AFRICAN EDUCATION RESEARCH FUNDING CONSORTIUM

Background Note I Closing the gender gap in Africa's education research: progress, hurdles, and funding strategies

Closing the gender gap in Africa's education research: progress, hurdles, & funding strategies

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Stephanie Nicolle (OTT)

Key takeaways

- There is a lack of data on women in education research in Africa. While this presents **challenges** for funding interventions, it also creates **opportunities** for further research.
- The available data shows that, regarding workforce participation, Africa's women researchers are gravely underrepresented in higher education institutions and think tanks.
- In think tanks, gender disparities exist across **leadership, research staff, and annual organisational budgets**. For example, nearly 70% of Africa's women-led think tanks conducting education research have an annual budget below 500,000 USD.
- Women's **knowledge production** in education research is **underrepresented and poorly supported**. Only a third of education-focused publications are authored by women, and nearly 70% of female-authored publications are unfunded.
- To effectively address gender inequalities in research, it's crucial to explore a comprehensive range of barriers. This includes **well-researched barriers** (such as unsupportive institutional cultures), and **understudied barriers** (such as the limited support for women researchers in conflict environments).
- Additionally, it may be beneficial to adopt a **holistic and systemic approach** by examining **women's education trajectory across their lifespan**. This involves investigating the factors influencing their access to education at a young age, evaluating their educational experiences within the system, and understanding how these factors may impact their participation and overall experience as researchers.
- Various funding initiatives are available to support women researchers in Africa. While all of them may not focus on education research, they **offer ideas for what funders can do and build on** to empower women in education research.

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1. About the background note

This background note sheds light on the current status of women's participation in education research in Africa. Such an understanding is crucial to developing gender-responsive funding strategies that empower women.

This note is organised into three sections. Section 1 examines the representation of women researchers in the workforce - both in academia and education-focused think tanks. It also assesses women's contribution to knowledge production in education research. Section 2 identifies key obstacles that hinder women's participation in education research and highlights areas that require further investigation. Finally, section 3 discusses how funders can promote gender equity in African education research through various measures such as encouraging institutional changes, reflecting on funding practices, and supporting women researchers through life transitions.

This note draws upon a range of resources, including institutional reports, global databases and statistics, case studies, surveys, and think pieces, to bridge the gaps in the available data on the topic. We hope this note serves as a useful starting point for the African Education Research Funding Consortium to achieve Recommendation 4, which focuses on supporting the inclusion of women and other underrepresented groups. More specifically, we hope this note adds to the Consortium's understanding of women's participation in education research, signals gaps and areas requiring long-term support, and guides the co-development of funding strategies for the future.

2. Limitations

The lack of up-to-date and disaggregated data on women's representation in education research, both globally and in Africa, posed significant challenges to compiling this background note. The available data mostly focuses on sub-Saharan Africa and is dispersed among different resources, necessitating a comprehensive review. The available data also focuses more on academia in general, which includes administrative and non-research roles, and on STEM rather than education research.

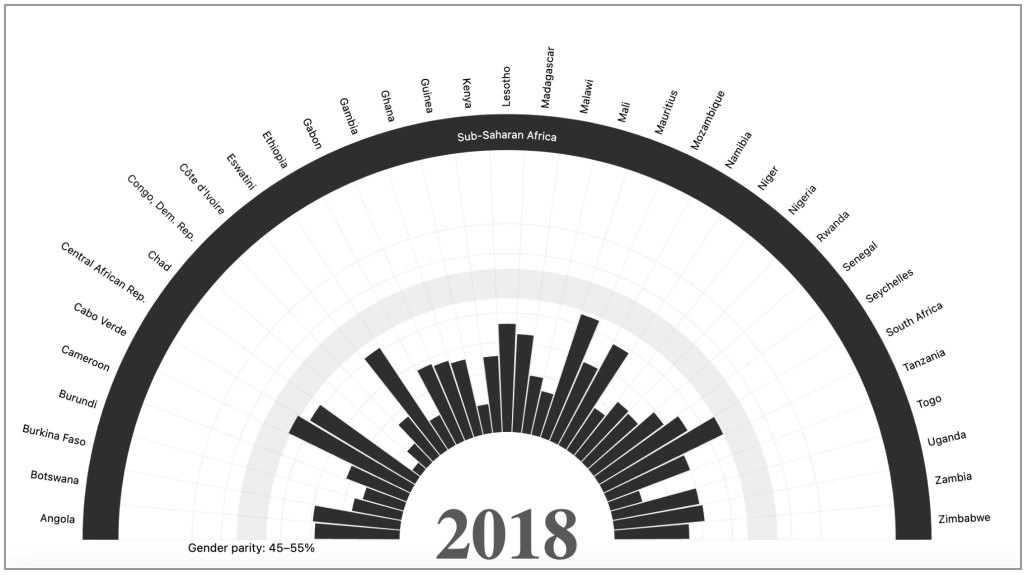
As UNESCO (2021a) observed, "one cannot monitor what one cannot measure." The lack of timely data limits funders' ability to make evidence-informed decisions, which is necessary to implement strategic interventions and track progress over the long term.

