

Strengthening the Capacities  
of Science Granting Councils  
in Gender and Inclusivity:

# FINAL TECHNICAL REPORT

JULY 2023



*Gender & Inclusivity*

A PROJECT OF THE SCIENCE GRANTING COUNCILS INITIATIVE

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*“The journey has been incredible.  
We have learned, I think as individuals,  
and we see that light in the council.  
We see a change in them as well.  
Nowadays, when we discuss,  
whether it’s scholarships,  
whether it’s funding,  
whether it’s the funds we give  
to other institutions to do projects,  
we do talk about gender and inclusivity in there,  
so I do think the light has come up.”*

**Olivia Seabe**, *Ministry of Tertiary Education,  
Research, Science and Technology, Botswana*  
(Source: G&I Project Learning Summit Video)

# Acronyms and abbreviations

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<b>CODESRIA</b>	Council for the Development of Social Science Research in Africa
<b>COVID-19</b>	Coronavirus Disease 2019, caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARSCoV-2)
<b>CTA</b>	Collaborating Technical Agency
<b>G&amp;I</b>	Gender and Inclusivity
<b>GAL</b>	Gender Action Learning
<b>GEI</b>	Gender Equality and Inclusivity
<b>GMFAP</b>	Gender Mainstreaming Framework and Action Plan of the Science Granting Councils Initiative
<b>GRC</b>	Global Research Council
<b>GWG</b>	Gender Working Group
<b>HSRC</b>	Human Sciences Research Council
<b>ICT</b>	Information and Communications Technology
<b>IDRC</b>	International Development Research Centre
<b>IMT</b>	Initiative Management Team
<b>MEL</b>	Monitoring, Evaluation, and Learning
<b>SAGA</b>	STEM and Gender Advancement
<b>SGC</b>	Science Granting Council
<b>SGCI</b>	Science Granting Councils Initiative
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>STI</b>	Science, Technology, and Innovation
<b>TTA</b>	Targeted Technical Assistance
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>WSF</b>	World Science Forum

# Table of Contents

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<b>Executive summary</b>	<b>7</b>
Keywords	9
<b>Introduction</b>	<b>19</b>
<b>Background</b>	<b>20</b>
Gender disparities in STI human capital development in Africa	20
Sex, gender, and inclusivity in research design and content	21
Science granting councils as drivers of gender transformation in STI	21
<b>Aims and objectives</b>	<b>22</b>
<b>Project approach</b>	<b>23</b>
<b>Project activities</b>	<b>25</b>
<b>Activity cluster 1: Participatory Action Learning</b>	<b>26</b>
Gender Action Learning (GAL) Process	26
Hearing our Stories Workshops	27
GAL Peer Learning Workshops	27
Continuous Support through Accompaniment	28
Targeted Technical Assistance (TTA)	28
<b>Activity cluster 2: Knowledge Production</b>	<b>32</b>
Rapid review of GEI in SGCI	32
Desktop review: Country profiles of participating councils	33
Qualitative research	34
Overview of SGCs' activities to advance gender equality and inclusivity	35
<b>Activity cluster 3: Knowledge Synthesis, Translation, And Sharing</b>	<b>38</b>
Feminar series	38
Final G&I Project Learning Summit	39
Panel session at the World Science Forum	40
Gender Summit Africa	41
<b>Project outputs</b>	<b>42</b>
<b>Project outcomes</b>	<b>43</b>
<b>Technical considerations</b>	<b>47</b>
<b>Key lessons and observations from the project</b>	<b>48</b>
Lessons about project implementation	48
Lessons for deepening the learning	49
Lessons for supporting GEI advancement in STI in the region	50
<b>Conclusion and recommendations to the funder</b>	<b>51</b>
<b>References</b>	<b>54</b>
<b>Appendix A: Meeting of project objectives</b>	<b>56</b>
<b>Appendix B: List of project outputs</b>	<b>58</b>
<b>Appendix C: Assessment of risk mitigation measures</b>	<b>60</b>



# Executive summary

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The Gender and Inclusivity (G&I) Project of the Science Granting Councils Initiative (SGCI) aimed to strengthen the capacities of Science Granting Councils (SGCs) in sub-Saharan Africa to advance systemic change toward greater gender equality and inclusivity (GEI) in the science, technology, and innovation (STI) sector. The Human Sciences Research Council (HSRC), a statutory research institution in South Africa, led the project consortium, supported by implementation partners, Gender at Work – leading experts in the field of facilitating gender and inclusivity change processes on individual and institutional levels; members of the Council for the Development of Social Science Research in Africa (CODESRIA); and science communication specialists, Jive Media Africa.

