an intersectional lens.
3. Enhance the climate with respect to the experience of inclusion and empowerment among a diversity of students, faculty and staff who identify as women at McMaster.



2018/19 Initiatives and Measures of Progress

The following is a list of some McMaster initiatives implemented in the last year, which demonstrate the University's advancement of SDG 5:

- (a) McMaster University is highly successful in attracting women students to a wide range of programs across the University. In recent years, the number of female undergraduate students has consistently outnumbered the number of male undergraduate students.
- (b) In closing educational gaps among women in STEM, McMaster shows an overall increase between 2015 and 2019 in the number and proportion of female students enrolled, at both the undergraduate and graduate levels for the Faculties of Engineering and Science. During this period there is also an overall increase in the number of degrees awarded to female students for both degree levels and both Faculties.
- (c) In 2019, McMaster launched an Employment Equity Facilitator Program and trained over 75 faculty and staff members to support more equitable and inclusive hiring practices by helping to mitigate gender-based bias in recruitment and selection processes.
- (d) McMaster has recently (December 2019) approved and updated its Policy on Sexual Violence and Policy on Discrimination and Harassment.
- (e) To support both institutional and unit-specific

equity, diversity and inclusion priorities, several academic and administrative units have spearheaded their own Equity, Diversity and Inclusion Committees, including Health Sciences, the Libraries, and University Technology Services.

- (f) The Faculty of Health Sciences appointed an Associate Chair, Equity & Diversity in the Department of Medicine in July 2018, responsible for promoting the recruitment, retention and advancement of faculty, with attention to equity in areas of gender, sexual orientation and race/ethnicity. The Faculty's Gender & Health Initiative's projects themes such as gender and health equality, holistic health, gender-based violence prevention, and responding to trauma.
- (g) Following 2019 International Women's Day, the Office of the AVP & CTO launched a competition and workshop focused on getting women and girls into STEM fields. In 2020, the Office is launching the McMaster Women in Tech' series highlighting women transforming McMaster's technology landscape.
- (i) The Faculty of Science Dean - who is the first woman to serve as Dean of Science at McMaster - has comprehensively integrated EDI in faculty hiring and appointments processes. There has been a substantial increase in the conversations about the diversity of the applicants, long and short lists and early indications of higher percentages of individuals who identify as women as the preferred candidates.

Discover IAU publications on HESD and more

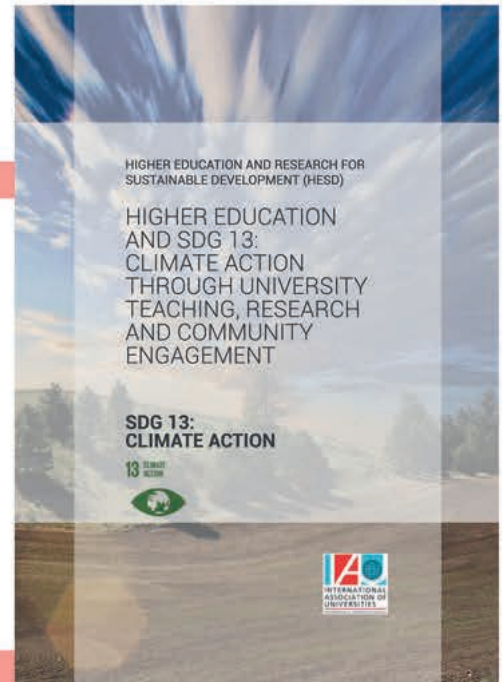
→ <https://www.iau-aiu.net/Publications>



Higher Education & SDG 13: Climate Action Through University Teaching, Research and Community Engagement

IAU has gathered concrete examples of meaningful initiatives towards climate action, undertaken by higher education institutions and organisations, from Cyprus to Malaysia, from Peru to India, Lithuania, Costa Rica, Uganda, Ireland, Japan, USA, Jamaica and Australia. This publication is the first of a series dedicated to Member institutions' contribution to the United Nations 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals.

>> [Access the publication online](#)



2019/2020 HESD Survey Report



Higher Education and the 2030 Agenda: Moving into the 'Decade of Action and Delivery for the SDGs'

IAU 2nd Global Survey Report on Higher Education and Research for Sustainable Development
Sabine Millow, Isabel Tomsin & Hilge van't Land



This report is the result of the analysis of the 2nd Global Survey on Higher Education and Research for Sustainable Development (HESD) conducted by IAU in June and July 2019. It shows the important role that Universities and other Higher Education Institutions (HEIs) play in the achievement of the Sustainable Development Goals (SDGs) set by the United Nations and where issues still exist. It is also proof of the commitment and responsibilities of many Higher Education Institutions globally towards the 2030 Agenda. 536 valid responses, from all world regions, were received by IAU during the six weeks the survey was open. The report analyses how universities engage with the SDGs in particular and how they promote sustainable development more broadly speaking.

>> [Discover the report](#)

UPCOMING 2021/22

- Higher Education engages with SDG 14: Life below water
- Higher Education's role for SDG 16: Peace, Justice and Strong institutions



UOC

Open University of Catalunya. Spain

UOC is an innovative university that is rooted in Catalonia, Spain, and open to the world. It offers people lifelong learning to help them and society advance, while carrying out research into the knowledge society. UOC wants to be a university that, by being connected to the network of the world's universities, drives the creation of a global knowledge space and cutting-edge research in the knowledge society. Its educational model is based on personalization and accompanying students using e-learning. The University offers them a top quality and personalized education in Catalan, Spanish and English that helps them to be more competitive and contribute to the progress of society. UOC currently has 73.081 students from 134 countries and offers 25 Bachelor's degrees, 55 University master's degrees, 186 Postgraduate diplomas and specializations and 08 Doctoral degrees amongst others.