We have made significant efforts to address the limitations in data by using a wide range of resources (see for example the methods used in the next section). We have also provided suggestions and recommendations where gaps exist, creating opportunities for further research.

3. Women in education research: a look at their representation in Africa

The representation of women in the field of research is a matter of global concern, with women comprising only one-third (33.3%) of researchers worldwide (UNESCO, 2021b). Sub-Saharan Africa's research landscape demonstrates comparable results, with women making up 31.4% of researchers in the region as of 2020 (UNESCO, 2020). Although some countries such as South Africa and Cape Verde have achieved gender parity, others like Guinea lag behind, falling well below the established threshold of 45-55% (see Figure 1).

Figure 1. Share of women among total researchers in sub-Saharan Africa, 1996-2018[1]



Source: Adapted from UNESCO, 2021b.

Within the education research field, the availability of disaggregated data is limited both globally and in Africa. Thus, this background note considered data collected through two approaches to better understand women's representation in education research in Africa.

The first approach entailed gathering data pertaining to women's representation in the broader higher education/academic sector in Africa. This approach was guided by the rationale that women who conduct education research within academia are a subset of the larger academic community. Thus, they may share similar experiences and characteristics with women academics in Africa. Moreover, Assié-Lumumba (2006) posits that research in Africa is primarily conducted in universities, making it a crucial area for investigation. The second approach entailed filtering data from the Open Think Tank Directory to assess the representation of women researchers in education-focused think tanks.

3.1 Women's representation in higher education institutions

Inadequate representation in academia: the available data on gender representation in higher education institutions (HEIs) in Africa indicates that women are substantially underrepresented.[2] While there was an increase in the percentage of female academic staff in tertiary education in

[1] The data in Figure 1 pertains to the latest year available up to 2018. For instance, the data pertaining to Botswana is from 2013.
[2] To access gender-disaggregated data from higher education institutions in East Africa, refer to this presentation, which provides a summary of the findings of a study conducted in 2022: UNESCO. (2022, March 8). *Supporting women's participation in higher education in Eastern Africa* [PowerPoint presentation]. Retrieved from https://www.iesalc.unesco.org/wp-content/uploads/2022/03/PPT.pdf

all regions from 1995 to 2018, sub-Saharan Africa experienced a decline from 26% to 24% (UNESCO, 2021c; Mulwa, 2021). A study conducted in the Imo State of Nigeria yielded similar results (Ezeh, Iwuchukwu, Atimati & Chukwudebe, 2014). It revealed that across four HEIs from 2007 to 2012, 79% of full-time academics were male – over three times the percentage of female academics (21%).

According to Assié-Lumumba (2000), data from the World Bank indicates that in some African countries, more than 20% of women study education at the tertiary level. However, a significant proportion of these graduates go on to teach at the primary and secondary levels, leaving only a small percentage who pursue academic careers and engage in research. When "considering the fact that research is more located in universities, the lower representation of women [...] remains a crucial problem regarding women's participation in the acquisition and production of knowledge" (Assié-Lumumba, 2006).