Addressing gender inequality in STI is critical for achieving national development aspirations. Yet, gender inequality remains a global challenge in several spheres, including STI. There has been growing awareness that addressing gender disparities in STI is not only a question of rights and justice but is crucial to producing more inclusive teams in organisations, higher quality research, and greater relevance and impact of research and innovation, not only for women but also for society broadly (UNESCO, 2018). To this end, significant global efforts have targeted barriers to gender equality within the sector. Gender transformation is a UNESCO priority, embedded across the Sustainable Development Goals, compelling governments to advance gender equality across all aspects of STI.

Yet, despite global and regional initiatives addressing gender disparities in STI, policy progress and implementation have been uneven. For instance, an assessment of the status of women in STI across Kenya, Ethiopia, Rwanda, and Uganda notes that gender equality, while addressed in national gender policies, does not feature equally in STI sector-specific policies (Hafkin, 2016). Further to this, intersectional approaches to gender transformation, where the impact of mutually reinforcing social identities such as age, race, class, and disability, amongst others, are integrated, remain limited, and gender is still primarily understood in binary terms (Arora-Jonsson, 2011). Significantly, gender equity policies and frameworks are still far from shifting the deeply engrained structural power relations that drive gender disparities (UNESCO, 2018; Adams & Mahomed, 2018).

As pivotal stakeholders within national innovation systems, SGCs can contribute to setting and monitoring national research agendas and stimulating research designs and content responsive to gender inequality through funding projects informed by a gender-transformative lens. There have been significant milestones for SGCs in positioning GEI as integral to STI. However, efforts by SGCs to address these are mainly limited to European, North American, and Asia/Pacific funding agencies. Moreover, councils' engagement with social inequities beyond gender is limited. In this context,

the G&I Project was **conceptualised to support SGCs to mainstream GEI across their functions.**

The overall aim of the G&I Project was to provide action learning opportunities to support participating SGCs to achieve impact in three interrelated areas: (i) promoting the equality and status of women in research; (ii) deepening the focus on gender equality to include diversity and inclusivity beyond gender; and (iii) integrating the sex, gender, and inclusivity dimension in research design and content. Specific objectives include:

- 1 Review and consolidate information about the regional, national, and institutional environments within which SGCs operate.
- 2 Co-identify capacities and needs of participating SGCs, key principles and targets that inform their work in advancing gender and inclusivity.
- 3 Provide action-based learning opportunities and support to resource SGCs towards advancing GEI in their work.
- 4 Develop mechanisms and an evidence base to monitor and evaluate the impact of GEI initiatives.

The G&I Project was implemented with thirteen (13) SGCs through a range of complementary activities in response to the four objectives and responding to a collective learning question: **What will it take for SGCs to more fully develop and implement policy commitments around gender and inclusivity?** The multi-activity implementation approach adopted a participatory orientation, adaptability to the process, and peer learning, which collectively set the stage for SGCs to develop and implement context-responsive and wide-ranging GEI actions and to take ownership of the change process.

We present the project activities in three clusters: **Participatory action learning** to support councils in developing and implementing GEI actions (through the Gender Action Learning and Targeted Technical Assistance processes); **Knowledge production** to resource councils' GEI actions and deepen understanding of the political and developmental contexts in which SGCs operate (rapid review of GEI in the SGCI, desktop review which informed the development of country gender and STI profiles, and qualitative research); and **Knowledge synthesis, translation, and sharing** to facilitate joint reflection and a broader discussion of project learnings (feminars, regional brief, G&I Project electronic newsletters, council members' GEI posters, reflection videos, the G&I Project Learning Summit, and participation in the World Science Forum and Gender Summit Africa).

Councils' GEI actions illustrate the importance of avoiding a one-size-fits-all approach to addressing gender disparities in STI. Their change activities were tailored, responsive to national change priorities, and underpinned by social and contextual relevance. Overall, the SGCs undertook activities aligned with four themes: *building formal GEI infrastructure* to grant greater legitimacy to and institutionalise GEI considerations and support adequate resourcing for gender work (e.g., developing, reviewing, or analysing gender policies); *shifting informal organisational norms and practices* essential to the uptake,



impact, and sustainability of formal gender infrastructure (e.g., introducing a gender champion approach and conducting GEI training with SGC staff); *implementing targeted measures to resource individual women and creating enabling conditions to support women in STI* (e.g., mentorship programme; awarding scholarships for female STEM students); and *promoting collective ownership of and active engagement with various stakeholders* to address GEI in the broader STI ecosystem to facilitate change in the systems and practices that marginalise women (e.g., awareness-raising, and stakeholder mobilisation in support of regional GEI initiatives).