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UOC's Gender Equality Plan 2020-2025



The recently approved UOC's 2020-2025 Gender Equality Plan (GEP) is an unequivocal example and an achievement of UOC's community commitment to the SDG5. This Equality

Plan has been the result of a process of collective work throughout 2019, in which different university actors such as academic and admin staff as well as student representatives have co-designed the strategic and operational objectives as well as the actions to be implemented. In addition, this co-creation process has also established 8 essential principles that articulate this Plan: feminism, transformative knowledge, equity, care, diversity, anti-discrimination, gender mainstreaming and sustainability. The Equality Unit has led the GEP's design which is organized into 4 key strategic areas: teaching, research and innovation, communication and organizational culture. One of the main features of the GEP is its decentralized governance, distributed amongst the four University vice-chancellors. Additionally, it is important to

highlight that the GEP has been reviewed and a few specific actions have been included in order to address gender imbalances caused by the Covid-19 crisis.

The Teaching key strategic area has 3 goals: mainstreaming the gender approach within all university teaching contents, teaching gender studies and reducing the horizontal segregation of students. In order to achieve them, the GEP plans to implement actions such as designing a gender equality teaching checklist, promoting participatory dissertations in collaboration with feminist organizations, awareness raising about non-sexist written and audiovisual language, offering Bachelor and Masters in gender studies, designing Bachelor and Masters marketing campaigns that break gender roles or offering enrollment grants to reduce horizontal segregation in selected courses.

The Research and Innovation strategic area also has 3 goals: promoting gender equality in UOC's research and innovation strategy, making visible UOC's research and knowledge transfer

Action Goal

UOC's 2020-2025 Gender Equality Plan (GEP) main goal is to promote a comprehensive and sustained institutional transformation towards gender equality. The GEP has 15 strategic goals described in the paragraphs above.

Some examples for sustainability-related work at UOC are: the eHealth Center; Right to Food Week; Interuniversity Working Group on Education for Sustainable Development; 2030 Agenda awareness campaign at the UOC for the European Sustainable Development Week (ESDW); Analysis of the contribution of Internet Interdisciplinary Institute (IN3) research to the 2030 Agenda; Responsible Research and Innovation for Researchers. UOC training course.



Open University of Catalunya. Spain

that includes gender contents and promoting gender equality in entrepreneurship programs. It includes the following actions: promoting parity in research and innovation teams, including gender perspective in research centers' plans, promoting women's progression throughout their research career, disseminating knowledge generated at UOC on gender issues or developing a gender equality online workshop for UOC's virtual incubator.

The Organisational Culture strategic area has 4 goals: consolidating an organizational culture on gender equality, promoting gender and sexual orientation diversity in physical and digital spaces, adopting a human resource approach that puts gender and care at the center and eliminating discrimination based on sex, gender identity/ expression or sexual orientation. In order to achieve them, the GEP proposes actions such as providing gender equality training for academic and admin staff, enhancing sexual harassment and homophobic discrimination protocols, enhancing the Gender Equality Unit, expanding work life balance policies, addressing the gender wage gap linked to vertical segregation or providing awareness raising and training about gender equality for all academic and administrative staff.

Finally, the Communication strategic area has 4 goals: linking gender equality to UOC's brand, consolidating an organizational culture on gender equality, including the gender perspective into the UOC's recruitment strategy and designing a notoriety and dissemination strategy based on gender equality values. The strategic area proposes actions such as: creating new corporate and marketing products with a gender perspective, expanding the non-sexist use of audiovisual language guides, prioritizing the visibility of people working for gender equality at the UOC and prioritizing the presence of UOC women experts in media appearances.



The IAU Cluster on Higher Education and Research for Sustainable Development



<https://www.iau-hesd.net/contenu/4648-iau-global-cluster-hesd.html>

Map of IAU HESD Cluster Leads around the world



Examples of best practice for universities engaging with Agenda 2030

A networking and exchange hub

Global advocacy for Higher Education's role for the SDGs

2019/2020 HESD Cluster Report

Higher Education Partnerships to accelerate action for the Sustainable Development Goals (SDGs)

This report is presenting the work of the International Association of Universities (IAU) in the context of the IAU Global HESD Cluster. It was prepared in the context of the UN High Level Political Forum (HLPF) 2020 and demonstrates the work of several IAU Members to address Agenda 2030. It provides examples for the activities of each Lead institution in the Cluster and stresses the role higher education and partnerships play to reach the global Goals in a broader context.

>> [Discover the IAU HESD Cluster report 2019-2020](#)

UNIVERSITY OF VECHTA

Germany

Cosmopolitan, personal, familial – the University of Vechta is a youthful, modern campus university with excellent conditions for studying and a clearly delineated profile. For the 5000 students and 400-odd staff, the campus offers a familial atmosphere conveniently coupled with the infrastructure of a modern university. The Bologna Process has been fully implemented, with the emphasis on quality – attractive, forward-looking courses, personal support and global exchange program are the hallmarks of a high-quality degree program. The University of Vechta has set out to present a clear profile to the business, social and cultural world. The Vechta region offers the perfect laboratory for addressing a range of issues impacting on the future viability of our global society – an economic boom region in the heart of the countryside, a provincial global player, a unique cultural and social

identity, natural spaces and intensive agriculture; contrasting factors which resolve into an excellent quality of life. The University of Vechta's development plan defines the rural space as a framework for profiling the areas of education, ageing, social services, cultural change and regional development. The choice of focus represents a conscious response to the University's location, which delineates it from urban spaces and creates additional research prospects, including at the international level.