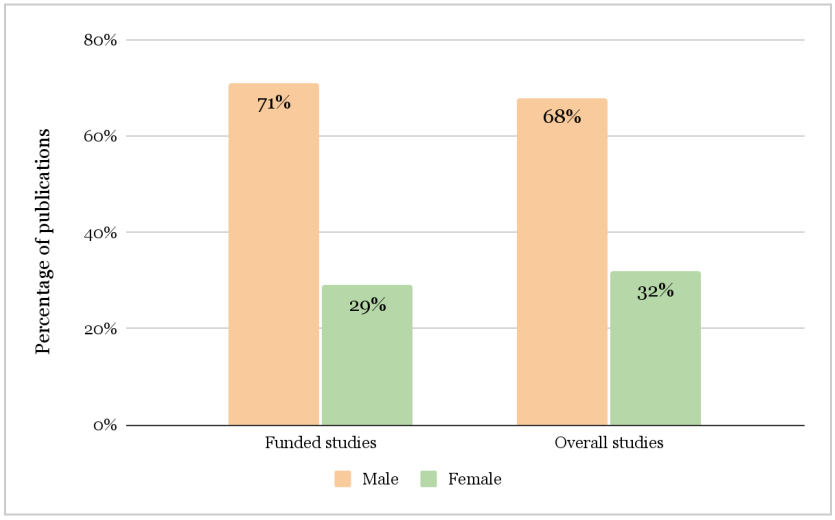
Few women in top academic positions: women's underrepresentation is consistent in higher academic positions, where they have fewer opportunities to secure positions of power and influence. In Nigeria, female academic staff are consistently underrepresented in teaching, research, and academic administrative positions of high status" (Ezeh, Iwuchukwu, Atimati & Chukwudebe, 2014). This trend is also evident in other African countries such as Ghana, where only 8% of professors in public universities are women (Mulwa, 2021). Even in South Africa, where gender parity in research was more promising, only 6 out of 26 HEIs were women-led (Klege, 2022). Assié-Lumumba (2006) highlights that women's low representation in academia is concerning as it may limit their participation in education research. While this concern appears to be supported by the available data on education research, further research is necessary to fully understand the extent of the issue.

Gender gap in knowledge production on education: the most recent and publicly available data on women's involvement in education research indicates that they are underrepresented in this field. Research conducted in 2021 on the African Education Research Database revealed that out of 2,510 authors in the database, only 32% were women (Mulwa, 2021).[3] While this is a slight increase from the 29% of female authors identified in the database in 2019, it is still a concerning figure (Rose, Downing, Asare & Mitchell, 2019).

An analysis of the link between funding and education research (using the African Education Research Database) found that publications authored by women were significantly underfunded (Asare, Mitchell & Rose, 2021) (see Figure 2). Over 70% of male-authored publications were funded – more than twice the portion of female-authored studies that received funding.

[3] The study focused on female researchers in Africa who have published resources on education and are included in the database. Thus, it should be noted that the study's findings do not provide a comprehensive picture of all female researchers who are specialised in education research in Africa. It also does not feature the total share of female researchers who authored publications on education. Despite these limitations, the study remains a valuable resource for gaining insight into the representation of women in education research in Africa.

Figure 2. The portion of funding allocated to publications authored by male and female education researchers in Africa



Source: Adapted from (Asare, Mitchell & Rose, 2021)

Women's limited contribution to knowledge production, and lack of financial support for their research, may allow for "an entrenched vicious cycle that will take vigorous actions to break" (Assié-Lumumba, 2006). Without the perspectives and experiences of women informing policy debates, targeted policies addressing the root causes of educational issues may not be formulated. This contributes to the persistence of gender gaps and power imbalances in education. Funders too may lack access to a full range of evidence to make informed decisions about what efforts to support and strengthen.

Comparison with the Global North: women researchers' underrepresentation in Africa shows some similarities with researchers in the Global North. However, the factors contributing to these similarities may vary. A recent study in Australia found that research grant award rates did not depict significant gender differences (Kingsley et al., 2023). However, gender differences were apparent in the number of grant applications; fewer women in the workforce meant fewer grant applications submitted by women. On the other hand, Europe and the US display a phenomenon known as "horizontal segregation," where women are overrepresented in certain fields such as education research. Nonetheless, they also face poor workforce participation due to the "leaky pipeline" phenomenon. Accordingly, there is a decline in women's representation as they progress in their academic careers, including in terms of research outputs (Dubois-Shaik & Fusulier, 2015).