Key lessons from this project include *lessons about project implementation* (e.g., maintaining sensitivity to the various council and national contexts and different starting points of participating SGCs in their change-making journey to “meet the councils where they are at”, maintaining an adaptable orientation which allows flexibility through the unfolding process, and starting right); *lessons for deepening the learning* (e.g., the value of continued engagement and support, and creating space for reflection and learning); and *lessons for supporting the advancement of GEI activities in the region* (e.g., acknowledging that it requires a comprehensive approach to addressing the multiple and overlapping challenges of advancing GEI, and the value of sustained high-level leadership to champion the process and adequately resourcing GEI initiatives).

#### The SGCs that participated in the G&I Project are:

Fonds National de la Recherche et de l'Innovation pour le Developpement (FONRID, **Burkina Faso**); Fonds pour la Science, la Technologie et l'Innovation (FONSTI, **Côte d'Ivoire**); Ministry of Environment, Science, Technology and Innovation (MESTI, **Ghana**); Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (MESRI, **Senegal**); National Research Fund (NRF, **Kenya**); Uganda National Council for Science and Technology (UNCST, **Uganda**); Tanzania Commission for Science and Technology (COSTECH, **Tanzania**); Ministry of Tertiary Education, Research, Science and Technology (**Botswana**); National Commission for Science and Technology (NCST, **Malawi**); Fundo Nacional de Investigação (FNI, **Mozambique**), National Commission on Research Science and Technology (NCRST, **Namibia**); National Science and Technology Council (NSTC, **Zambia**); and Research Council of Zimbabwe (RCZ, **Zimbabwe**).

## Keywords

Gender equality and inclusivity (GEI); science, technology, and innovation (STI); peer learning; gender action learning (GAL); targeted technical assistance (TTA); Science Granting Councils Initiative (SGCI)

# Résumé exécutif

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Le projet Genre et Inclusivité (G&I) de l'Initiative des Conseils de Financement de la Recherche Scientifique (SGCI) avait pour objectif de renforcer les capacités des Conseils de Financement de la Recherche Scientifique (CFRS) en Afrique subsaharienne afin de promouvoir un changement systémique vers une plus grande égalité des sexes et inclusion (EGI) dans le secteur de la science, de la technologie et de l'innovation (STI). Le Conseil de Recherche en Sciences Humaines (HSRC), une institution de recherche statutaire en Afrique du Sud, a dirigé le consortium du projet, soutenu par des partenaires de mise en œuvre, Gender at Work - des experts de premier plan dans le domaine de la facilitation des processus de changement de genre et d'inclusivité aux niveaux individuel et institutionnel ; des membres du Conseil pour le Développement de la Recherche en Sciences Sociales en Afrique (CODESRIA) ; et des spécialistes de la communication scientifique, Jive Media Africa.

Il est essentiel de s'attaquer à l'inégalité entre les sexes dans le domaine de la science, de la technologie et de l'innovation pour réaliser les aspirations nationales en matière de développement. Pourtant, l'inégalité entre les hommes et les femmes reste un défi mondial dans plusieurs domaines, y compris la science, la technologie et l'innovation. On constate une prise de conscience croissante du fait que la lutte contre les disparités de genre dans la STI n'est pas seulement une question de droits et de justice, mais qu'elle est cruciale pour produire des équipes plus inclusives dans les organisations, une recherche de meilleure qualité, et une plus grande pertinence et un plus grand impact de la recherche et de l'innovation, non seulement pour les femmes, mais aussi pour la société dans son ensemble (UNESCO, 2018). À cette fin, d'importants efforts mondiaux ont ciblé les obstacles à l'égalité des genres dans le secteur. La transformation des genres est une priorité de l'UNESCO, intégrée dans les Objectifs de développement durable, obligeant les gouvernements à faire progresser l'égalité des genres dans tous les aspects de la STI.