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Germany

Gender and Diversity Certificate

With the certification of specific competences, students can make a special name for themselves for the modern labor market in a challenging and changing modern age. An essential cross-sectional competence in the labor market is a proven intensive examination of gender-specific structures, their historical conditionality and the resulting power and domination relationships. This results in special challenges for modern societies which can be systematically studied in the courses of the certificate - these include, for example, dealing with gender-specific different life courses, (equal) political measures, different participation in and dealing with existing economic structures, health and wellbeing as well as cultural differences. Starting in the summer semester of 2017, the University of Vechta bundled its areas of competence in gender and diversity research into a Gender and Diversity Certificate enabling students from all fields of study to achieve a special profile orientation. With this certificate the University of Vechta is unique in Lower Saxony. In a curricular process, students acquire a comprehensive gender competence profile over three semesters in a broadly structured profiling area, which includes not only well-founded discussions of theoretical approaches to gender and diversity research, but also practical scientific elements. Depending on the subject, students have different ECTSs at their disposal for the profiling area, which in turn can be used in full for the certificate after individual consultation.



Action Goal

With the Gender and Diversity Certificate, it is now possible to prove an essential prerequisite, e.g. for recruitment or for further qualification levels. In this way, students acquire a verifiable profile that is becoming increasingly important in modern work contexts.



OUI-IOHE

Inter-American Organization for Higher Education. Canada

The IOHE was created in 1980 and is the only university association actively present across the Americas. The objective of the IOHE is to encourage higher education institutions to participate in a common collaborative space that promotes dialogue, reflection and action. Through its leadership, practical expertise, training programs and inter-American and intercultural activities, the IOHE is dedicated to providing a diverse range of experts with the means to implement innovative best practice strategies and contribute effectively to the advancement of higher education.

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Space for Women Leaders of Higher Education Institutions of the Americas (EMULIES)

The Space for Women Leaders of Higher Education Institutions of the Americas (EMULIES) is part of the Inter-American Organization for Higher Education (IOHE) based in Canada. EMULIES was created in 2011 as a result of the consultation process of thirty women leaders of institutions of higher education in the Americas who identified the limited presence of women in positions of authority in higher education institutions (including universities and technical and technological institutions). These women met for the first time in Mexico to reflect on the role of women in higher education, the difficulties they face and the strategies to foster women's leadership in these decision-making spaces.

In 2016, EMULIES became the fourth IOHE program and is hosted by the Pontifical Catholic University of Peru (PUCP) in Lima. The PUCP has an important track record and recognition in gender issues, as it has a UNESCO Chair in gender equality in Higher Education Institutions, gender equality policies for professors, a gender master's degree of more than twenty years of trajectory, a research group in gender studies, and has actively participated in various networks of women and gender studies. Likewise, the former PUCP rector, Dr. Marcial Rubio, was the president of the IOHE when EMULIES was created as an initiative, and the former vice chancellor of research, Dr. Pepi Patron, participated in EMULIES since its creation, granting all the institutional support to host the program.

Since its creation, EMULIES has transmitted its message to more than a thousand women leaders related to higher education (rectors, vice rectors, deans, department heads, ministers, professors and

researchers), as well as to men who work for the equality of gender in higher education. Those who have participated in the events organized by EMULIES or of which EMULIES has participated belong to more than two hundred HEI in more than forty countries of the Americas and the world.

EMULIES works under the slogan "promoting female leadership in higher education institutions of the Americas" in three areas: i) institutionalization of the program, ii) training and capacity building and iii) promotion of research and information systems.



As a result of the work carried out during these years, EMULIES has organized six regional meetings, a congress of university gender policies, several sub-regional meetings and local panel discussions, three versions of the Diploma "Gender and University Leadership", a training course in mentoring for women leaders and a training course in university gender policies. It also has an "Observatory of Gender Equality and Women's Leadership in the HEI of the Americas" and a research group on academy life, family and personal life balance". EMULIES is working on the publication of three books on university gender policies; on the balance of academic, family and personal life; and a guide for women mentors in higher education institutions. Finally, EMULIES promotes women's leadership through online campaigns to make women's work in higher education more visible, granting recognition to HEI that promotes gender equality and giving the EMULIES Award to outstanding women leaders who promote equality in their institutions.

Action Goal

Promote female leadership in higher education institutions in the Americas.



AMERICAN INTERNATIONAL UNIVERSITY BANGLADESH

Bangladesh

AIUB is a government approved private university founded in 1994 with its own Board of Trustees. Under four Faculty, AIUB offers 13 Undergraduate and 7 Graduate programs. Currently, the university has a total enrolment of 10027 (Male- 7654, Female- 2373) students in both undergraduate and graduate levels. It has more than 300 full time faculty staff, 170 officers and 400 support staff. AIUB is internationally accredited and has established partnerships with a number of local and international organizations and universities.

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AMERICAN INTERNATIONAL UNIVERSITY BANGLADESH



Bangladesh

Scholarship Grant for Female University Students

This scholarship grant is established in honor of Dr. Anwarul Abedin with the aim of providing opportunities for female students to have greater access to university and to narrow the gender gap. Launched in 2013, the grant covers the tuition fee for selected qualified female students every regular semester across academic programs. Candidates are nominated by each faculty and are interviewed by an academic panel. To date, 13 recipients graduated from Business, Science and Technology, Engineering and Arts and Social Science Programs and are now employed in various organizations and companies. The selected candidates are presented in a formal gathering to motivate other female students to apply. Over the years, the gap between male and female students is narrowing due to a number of activities and interventions the university is undertaking such as this action.