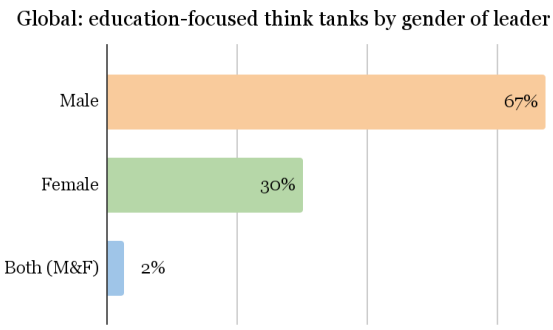
3.2 Women's representation in education-focused think tanks

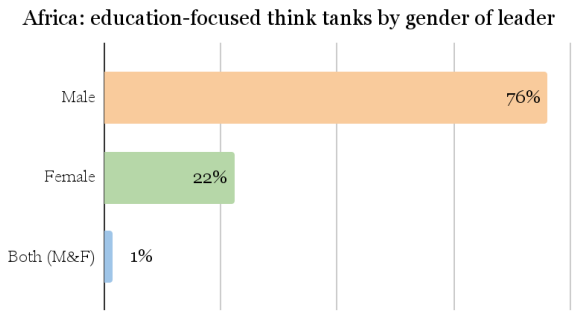
The data available in the Open Think Tank Directory (OTTD) revealed a clear gender disparity in education-focused think tanks across Africa.[4] These disparities are evident in the unequal distribution of leadership positions, annual organisational budgets, and research staff. The results suggest a pressing need for targeted interventions that will promote gender equity and inclusivity in Africa's education research sector.

However, it is important to note that the current data offer preliminary insights, highlighting the need for more comprehensive research that accurately captures the scope of the issue.

Gender disparities in leadership: we analysed 67 education-focused think tanks in Africa with information available regarding the gender of their leaders. The findings of this exercise revealed that only 22% of these think tanks were led by women, while the majority (76%) were led by men. These results were not vastly different from the global sample (n=781), where 67% of education-focused think tanks were led by men and 30% by women (see Chart 1).

Chart 1. Education-focused think tanks by gender of leader: global vs. Africa





n=781	n=67

Source: Open Think Tank Directory

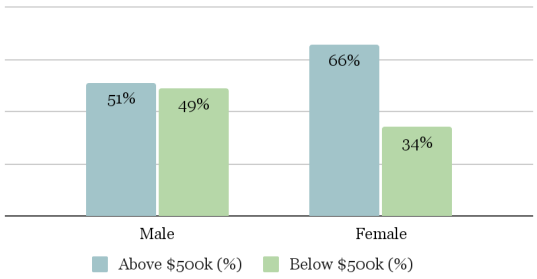
Gender disparities in organisational budgets: the annual organisational budgets of 14 education-focused think tanks across Africa in 2021 were analysed by considering the gender of their leaders (see Chart 2). The results showed clear differences between the organisational budgets of female-led and male-led think tanks. A considerably lower proportion of female-led

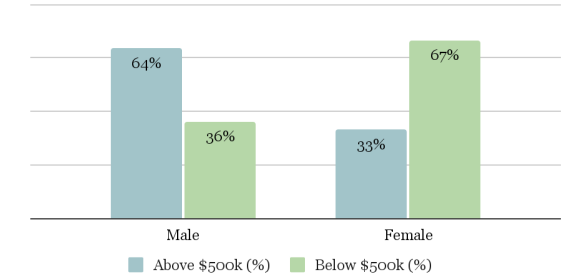
[4] The data used in this section of the background note was extracted from the Open Think Tank Directory and is current as of April 26, 2023. To ensure relevance, only active and functioning think tanks that listed education as a key research area were included in the sample. Organisations classified as 'boundary' as per the OTTD criteria were excluded. Information on the gender of the leaders of think tanks was based on the latest available date.

think tanks in the sample (33%) earned an annual organisational income exceeding 500,000 USD compared to their male counterparts (64%).

Furthermore, nearly 70% of women-led think tanks in the sample earned an annual organisational income that was less than 500,000 USD. Comparatively, education-focused think tanks led by women in the global sample appeared to receive better financial support than their African counterparts (see Chart 2). However, it is important to note that these discrepancies may be influenced by the degree of financial transparency demonstrated by the think tanks in the OTTD.