Pourtant, malgré les initiatives mondiales et régionales visant à lutter contre les disparités entre les sexes dans le domaine de la STI, les progrès et la mise en œuvre des politiques ont été inégaux. Par exemple, une évaluation du statut des femmes dans la STI au Kenya, en Éthiopie, au Rwanda et en Ouganda note que l'égalité des sexes, bien qu'abordée dans les politiques nationales de genre, ne figure pas de la même manière dans les politiques sectorielles de la STI (Hafkin, 2016). En outre, les approches intersectionnelles de la transformation du genre, qui intègrent l'impact des identités sociales qui se renforcent mutuellement, telles que l'âge, la race, la classe et le handicap, entre autres, restent limitées, et le genre est encore principalement compris en termes binaires (Arora-Jonsson, 2011). De manière significative, les politiques et les cadres relatifs à l'équité entre les sexes sont encore loin de modifier les relations de pouvoir structurelles profondément enracinées qui sont à l'origine des disparités entre les sexes (UNESCO, 2018 ; Adams & Mahomed, 2018).

En tant que parties prenantes essentielles des systèmes nationaux d'innovation, les SGC peuvent contribuer à la définition et au suivi des programmes nationaux de recherche et à la stimulation de conceptions et de contenus de recherche adaptés à l'inégalité entre les sexes en finançant des projets fondés sur une perspective de transformation des rapports hommes-femmes. Des étapes importantes ont été franchies par les SGC dans le positionnement de l'IEG en tant que partie intégrante de la STI. Toutefois, les efforts déployés par les SGC à cet égard se limitent principalement aux organismes de financement européens, nord-américains et de la région Asie-Pacifique. En outre, l'engagement des conseils à l'égard des inégalités sociales au-delà du genre est limité. Dans ce contexte, le projet G&I a été conçu pour aider les SGC à intégrer l'IEG dans l'ensemble de leurs fonctions.

L'objectif global du projet G&I était de fournir des opportunités d'apprentissage par l'action pour soutenir les CFRS participants à obtenir un impact dans trois domaines interdépendants : (i) promouvoir l'égalité et le statut des femmes dans la recherche ; (ii) approfondir la focalisation sur l'égalité des genres en incluant la diversité et l'inclusivité au-delà du genre ; et (iii) intégrer la dimension du sexe, du genre et de l'inclusivité dans la conception et le contenu de la recherche. Les objectifs spécifiques comprennent :

- 1 Passer en revue et consolider les informations sur les environnements régionaux, nationaux et institutionnels dans lesquels les CFRS opèrent.
- 2 Co-identifier les capacités et les besoins des CFRS participants, les principes clés et les objectifs qui guident leur travail en matière de promotion du genre et de l'inclusivité.
- 3 Fournir des opportunités d'apprentissage basées sur l'action et un soutien pour aider les CFRS à progresser dans leur travail en matière d'EGI.
- 4 Développer des mécanismes et une base de preuves pour surveiller et évaluer l'impact des initiatives d'EGI.

Le projet G&I a été mis en œuvre avec treize (13) SGC par le biais d'une série d'activités complémentaires en réponse aux quatre objectifs et à une question d'apprentissage collectif : **Que faudra-t-il pour que les SGC développent et mettent en œuvre de manière plus complète les engagements politiques en matière de genre et d'inclusion ?** L'approche de mise en œuvre multi-activités a adopté une orientation participative, une adaptabilité au processus et un apprentissage par les pairs, qui ont collectivement préparé le terrain pour que les SGC élaborent et mettent en œuvre des actions d'IEG de grande envergure et adaptées au contexte, et pour qu'ils s'approprient le processus de changement.

Nous présentons les activités du projet regroupées en trois catégories :

**l'apprentissage par l'action participative** pour soutenir les conseils dans le développement et la mise en œuvre d'actions en matière d'EGI (à travers les processus d'apprentissage par l'action de genre et d'assistance technique ciblée) ; **la production de connaissances** pour soutenir les actions en matière d'EGI des conseils et approfondir la compréhension des contextes politiques et de développement dans lesquels les CFRS opèrent (examen rapide de l'EGI

dans le SGCI, examen documentaire ayant permis l'élaboration des profils de genre et STI par pays, et recherche qualitative) ; et **la synthèse, la traduction et le partage des connaissances** pour faciliter une réflexion conjointe et une discussion plus large sur les apprentissages du projet (séminaires, note régionale, bulletins électroniques du projet G&I, posters sur l'EGL des membres du conseil, vidéos de réflexion, sommet d'apprentissage du projet G&I, et participation au Forum mondial de la science et au Sommet du genre en Afrique).