Link to Action: www.aiub.edu/Files/Uploads/fall18-19_dranwarulabedingrant-vcmsigned.pdf

AIUB Women Forum

The AIUB women Forum was inaugurated on 8 March 2015, coinciding with International Women's Day, at the AIUB Auditorium by the Vice Chancellor, Dr. Carmen Z. Lamagna. The Women's Forum aims to empower women through education, enterprise and leadership at all levels of decision making. The Forum brings together women's rights campaigners, NGOs, women's businesses, and women entrepreneurs. Dr Lamagna emphasized the role of women in exploring and addressing the barriers in accessing opportunities in education, business and political leadership, including issues such as women's health and domestic violence. The AWF envisages creating a society where equality for all is not just a notion but a reality, and in which human rights must be respected and protected. All the women of AIUB: students, academics, and administrative staff are the members of this Forum which organizes different awareness programs on women's rights and empowerment,

such as seminars and talk shows where prominent Bangladeshi women are invited to serve as resource speakers. Breast Cancer Awareness was the latest event organized jointly by the AIUB Women Forum and the Blue Sky Charitable Foundation, a local NGO. Representatives of the AIUB Women Forum also speak at other Women Fora. As advocates of Women's welfare, female students join in many events organized by local organizations. The AIUB Women Forum has gained the support of both the Vice Chancellor and the Chairman of the Board of Trustees, both of whom are women.

Links to Action:

www.aiub.edu/the-launching-of-the-aiub-women-forum

www.aiub.edu/open-dialogue-on-women-empowerment www.aiub.edu/seminar-on-women-in-the-banking-sector-breaking-the-glass-ceiling

www.aiub.edu/inspirational-seminar-on-motherhood-and-career-development-held-at-aiub-to-celebrate-international-womens-day

Equitable Access

The mission, vision and goals of AIUB are to provide world class education to all students. At the beginning, the ratio between male and female students was evidently unbalanced. Opportunities are provided to narrow this disparity. It is fortunate that the vice chancellor is a woman, her passion and concern for females to benefit from an education with the same opportunities given to males. Many other position holders are women. Efforts are ongoing to bring as many girls as possible into the university. This is evident as the ratio of female students to male is increasing. In all aspects of the university operations, no discrimination is observed. Each enjoy a level playing field. The overall Action Goal is Equitable Access in the University and success in the community.



AMERICAN INTERNATIONAL UNIVERSITY



Bangladesh

Seminar on 'Breast Cancer Awareness and Perspective in Bangladesh'

On 26 November 2019, the Blue Sky Charitable Foundation (BSCF) organized a Seminar on 'Breast Cancer Awareness and Perspective in Bangladesh' at AIUB. Many dignitaries from the University as well as from Foundations, hospitals and other outside experts. AIUB students, faculty members and officials were present in the audience. Speakers highlighted that breast cancer is not just a concern for females; but it affects male health and mental health. Furthermore, statistics of causes, awareness, detection, treatment and prevention of breast cancer in the country were presented as well as a vision of establishing a specialized Breast Cancer Hospital in the country.

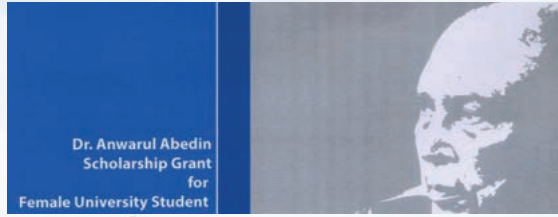
Link to Action:

www.aiub.edu/seminar-on-breast-cancer-awareness-and-perspective-in-bangladesh

Action Name: Rise up for Women Conference 2019

"Rise up for Women Conference 2019" in association with UN Women, Brac, Manusher Jonno Foundation, Acid Survivors Foundation, Engaging Men and Boys Alliance and Bangladesh Mahila Parishad at AIUB organized by Radio Shadhin was arranged as a part of Social and Community Service for the women in Bangladesh. AIUB was the strategic partner for this program. A three-day program took place at AIUB Campus. Each year, the 16 Days of Activism start on 25 November, the International Day for the Elimination of Violence against Women, and concludes with International Human Rights Day on 10 December. 25 November 2019 marked the beginning of the 16-Day of Activism Against Gender-Based Violence (GBV), an international campaign that seeks to link women's rights with human rights. The goal of the

campaign is to raise awareness about Gender-Based Violence (GBV) and strengthen local efforts around gender-based violence against women. A seminar on the topic of "Rise up for Women- Role of youth in preventing violence against women and girl children" was held on 3 December 2019, with 15 Resource speakers from the different organizations, NGOs and women leaders with 200 participants including students of AIUB. The "Gender Equality Cricket Tournament 2019" was also held at the AIUB field with 8 teams from different educational institutes as part of this program. Individual debates and a public speaking competition on the topic of "Rise up for Women" also took place with 300 participants from 35 universities in Bangladesh on 5 December 2019.



Photos: Rise up for Women Conference 2019 and different seminars organized by AIUB

UNIVERSITIES CANADA

Universities Canada is a membership organization providing Canadian universities a unified voice for higher education, research and innovation. We work to advance the mission of our member institutions to transform lives, strengthen communities and find solutions to the most pressing challenges facing our world by fostering collaboration among universities and governments, the private sector, communities and international partners to help build a better world.