Chart 2. Organisational budget/income in 2021 of education-focused think tanks by gender of leader: global vs. Africa





n=83	n=14

Source: Open Think Tank Directory

In addition to the organisational budget and the leader's gender, we further evaluated the data by considering the staff size of African think tanks. To assess the staff size, we divided the data into two groups: ***large think tanks*** (with more than 20 staff), and ***small think tanks*** (with less than 20 staff).[5]

Among the African male-led think tanks shown in Chart 2, all 64% with an annual budget of over 500,000 USD were classified as large think tanks. Out of the remaining 36% with an annual budget of less than 500,000 USD, 75% were categorised as small think tanks, while 25% fell into the large think tank category.

Similarly, among the African women-led think tanks in Chart 2, all 33% with an annual budget over 500,000 USD were classified as large think tanks. Among the remaining 67% with an annual budget less than 500,000 USD, there was an equal distribution of small and large think tanks.

[5] The Open Think Tank Directory documents four staff size categories: up to 10, 11-20, 21-45, and 46 and up. Based on this categorisation, we classified the first two categories (up to 10, and 11-20) as small think tanks and the latter two categories (21-45, and 46 and up) as large think tanks.

This analysis suggests that there may be a link between better-funded think tanks and their staff size, regardless of leadership gender differences. However, the data relevant to women-led think tanks suggests that other factors may affect staff size.

As observed, all African think tanks with an annual budget of over 500,000 USD were classified as large think tanks, irrespective of whether they were led by men or women. Moreover, the majority of male-led African think tanks with an annual budget below 500,000 USD were classified as small think tanks - indicating that budget constraints may affect their ability to maintain a large workforce. However, among the African women-led think tanks in the same budget range (less than 500,000 USD), there was an equal share of small and large think tanks, indicating a more balanced representation.

Gender disparities in research staff: the lack of female representation in education-focused think tanks in Africa is evident not only in leadership but also in research staff.[6] Out of the 20 education-focused think tanks in Africa that provided information on the gender composition of their research staff, the average percentage of female researchers was only 32%. In contrast, the global average for female research staff in education-focused think tanks, based on data from 125 think tanks, was approximately 48%. It is important to bear in mind the limited sample size for African think tanks when interpreting these results.

4. Barriers & their implications

Numerous studies have analysed the barriers women encounter when researching in Africa. While not all of them are education-focused, they shed light on women's experiences and challenges in Africa's research landscape. This background note highlights four key obstacles outlined in these studies. These obstacles encompass challenges related to women researchers' representation and participation in the workforce and factors that may influence them throughout their lives. Some of these factors include access to education, experiences within the education system, and how these elements contribute to women's engagement and experience in research.

Limited access to education: although not the only factor, unequal educational opportunities may help to explain why there are fewer women in academic and research roles. Approximately 9 million African girls aged 6-11 lack access to formal education, and this exclusion increases with age (UNESCO, n.d.). Entrenched social beliefs about women also play a role; for example, research has found that male parents in rural Ghanaian communities prioritise the education of male children (Ahiakpor and Swaray, 2015). Such education exclusion hurts girls' career prospects, including in research, and contributes to gender-based income inequality (Mulwa, 2021).

[6] This analysis looked at the share of research staff in a think tank. In contrast, the previous section analysed a think tank's staff size by looking at the total staff size, which included both researchers and non-researchers.

Restrictive institutional cultures: in *Women Researching in Africa: The impact of gender*, Jackson and Kelly (2019) state that women researchers are perceived as "step[ping] outside the norms of a society that privileges boys and promotes the virtue of females who stay at home." Women who pursue research careers encounter "patriarchal," "hostile," and "obstructive" work environments where disparities are "the norm rather than the exception" (Klege, 2022; Young, 2023).

Prevalent institutional issues for women include lower recognition contributing to lower pay, sexual harassment, gender insensitive policies, and exclusion from informal decision-making spaces (Klege, 2022; Mawazo Institute, 2022; Fisher, Nyabaro, Mendum & Osiru, 2020). Beyond the institutional set-up, patriarchal norms such as marital status, affect women's ability to build social relationships and gather information in the field (Jackson and Kelly, 2019).