Les actions des conseils en matière d'EGL illustrent l'importance d'éviter une approche universelle pour résoudre les disparités entre les sexes dans la STI. Leurs activités de changement étaient adaptées, en réponse aux priorités nationales de changement et fondées sur la pertinence sociale et contextuelle. Dans l'ensemble, les CFRS ont entrepris des activités alignées sur quatre thèmes : la création d'une infrastructure formelle en matière d'EGL pour accorder une plus grande légitimité et institutionnaliser la prise en compte de l'EGL, ainsi que pour soutenir un financement adéquat du travail sur le genre (par exemple, élaboration, révision ou analyse de politiques sur le genre) ; la modification des normes et pratiques informelles au sein des organisations, indispensables à l'adoption, à l'impact et à la durabilité de l'infrastructure formelle en matière de genre (par exemple, introduction d'une approche de champion du genre et réalisation de formations sur l'EGL auprès du personnel des CFRS) ; la mise en œuvre de mesures ciblées pour soutenir les femmes individuellement et créer des conditions favorables à leur participation dans la STI (par exemple, programme de mentorat, octroi de bourses aux étudiantes en STEM) ; et la promotion de l'appropriation collective et de l'engagement actif de divers intervenants pour aborder l'EGL dans l'écosystème plus large de la STI, afin de faciliter des changements dans les systèmes et les pratiques qui marginalisent les femmes (par exemple, sensibilisation et mobilisation des intervenants en faveur d'initiatives régionales sur l'EGL).

Les principales leçons de ce projet comprennent des leçons sur la mise en œuvre du projet (par exemple, la nécessité de rester sensible aux contextes différents des conseils et des pays, ainsi qu'aux points de départ différents des CFRS participants dans leur parcours de changement afin de "rejoindre les conseils là où ils en sont", la nécessité d'une orientation adaptable qui permet une flexibilité tout au long du processus, et l'importance de bien commencer) ; des leçons pour approfondir l'apprentissage (par exemple, la valeur de l'engagement continu et du soutien, et la création d'un espace de réflexion et d'apprentissage) ; et des leçons pour soutenir l'avancement des activités d'EGL dans la région (par exemple, la reconnaissance de la nécessité d'une approche globale pour relever les défis multiples et se chevauchant de l'avancement de l'EGL, et l'importance d'un leadership de haut niveau soutenu pour promouvoir le processus et financer adéquatement les initiatives d'EGL).

### Les CFRS qui ont participé au projet G&I sont les suivants :

Fonds National de la Recherche et de l'Innovation pour le Développement (FONRID, **Burkina Faso**); Fonds pour la Science, la Technologie et l'Innovation (FONSTI, **Côte d'Ivoire**); Ministry of Environment, Science, Technology and Innovation (MESTI, **Ghana**); Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (MESRI, **Senegal**); National Research Fund (NRF, **Kenya**); Uganda National Council for Science and Technology (UNCST, **Uganda**); Tanzania Commission for Science and Technology (COSTECH, **Tanzania**); Ministry of Tertiary Education, Research, Science and Technology (**Botswana**); National Commission for Science and Technology (NCST, **Malawi**); Fundo Nacional de Investigaçã (FNI, **Mozambique**), National Commission on Research Science and Technology (NCRST, **Namibia**); National Science and Technology Council (NSTC, **Zambia**); and Research Council of Zimbabwe (RCZ, **Zimbabwe**).

### Mots-clés :

Égalité des genres et inclusivité (EGI) ; science, technologie et innovation (STI) ; apprentissage entre pairs ; apprentissage par l'action de genre (GAL) ; assistance technique ciblée (TTA) ; Initiative des Conseils de Financement de la Recherche Scientifique (SGCI).

# Resumo executivo

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O Projeto de Género e Inclusão (G&I) da Iniciativa dos Conselhos de Concessão de Ciência (SGCI) visava reforçar as capacidades dos Conselhos de Concessão de Ciência (SGCs) na África Subsariana para promover a mudança sistémica no sentido de uma maior igualdade e inclusão de género (GEI) no sector da ciência, tecnologia e inovação (STI). O Conselho de Investigação em Ciências Humanas (HSRC), uma instituição de investigação estatutária da África do Sul, liderou o consórcio do projeto, apoiado pelos parceiros de implementação, Gender at Work - peritos de renome no domínio da facilitação dos processos de mudança em matéria de género e inclusão a nível individual e institucional; membros do Conselho para o Desenvolvimento da Investigação em Ciências Sociais em África (CODESRIA); e especialistas em comunicação científica, Jive Media Africa.