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Links to Action:
Universities Canada – [QES website](#);

Some example Canadian universities' QES-AS project websites: University of Toronto - [SAVE](#); Wilfred Laurier University – [Hungry Cities Partnership](#); Queen's University – [ARCH Network for Equity in Maternal and Child Health](#); University of Alberta – [Faculty of Nursing](#); Carleton University; York University – [Ecological Economics, Climate Justice and Commons Governance](#); University of Victoria - [CAPI](#); Simon Fraser University – [Sustainable Potable Water and Greenhouse Crops](#); University of Waterloo – [Water Institute](#);

UNIVERSITIES CANADA



Queen Elizabeth II Diamond Jubilee Scholarship – Advanced Scholars Program

The Queen Elizabeth II Diamond Jubilee Scholarship Program for Advanced Scholars (QES-AS) consists of 21 Canadian university-led projects that focus on capacity strengthening of partner institutions and early career researchers from the Global South, contributing to improved global talent exchange between Canada and other nations. The program



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supports 400+ (>50% women) doctoral, post-doctoral and early career researchers from low-and-middle income countries (LMICs) and Canada. Of the women researchers who have participated in the program so far, 82% are from LMICs. The QES-AS program tackles key challenges women in research experience through contextualized mentorship, networking, leadership development, and community engagement activities. Its framework provides opportunities for female scholars to develop their careers through international collaborations, research placement internships, and networking opportunities with an international community of over 1000 QEScholars.



Action Goal

The QES-AS program contributes to SDG 5.5, 9.5, 17.6 and 17.9 by strengthening the research capacity of partner institutions in the Global South and by providing career development opportunities to 400+ scholars (>50% women) through international mobility, leadership and networking programs.

Caption: University of Waterloo GoHeLP PhD students Elizabeth Opiyo Onyango, and Andrea Rishworth with the Hon. Marie-Claude Bibeau, Minister of International Development and La Francophonie





BIRLA INSTITUTE OF MANAGEMENT TECHNOLOGY

India

Birla Institute of Management Technology was established in 1988 under the aegis of the Birla Academy of Art and Culture, and is supported by the Birla group of companies. Late Dr. (Smt.) Sarala Birla and Syt. B K Birla, are the founders of the business school. BIMTECH is a mini India in its formation every year, with students coming almost from all the states of India and also from a few other countries. Its mix of nationalities, cultural backgrounds, academic and professional experiences makes BIMTECH one of the most exciting and enriching business schools in the country.

Besides the usual academic and corporate experience, students, faculty and staff are encouraged to contribute to creating a social impact. The

Institute runs a number of voluntary outreach programs to create a positive influence in the community and the society at large. Notable among them are the projects run in villages for adolescent girls (Project Chiraiya1) and for the inmates of 11 prisons across the state (Project Uthan2). Both the projects are fueled by more than 10,000 hours of voluntary work by the students, led by faculty and staff.

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BIRLA INSTITUTE OF MANAGEMENT TECHNOLOGY



India

Project Chiraiya

Project Chiraiya was launched on 28 March 2016, in commemoration of BIMTECH's founder, Dr. Sarla Devi Birla. A story of empowerment, in a little over three years, this project has imparted life skills to 210 marginalized, adolescent girls residing in the rural village of Neemka.

The main activities are educating and skilling girls. This project was carried out in the village 'Neemka' which partners with BIMTECH. Neemka is a large village in Jewar Block in Gautam Buddha Nagar District in Uttar Pradesh. Centering on innovation and technology, digital literacy and skilling have been the focus of Project Chiraiya in the past year. A bus outfitted with 20 computers has been specifically allocated for this, which is used for training the girls and women in Neemka. Impact is measured using a survey of 150 girls who had undergone the complete life cycle training. The results show a major positive impact in their confidence and language skills. The biggest difference has been in their levels of aspiration. The largest and foremost benefit for the girls has been the social acceptance and change in the mind-set of the village community. The understanding that girls can lead developmental change, be able to earn awards (from people like Mr. Venkaiah Naidu, Vice President of India and other national level dignitaries), be social and health agents and earn a decent livelihood has led to a perceptible change in the social hierarchy of women and girls in the village.

Project Uthan

This project regarding prison inmates was launched in March 2012 with the first library, with a collection of around 4000 books being set up in a district prison. At present, 11 libraries in 10 prisons are functioning and in total they have a collection of more than 20,000 books. An innovative feature was added in 2018-19 by opening of a toy library in the prison of Gautam Budh Nagar. This was necessary, as children up to age 6 are allowed to live with their mothers.

The project's main activities are educating and skilling the men and women prison inmates, so that recidivism is reduced. Women, especially, have fewer employment

opportunities and have to either resort to prostitution or crime to support themselves. By educating and skilling them through various workshops conducted in the libraries, these women can be brought back into the mainstream. All the prison libraries are outfitted by BIMTECH with the latest in library digital technology. All processes and procedures in the library are done with the usage of technology using KOHA software. In the prison project, the main impact is visible regarding two aspects: Firstly, the number of people who are enrolling for education certifications like secondary, senior secondary, graduation etc. is rising. Secondly, the number of suicides committed in the prison is being reduced due to the inmates coming regularly to the library and workshops.

Both projects are designed to align to SDG5 – Gender Equality since they help in the empowerment of the underprivileged sections of society. Project Chiraiya is completely dedicated to the empowerment of rural adolescent girls (who are at the most vulnerable age due to social demands of marriage and dropping out of schools). The Prison project gives equal opportunities to female and male inmates to access the libraries and attend workshops, but the focus is on helping the women inmates in creating microenterprises.

BIMTECH has also been awarded the Sandvik India Gender Awards 2019 in the academic category, for the above-mentioned work.





MAKERERE UNIVERSITY

Uganda

Makerere University was established in 1922 and is one of the oldest English Universities in Africa. It is both a teaching and research institution offering day, evening and external study programs to a student body of about 35,000 undergraduates and 3,000 postgraduates (both Ugandan and foreign). In 2011 the University transformed from the Faculty-based to the collegiate system with 10 Colleges including a School of Law, all operating as semi-autonomous units of the University.