Inadequate support for career progression: limited financial support and research opportunities in African universities contribute to reduced training, mobility, and funding for women and early career researchers (Prozesky & Beaudry, 2019; Young, 2023). Women who seek to balance their careers and caregiving responsibilities lack institutional support, leaving them with few options and hindering their career progression (Young, 2023; Klege, 2022). For instance, Goyal & Hassan (2022) point out that project-based funding often fails to cover maternity leave, which limits women researchers' choices. These institutional barriers, coupled with asymmetries in career growth opportunities and support, cause women to question their future in research (Dooley, Barrett, Nobe & Warne, 2020).

Lack of role models: access to role models is critical for the development of women and early career researchers – also known as "the role model effect" (Mulwa, 2021). Research suggests that women who have access to role models and mentors are more likely to succeed in academia. Including women researchers in school educational material is also crucial as it can inspire young girls to envision alternative career paths.

In addition to the above challenges, women researchers face other various issues that warrant exploration and attention. For instance, they are underrepresented in the digital sphere, which is a missed opportunity for accessing online resources and courses, and global networking with peers and professionals. Furthermore, it is crucial to examine intersectionality and how it affects women's research. This entails recognising how factors like geography, disability, ethnicity, and race intersect to create different forms of discrimination and disadvantage. There is also a need for further research into situations of uncertainty and danger such as conflict and its impact on women's ability to engage in research.

5. The role of funders: current efforts and future possibilities

This section examines funders' role in empowering women researchers in Africa. It is divided into two subsections.

The first subsection lists the initiatives and efforts currently taking place in Africa or includes support for African women researchers. It aims to provide funders with an understanding of the current efforts in the region, suggesting areas that can be strengthened for even greater impact. The second subsection lists the initiatives and efforts beyond Africa. It offers ideas on potential strategies that can be adapted and implemented in Africa.

The initiatives listed in both subsections do not solely focus on supporting women in education research. Instead, they draw from various fields focusing on supporting women researchers, which may also benefit women in education research.

5.1 Africa-focused initiatives

1. Invest in girls' futures

As explored previously, a key barrier to women's representation in research and HEIs is their low participation in education at an early age. Funders can play a significant role in shaping the future of girls by investing in their education journey and ensuring that they are included in the education system. For example, evidence from a 12-year evaluation of a scholarship scheme in Ghana showed that adolescent girls who received scholarships had a 26% higher likelihood of completing high school and a 4% higher likelihood of completing tertiary education (Abuya et al., 2023).

2. Targeted funding

Below are some funding initiatives that offer specific support for women and early career researchers:

- The Thuthuka funding instrument in South Africa: is aimed at enhancing the capacities of researchers from designated groups, "Black [African, Indian and Coloured], female or persons with disabilities," to "redress historical imbalances" (National Research Foundation, 2023).
- Fund by the Senegalese Ministry of Higher Education, Research and Innovation: a special fund to "stimulate and support the recruitment, retention, and promotion of women teacher-researchers at universities in Senegal" (Global Research Council, n.d.).
- The Higher Education and Research in Africa (HERA) programme by the Carnegie Corporation of New York: among other areas, the programme is intended to support early career researchers and promote education research.
- Research grants for women academics by Ethiopia's University of Gondar (INASP, 2023).

3. Collaborating with national bodies for change

As part of the SIDA-funded Global Platforms for Equitable Knowledge Ecosystems (GPEKE) programme, INASP designed the following initiatives to prioritise local ownership by national-level institutions and improve contextual responsiveness.

- Gender Equity in Research Alliance (GERA) in Uganda: this is the result of a partnership between INASP and the Uganda National Council for Science and Technology (UNCST). GERA facilitates collaborations between HEIs, research institutions, and senior actors in government to enhance gender equity in the education system.
- Ethiopian Gender Learning Forum (EGLF): INASP and the Ethiopian Academy of Sciences developed this forum as a platform to raise gender-related issues in research. They also invited "gender champions" to drive gender equity in Ethiopia's higher education system (INASP, 2022).

4. Supporting researchers through life changes

Funders can actively address the family-career trade-off women researchers face through strategic funding. Policies supporting women through life changes like pregnancy and childcare can help ensure their long-term success in research.