A resolução da desigualdade de género em matéria de STI é fundamental para alcançar as aspirações de desenvolvimento nacional. No entanto, a desigualdade de género continua a ser um desafio global em várias esferas, incluindo a STI. Tem havido uma consciência crescente de que abordar as disparidades de género em STI não é apenas uma questão de direitos e justiça, mas é crucial para produzir equipas mais inclusivas nas organizações, investigação de maior qualidade e maior relevância e impacto da investigação e inovação, não só para as mulheres, mas também para a sociedade em geral (UNESCO, 2018). Para o efeito, foram envidados esforços significativos a nível mundial para eliminar os obstáculos à igualdade de género no sector. A transformação do género é uma prioridade da UNESCO, integrada nos Objetivos de Desenvolvimento Sustentável, que obriga os governos a promover a igualdade de género em todos os aspetos da STI.

No entanto, apesar das iniciativas globais e regionais que abordam as disparidades de género em STI, o progresso e a implementação das políticas têm sido desiguais. Por exemplo, uma avaliação do estatuto das mulheres em STI no Quênia, na Etiópia, no Ruanda e no Uganda refere que a igualdade de género, embora seja abordada nas políticas nacionais de género, não figura igualmente nas políticas sectoriais específicas de STI (Hafkin, 2016). Além disso, as abordagens interseccionais à transformação do género, em que o impacto das identidades sociais que se reforçam mutuamente, como a idade, a raça, a classe e a deficiência, entre outras, são integradas, continuam a ser limitadas e o género continua a ser entendido principalmente em termos binários (Arora-Jonsson, 2011). Significativamente, as políticas e os quadros de equidade de género ainda estão longe de alterar as relações de poder estruturais profundamente enraizadas que impulsionam as disparidades de género (UNESCO, 2018; Adams & Mahomed, 2018).

Enquanto intervenientes fundamentais nos sistemas nacionais de inovação, os SGC podem contribuir para definir e monitorizar as agendas nacionais de investigação e estimular a conceção e o conteúdo da investigação

que respondam às desigualdades entre homens e mulheres através do financiamento de projetos informados por uma perspectiva transformadora de género. Os SGC registaram marcos significativos no posicionamento da GEI como parte integrante da STI. No entanto, os esforços dos SGC para abordar estas questões limitam-se principalmente às agências de financiamento europeias, norte-americanas e da Ásia/Pacífico. Além disso, o envolvimento dos conselhos com as desigualdades sociais para além do género é limitado. Neste contexto, o projeto G&I foi concebido para apoiar os SGC a integrar a GEI nas suas funções.

O objetivo geral do projeto G&I consistia em proporcionar oportunidades de aprendizagem de ações para apoiar os SGC participantes a obterem impacto em três áreas inter-relacionadas: (i) promover a igualdade e o estatuto das mulheres na investigação; (ii) aprofundar a ênfase na igualdade de género para incluir a diversidade e a inclusão para além do género; e (iii) integrar a dimensão do sexo, do género e da inclusão na conceção e no conteúdo da investigação. Os objetivos específicos incluem:

- 1 Rever e consolidar a informação sobre os ambientes regionais, nacionais e institucionais em que os SGC operam.
- 2 Co-identificar as capacidades e necessidades dos SGC participantes, bem como os princípios e objetivos fundamentais que informam o seu trabalho de promoção do género e da inclusão.
- 3 Proporcionar oportunidades de aprendizagem baseadas na ação e apoio aos CAG de recursos para fazer avançar a GEI no seu trabalho.
- 4 Desenvolver mecanismos e uma base de dados para monitorizar e avaliar o impacto das iniciativas de GEI.

O Projeto G&I foi implementado com treze (13) SGC através de uma série de atividades complementares em resposta aos quatro objetivos e a uma questão de aprendizagem coletiva: **O que será necessário para que os SGC desenvolvam e implementem mais plenamente os compromissos políticos em matéria de género e de inclusão?** A abordagem de implementação de múltiplas atividades adotou uma orientação participativa, adaptabilidade ao processo e aprendizagem entre pares, o que, coletivamente, preparou o terreno para que os SGC desenvolvessem e implementassem ações de GEI abrangentes e sensíveis ao contexto e se apropriassem do processo de mudança.