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MAKERERE UNIVERSITY



Uganda

Increasing gender focused research and Female academic growth at Makerere University

The action focuses on Makerere University's contribution towards gender focused research and the commitment to recruiting and promoting women. A situational analysis of the number of projects focusing on gender issues by staff and the number of dissertations written by graduate students at masters and PhD level will be synthesized. In addition, the

study will establish the proportion of female staff in senior roles and leadership positions such as heads of department, Deans, professor, Associate professor, Senior Lecturer, Lecturer, Assistant Lecturer and Teaching Assistant. The existing policies to promote gender equality and the reasons for low gender focused research and low career and academic growth will be established and ways to overcome the challenges suggested.

Action Goal

To reduce gender inequality and achieve women's empowerment through influencing policies of non-discrimination and addressing challenges hindering gender focused research and female academic, career growth and participation in leadership positions in higher institution of learning. Link to Actions: womenstudies.mak.ac.ug



Increasing women participation in local water management

The action focuses on increasing women's participation in water-related decisions at community level. This is particularly important given the recent policy shift from a state-controlled supply-driven approach to a demand-driven approach where users are intended to participate in all the decisions related to water provision. Although community-based guidelines stipulate that 50% of the water user committee (WUC) members should be women, participation of women is still below 10% in most rural areas of Uganda. Low or lack of women participation in water-related decisions has been highly associated with the persistent poor operation and maintenance of the communally used water infrastructure in rural areas. The study will review policies related to women's participation in the water sector and also make suggestions on how to increase women's participation.



Action Goal

Investigate challenges hindering effective women's participation in water user committees in particular and water-related decisions in general and make suggestions on how to increase women's participation as a means of achieving sustainable access to safe water, gender equality and women's empowerment.





ANTONIO NARIÑO UNIVERSITY

Colombia

Antonio Nariño University (UAN) is a national, private, secular and comprehensive University founded in 1976 with regional presence in 26 cities with the mission to democratize knowledge by expanding higher education access and inclusion. It has 17 faculties, 37 research groups, over 15,000 students, over 1,600 professors and over 90,000 alumni. The UAN has defined as its focus: to be innovative, excellent in its processes, socially and environmentally responsible and regionally positioned. As a result, is expected to be a destination for any citizen of the world who wants to develop higher education studies and to position itself as one of the best universities in the country that contributes to the national competitiveness in sciences, arts and technology.

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ANTONIO NARIÑO UNIVERSITY



Colombia

Women Leadership in Research and Higher Education

Antonio Nariño University through its Law Faculty leads the SDG 5 in the Colombian Association of Universities (ASCUN). Under this leadership the UAN participated in the organization of the event Woman + Sciences + Equity 2020, where the Colombian Network of Scientific Women, ASCUN, Geek Girls, the Ministry of Sciences, the High Council for Women Equity from the Presidency, subscribed to the Road Map to build gender policy: commitment to women's equality in science, technology, innovation and education leadership". The main actions consist of: increasing women researchers' participation in high level training scholarships; developing a mentorship program focused on women researchers; integrating the gender approach to the science and technology system of evaluation; promoting women's participation in sustainable development and climate change programs; training women in STEAM areas; awarding a higher punctuation to projects and groups with gender parity; applying for the EQUIPARES certification; creating a protocol to attend to cases of sexual harassment.



Photos: The team at UAN at the event Women Leadership in Research and Higher Education

Action Goal

Each of the points outlined in the "Road Map" seeks to promote gender equality, empowerment and leadership of women in the field of higher education and scientific research. Governmental and non-governmental institutions will support this initiative.



BIBLIOGRAPHY ON HIGHER EDUCATION AND GENDER EQUALITY

This bibliography presents a selection of publications related to SDG5 and research on Gender equality in a university context. It does not aim to reflect the whole literature available in the field, but rather give some suggestions for further reading.

Catalyst for change: protecting students from hate crime, sexual violence and online harassment in higher education / Office for students [United Kingdom]. London: Office for Students, 2019. 5 p.

This report evaluates the impact of 119 'catalyst for change' projects on protecting students from hate crime, sexual violence and online harassment. An important aspect of the projects, established in 71 higher education institutions in the UK, is to support learning, exchange and dissemination of effective practice, and help establish 'what works' in safeguarding students

URL : www.officeforstudents.org.uk/media/a012d727-7262-421b-ad2b-1f4fc9f75135/catalyst-for-change.pdf

Global education monitoring report gender review 2018: meeting our commitments to gender equality in education UNESCO, 2018. 58 p.

The Education 2030 Framework for Action, a tool aimed at helping the international community achieve SDG 4 on education, explicitly recognizes gender equality as a guiding principle linked to the realization of the right to education. The review's first part examines disparities in participation and skills, in education and political leadership positions, and in selected aspects of infrastructure and curricula. It also examines gender issues in professional development by exploring the role of education in three other SDGs: those concerning agriculture, health, and water and sanitation. The second part of the review analyses institutions, laws and policies to explore ways to determine and enforce accountability for gender equality in education. The Review reports that 34% of countries have

not achieved parity in primary, 55% in lower secondary, and 75% in upper secondary. It highlights a wide range of measures to remove barriers to education for girls and to hold governments to account for gender inequalities. These include periodic review of curricula, textbooks and teacher training programs; adequate school infrastructure including single sex sanitation facilities; increased representation of women in education leadership positions; stronger policies to tackle school-related gender based violence, and establishing codes of conduct for students and teachers.

URL : <http://unesdoc.unesco.org/images/0026/002615/261593E.pdf> (English); <http://unesdoc.unesco.org/images/0026/002616/261655F.pdf> (French)

The changing role of women in higher education: academic and leadership issues, Heather Eggins, Ed. Cham, Switzerland: Springer Nature, 2017. 310 p.