- The gender policy of the Ghanaian Council for Scientific and Industrial Research (CSIR): the policy promotes the provision of care facilities for the infant children of staff and aims to foster gender-sensitive research (Global Research Council, n.d.).
- The gender policy of the Consortium for Advanced Research Training in Africa (CARTA): the policy offers a leave of absence to pregnant women and supports women researchers with children under 14 months by allowing them to attend residential training.
- Flexible and affordable learning opportunities: INASP offers Massive Open Online Courses (MOOCs) for researchers. These enable greater flexibility for those with domestic responsibilities, allowing them to learn at their own pace. INASP also offers free course options to support those with limited finances. The effectiveness of INASP's courses was evidenced in the responses to its research writing course. The course attracted 75% of sign-ups from 10 countries, including Ethiopia and Uganda, and women participants showed a slightly higher completion rate (42%) than men (40%) (Young, 2023).

5. Better data for better outcomes

Timely and accurate data is crucial for funders to make well-informed decisions. However, as highlighted in this background note, there is a lack of research regarding women in education research in Africa. While existing databases are valuable, they require strengthening.

Going forward, more disaggregated data is necessary to fully comprehend women's representation, participation, and contribution to education research in Africa, including the challenges they encounter and the opportunities available to them.

- African Education Research Database (AERD): an initiative between the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge and Education Sub Saharan Africa (ESSA). The database documents regional outputs in the field of education research by scholars based in sub-Saharan Africa.
- National Research Repository of Uganda (NRU): an initiative developed by the Uganda National Council for Science and Technology (UNCST) in partnership with INASP. This platform aims to bring more visibility to Ugandan scholarly voices, including on education research.
- Africa Portal: an initiative between the South African Institute of International Affairs (SAIIA) and the Centre for International Governance Innovation (CIGI). Before its operations ended in 2022, it served as a research repository that documented scholarly outputs across 9 research themes, including education.

6. Strengthening research capacities and communities

Numerous networks and mentorship and training programmes exist to support women and early career researchers, directly or indirectly, by encouraging participation. Supporting such initiatives can help to work around the limited resources and capabilities of research and HEIs. Programmes that specifically support women can play a vital role in addressing gender imbalances in research by creating opportunities for women to contribute to their field and empowering them to assume leadership positions.

- Research and Education Network for Uganda (RENU)
- Network for Education and Multidisciplinary Research Africa
- Women for Africa Foundation: is based in Spain and has introduced several programmes to strengthen the capacities of women researchers from Africa. For example, the Learn Africa scholarship programme supports women researchers to complete their training in Spain and re-invest their knowledge in Africa to improve African societies.
- African Research Academies for Women (ARAW)
- The Mawazo Fellowship Programme is aimed at women doctoral researchers and supports them in training, mentoring, and cross-sector collaboration, among other areas.
- Women Educational Researchers of Kenya (WERK)
- Forum for African Women Educationalists (FAWE): while FAWE focuses on improving the education of women and girls, it also offers mentorship, regional exchange programmes, seminars, and training for its members.

5.2 Initiatives beyond Africa

This section outlines various initiatives and practices by funders that promote gender equity in research on a global level (although some of these initiatives may already be implemented in Africa). This section aims to offer a broader perspective on funding initiatives that empower

women researchers. By doing so, it may encourage funders focused on education research in Africa to consider good practices that can be tailored and implemented in the future.

1. **Fostering institutional transformation among grantees**

Funders can introduce initiatives aimed at fostering change at an institutional level. A few examples from Europe are given below.

- Gender Equality Plans: the European Commission's Horizon Europe funding programme's eligibility criteria mandate grantees to submit a gender equality plan to support their applications (Tzilivakis, 2022). A guide was also developed to assist research and innovation funding organisations on how to assess gender equality plans (FORGEN CoP Data Working Group, n.d.).
- EU Award for Gender Equality Champions: the award celebrates research institutions that show outstanding commitment to implementing their gender equality plans.
- Gender Equality Seal: this initiative was introduced by the Women and Science Committee of the Spanish National Research Council in 2018. The committee launched an annual call for institutions to receive its Gender Equality accreditation seal.
- ZÉTA and ÉTA: these programmes were introduced by the Technology Agency of the Czech Republic to support young researchers and researchers in the social sciences and humanities. Both programmes include a gender equality component in the assessment process whereby gender-balanced research teams score higher points.