This comprehensive survey of women in higher education across the world draws together evidence from a variety of countries, with insights drawn from a wide range of disciplines. The first part of the book sets the scene within the knowledge-based global economy, examining societal changes which have enabled women to reposition themselves in the academy and contemporary pressures on women academics and leaders. It contains a detailed study of education and employment opportunities for women in China and a comparative study of women, HE leadership and organizational culture in Ghana and South Africa. Part 2 includes research findings on women's academic careers in Italy and Switzerland; details how New Public Management and the research-teaching balance has cut down on opportunities to reach top career levels in the Netherlands; the effect of the national political situation in Greece; a government-backed research initiative to improve the status of women academics in Malaysia; and an examination of the challenges faced by women

of color in advancing to senior leadership in the United States. Part three 'Gender Equality?', examines the effect of the 'glass ceiling' on specific groups of women in academia: researchers in the UK; a cross-European study of early career academics; and the effect of institutional mechanisms and cultural norms that contribute to the inequalities for women academics in Brazil.

Gender and ICT: meta-analysis and systematic review, Eugene Borokhovski, David Pickup, Lina El Saadi, Jihan Rabah, Rana M. Tamim / Commonwealth of Learning. Burnaby, Canada: COL, 2018. 64 p.

Abstract: This publication addresses the intersection of gender and information and communication technologies (ICT) as reflected in the primary research literature and in educational practices and policies in 34 Commonwealth countries in Africa, Asia-Pacific and Europe, together with the USA and Scandinavian countries. It summarizes outcomes of two large-scale systematic reviews: a meta-analysis of

empirical research on gender-based differences in perception and use of ICT in education; and a systematic review of policy documents that address issues and solutions related to gender and ICT. Wide variation in policies emerged. While several comprehensive policies emerged, often when gender equity was addressed, it was seen as a desirable goal, but without specified outcomes. While the research suggests that the gender ICT gap in perceptions and use of ICT is closing, the gender difference between male and female students' attitudes persists. University graduates demonstrated much smaller gender-based differences in ICT perceptions and use, and more developed countries exhibited more balanced policies with respect to gender and ICT.

URL : http://oasis.col.org/bitstream/handle/11599/3089/2018_Borokhovski-Pickup-ElSaadi-Rabah-Tamim_Gender-ICT-Meta-Analysis_.pdf?sequence=4&isAllowed=y

Gendered success in higher education: global perspectives, Kate White, Pat O'Connor, Eds. - London: Palgrave Macmillan UK, 2018. - 299 p.



BIBLIOGRAPHY ON HIGHER EDUCATION AND GENDER EQUALITY

This book examines higher education institutions that exemplify gendered success whether in terms of the presence of women in senior positions or attempts to change a gendered organizational culture. It reflects a global perspective, drawing on case studies from eleven countries: Australia, Austria, Ireland, India, New Zealand, Portugal, South Africa, Sweden, Turkey, United Arab Emirates, and the United Kingdom. In each country an organization has been selected that demonstrate best practice in terms of gendered outcomes or processes. *Gendered Success in Higher Education* highlights both the importance and the limitations of indicators such as the proportion of women in senior positions. It proposes a new gender agenda, identifies the factors that need to be included in a model of gendered change, and provides important insights into the nature of gendered change globally and how it can be achieved.

Guidance to facilitate the implementation of targets to promote gender equality in research and innovation / European Commission.

Luxembourg: Publications office of the European Union, 2018. 20 p.

This report draws on national action plans and practices and provides recommendations to facilitate the implementation of gender equity targets in research institutions and higher education establishments as requested by the Council of the EU.

URL : <https://publications.europa.eu/en/publication-detail/-/publication/2aa2585b-1d03-11e8-ac73-01aa75ed71a1>

Women in global science: advancing academic careers through international collaboration, Kathryn Zippel. Stanford: Stanford University Press. 244 p.

This book considers international collaborative work alongside women's participation in academic science, technology, engineering and

mathematics fields. The author explores how gender shapes the opportunities and obstacles for researchers internationally, and whether the globalization of academia helps or hinders the advancement of women. The book is based on survey, interview, and focus group data of STEM academic staff involved in international collaborative research in 38 research universities in the United States. The author identifies two factors which impact women researchers when working internationally. The first, termed the '.edu bonus', refers to a status boost that United States faculty benefit from when working internationally. For women this can override the marginalization they experience in the US, making their experience abroad professionally rewarding and expanding their collaborative opportunities. However, STEM women also face barriers, or 'Glass fences' when working internationally. The author illustrates how gender is embedded in international collaboration practices of nation-states, funding agencies and universities and examines in particular the implications for women's access to and opportunities to participate in international conferences, research sites, and fieldwork.

Women, Economic Development, and Higher Education : Tools in the Reconstruction and Transformation of Post-Apartheid South Africa, Diane E. Eynon. Palgrave Macmillan, 2017. 268 p.

This book is a multi-disciplinary exploration of the intersection, relationship, and connection between higher education, economic development, and gender in post-Apartheid South Africa. In just twenty years, South Africa has rewritten its constitution, restructured its macroeconomic growth and development policies, restructured its higher education system, and made a commitment to provide opportunity for all its citizens, specifically those who have historically been marginalized, women and blacks. The book weaves together these unique perspectives to illustrate how these multiple domains map onto women and the critical role they play in the present and future of the country. Gender equality and women's

empowerment and education were considered key drivers to South Africa's transformation.

University parity report / UN Women. New York: UN Women, 2016. 112 p.

This report outlines the first year of the UN HeforShe project IMPACT 10x10x10 on gender equality across student, faculty and administration in universities worldwide. The report details the commitments and actions towards gender parity taken by participating universities in South Africa, Hong Kong, Brazil, UK, USA and Canada.

URL : <http://online.fliphtml5.com/zmam/fkdy/#p=1>

Tackling gender inequality in higher education institutions in Africa, Association for the Development of Education in Africa [ADEA]. Tunis, Tunisia: ADEA, 2015. 7 p.

This policy brief presents the argument that there is need to shift to more holistic gender responsive strategies in higher education, which move beyond simply enabling women's access to higher education institutions to issues affecting women's ability to fully participate and perform within institutions. Based on the Forum for African Women Educationalists' research, the key priorities for addressing the gender inequalities in African higher education institutions are highlighted.

URL : http://adeanet.org/portalv2/en/system/files/resources/policy_brief_gender_en.pdf (English) http://adeanet.org/portalv2/fr/system/files/resources/note_d_orientation_genre_fr.pdf (French)

Gendered research and innovation: integrating sex and gender analysis into the research process, League of European Research Universities [LERU]. Leuven: LERU, 2015. 30 p. (Advice Paper, 18)

This paper outlines research areas identified as having a need for gendered research and innovation (GRI) and explains the role of Social Sciences and Humanities research. It gives concrete examples of research projects that include a GRI dimension and looks at established or emerging practice at universities.

URL : <https://www.leru.org/files/Gendered-Research-and-Innovation-Full-paper.pdf>

Women leading education across the continents: overcoming the barriers,/ Elizabeth C. Reilly, Quirin J. Bauer, Helen C. Sobehart / American Association of School Administrators (USA) [AASA]. AASA International Conference, 3, Volos, Greece, 25-29 September 25-292011. Lanham (Md.): Rowman and Littlefield, 2015. xviii-206 p.

This book is the third collection of research about and stories of women leading education on every continent in the world, in countries as diverse as Brazil; China; Cyprus; Germany; Ghana; Pakistan; Philippines; Uganda; Tanzania; the UK and USA. Internationally recognised scholars and practitioners offer a research-based conversation and systematic collaborative inquiry in exploring the status of women in educational leadership. Their work invites global policy development highlighting women's educational leadership as a critical social justice issue. The array of topics this volume includes are gender status and educational leadership, challenges and barriers for women leaders, confronting the barriers, leading in challenging contexts, and deconstructing the discourse on gendered leadership.

Women in higher education leadership in South Asia: rejection, refusal, reluctance, revisioning, Louise Morley, Barbara Crossouard / British Council. British Council, 2014. 85 p.

This report, commissioned by the British Council in Pakistan, looks at the role of women in South Asia (Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka) in respect to higher education and leadership and provides recommendations about what specific future actions and interventions for change could be implemented.

URL : www.britishcouncil.org/sites/britishcouncil.uk2/files/morley_crossouard_final_report_22_dec2014.pdf

BIBLIOGRAPHY ON HIGHER EDUCATION AND GENDER EQUALITY

A bird's eye view of gender differences in education in OECD countries, A. Salvi del Pero, A. Bytchkova / Organisation for Economic Cooperation and Development [OECD]. Paris: OECD Publishing, 2013. - 43 p. (OECD Social, Employment and Migration Working Papers, no. 149)

This Working Paper presents an overview of gender differences in education outcomes in OECD countries (and more particularly in tertiary education). Gender differences in field of study and in performance by subject are found to be related to attitudes and self-perceptions towards academic subjects, which are in turn influenced by social norms. A number of policy options to address gender gaps are presented in the final section of the paper.

URL: <https://doi.org/10.1787/5k40k706tmtb-en>

World atlas of gender equality in education, Edward B. Fiske, UNESCO Institute for Statistics [Canada]. Paris: UNESCO, 2012. 118 p

This publication maps access of girls and women to all levels of education throughout the world. The maps are accompanied by statistics and summaries of trends. At tertiary level, enrolment for women has grown almost twice as fast as that of men over the last four decades for reasons that include social mobility, enhanced income potential and international pressure to narrow the gender gap. Nevertheless, enhanced access to higher education by women has not always translated into enhanced career opportunities, including the opportunity to use their doctorates in the field of research.

URL : <http://unesdoc.unesco.org/images/0021/002155/215522e.pdf>



THE IAU GLOBAL HESD PORTAL

Connecting the higher education work on sustainable development

More actions relating to SDG 5: Gender Equality, and other SDGs are already identified and listed on the IAU Global HESD Portal: www.iau-hesd.net

They are accessible by searching for universities and their actions, or via searching by SDG. To access initiatives, two search options are offered via the search section of the site, either:

- **Enter a keyword** (such as name of an institution, action, etc.)
- **Or click on the SDG** you wish to zoom in on to get a better idea of actions undertaken, go to: www.iau-hesd.net/contenu/4675-agenda-2030-and-sdgs.html and search by clicking on any of the SDG pictograms as displayed. Each link in the list is connected to a specific action.
- **Browse the "News" Section** to see current events, openings and actions of universities related to the SDGs

IAU is assisting its members and partners in identifying potential partners for projects.

Additional examples of services offered to assist IAU Members in getting started with HESD at their institution include:



Bibliographical references: via the Higher Education Bibliographical Database, a bibliography on HESD which is regularly updated can be accessed. Titles can be searched here:

<https://hedbib.iau-aiu.net/home.php>



Tools: IAU can help identify tools and contacts that support the development of institutional strategies to engage with the SDGs. We can recommend experts and member institutions which have already embedded SD in their strategies.



Speakers for events and workshops:

Additionally, IAU can identify speakers and share knowledge for events and webinars, as well as advising organisers.



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