2. **Explicit commitments in funder strategies and missions**

Funders are explicitly committing to gender equity through their strategies and missions. Two such examples are given below. These commitments communicate the underlying values informing the decisions and operations of funders. They also convey that grant calls are part of a larger goal to be shared and achieved by both funders and grantees. However, when building relationships with grantees from different countries, it is important to recognise that cultural norms and perceptions of diversity may vary.

- Gender Equality strategy: this broader commitment to addressing gender imbalances in the region aligns with the European Union's project calls to promote gender equity.
- Diversity, equity, and inclusion (DEI) at the Ford Foundation: in line with its mission, the Ford Foundation has made DEI a top priority and applies a DEI lens when making funding decisions. Additionally, the organisation has created a toolkit on DEI for grantmakers.

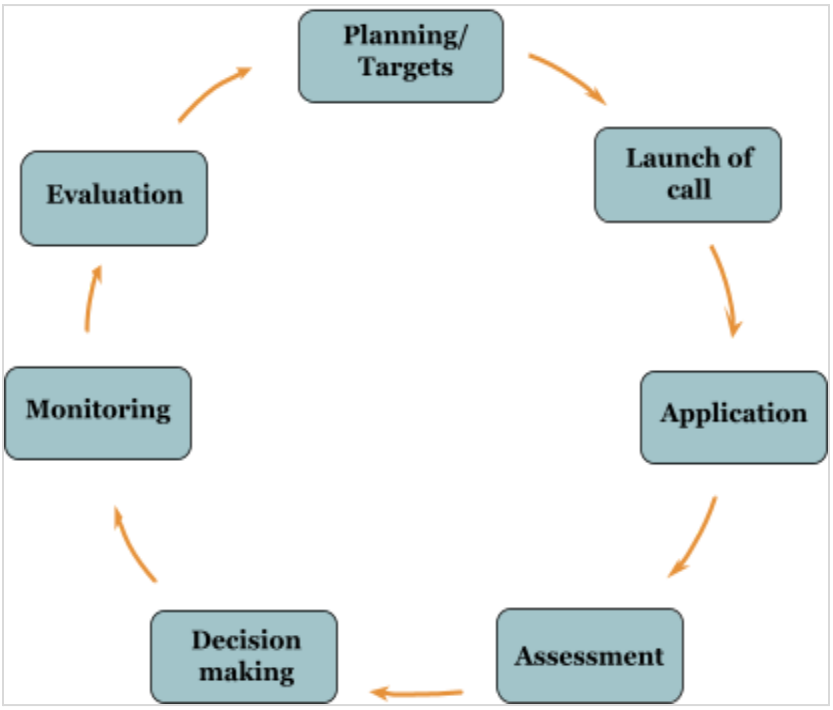
3. **Review and reflect on grantmaking processes**

To fully comprehend the level of support that funders provide to women in education research in Africa, it is essential to understand current funding practices. This involves collecting data on factors such as the number of applicants, success rates, grant amounts, the duration of grants, and the reasons for the success or failure of grant applications. Additionally, considering the intersectional identities of applicants may be beneficial, as these factors can potentially influence

funding decisions. Below are a few initiatives that funders introduced to address possible gender biases in their existing processes:

- Gendering the funding cycle: as part of its Gender Equality in Academia and Research (GEAR) action toolbox, the European Institute for Gender Equality developed a resource that enables grantees and funders to understand how gender can be considered at different stages of the funding cycle (see Figure 3) (European Institute for Gender Equality, n.d.-c).
- Overcoming unconscious biases: India's Science and Engineering Research Board (SERB) designed an initiative to overcome unconscious biases in the selection process of research proposals. For example, when a male and female researcher receives the same score on their research proposal, panellists are encouraged to prioritise the proposal submitted by the female researcher (Global Research Council, n.d.). This presents a possible method to overcome historical discrimination against women and negative perceptions of women, including their ideas.
- Gender-bias analysis: the French National Research Funding Agency (ANR) conducted an assessment of its evaluation processes to identify gender biases and conducted training programmes to reduce these biases (Global Research Council, n.d.).

Figure 3. Gendering the funding cycle



Source: Adapted from the European Institute for Gender Equality (n.d.-c).

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