Apresentamos as atividades do projeto em três grupos: Aprendizagem de **ações participativas** para apoiar os conselhos no desenvolvimento e implementação de ações de GEI (através dos processos de Aprendizagem de Ações de Género e de Assistência Técnica Direcionada); **Produção de conhecimento** para apoiar as ações de GEI dos conselhos e aprofundar a compreensão dos contextos políticos e de desenvolvimento em que os SGC operam (análise rápida da GEI no SGCI, análise documental que informou o desenvolvimento dos perfis nacionais de género e STI, e investigação qualitativa); e **Síntese, tradução e partilha de conhecimentos** para facilitar a reflexão conjunta e um debate mais alargado sobre as aprendizagens do projeto (feminários, resumo regional, boletins eletrónicos do Projeto G&I,

cartazes de GEI dos membros do conselho, vídeos de reflexão, a Cimeira de Aprendizagem do Projeto G&I e a participação no Fórum Mundial da Ciência e na Cimeira de Género de África).

As ações de GEI dos Conselhos ilustram a importância de evitar uma abordagem única para abordar as disparidades de género em CTI. As suas atividades de mudança foram adaptadas, responderam às prioridades nacionais de mudança e foram sustentadas pela relevância social e contextual. Em geral, os SGC realizaram atividades alinhadas com quatro temas: *criação de infra-estruturas formais de GEI* para conferir maior legitimidade e institucionalizar as considerações de GEI e apoiar recursos adequados para o trabalho de género (por exemplo, desenvolvimento, revisão ou análise de políticas de género); *mudança de normas e práticas organizacionais informais* essenciais para a adoção, impacto e sustentabilidade das infra-estruturas formais de género (por exemplo introduzir uma abordagem de defesa do género e realizar formação sobre a GEI com o pessoal do SGC); *implementar medidas específicas para apoiar as mulheres individualmente e criar condições favoráveis para apoiar as mulheres em STI* (por exemplo, programa de orientação; atribuição de bolsas de estudo para estudantes do sexo feminino em STEM); e *promover a apropriação coletiva e o envolvimento ativo com várias partes interessadas* para abordar a GEI no ecossistema mais vasto de STI, a fim de facilitar a mudança nos sistemas e práticas que marginalizam as mulheres (por exemplo, sensibilização e mobilização das partes interessadas em apoio das iniciativas regionais de GEI).

As principais lições deste projeto incluem *lições sobre a implementação do projeto* (por exemplo, manter a sensibilidade para os vários conselhos e contextos nacionais e diferentes pontos de partida dos SGC participantes na sua jornada de mudança para “ir ao encontro dos conselhos onde eles estão”, mantendo uma orientação adaptável que permite flexibilidade através do processo de desenvolvimento, e começar bem); *lições para aprofundar a aprendizagem* (por exemplo, lições para aprofundar a aprendizagem (por exemplo, o valor do envolvimento e apoio contínuos, e a criação de espaço para reflexão e aprendizagem); e *lições para apoiar o avanço das atividades de GEI na região* (por exemplo, reconhecer que é necessária uma abordagem abrangente para lidar com os desafios múltiplos e sobrepostos do avanço da GEI, e o valor da liderança sustentada de alto nível para defender o processo e financiar adequadamente as iniciativas de GEI).



### Os SGC que participaram no projeto G&I são:

Fonds National de la Recherche et de l'Innovation pour le Developpement (FONRID, **Burkina Faso**); Fonds pour la Science, la Technologie et l'Innovation (FONSTI, **Costa do Marfim**); Ministry of Environment, Science, Technology and Innovation (MESTI, **Gana**); Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (MESRI, **Senegal**); National Research Fund (NRF, **Kénia**); Uganda National Council for Science and Technology (UNCST, **Uganda**); Tanzania Commission for Science and Technology (COSTECH, **Tanzânia**); Ministry of Tertiary Education, Research, Science and Technology (**Botsuana**); National Commission for Science and Technology (NCST, **Malawi**); Fundo Nacional de Investigação (FNI, **Moçambique**); National Commission on Research Science and Technology (NCRST, **Namíbia**); National Science and Technology Council (NSTC, **Zâmbia**); and Research Council of Zimbabwe (RCZ, **Zimbabué**).

### Palavras-chave

Igualdade e inclusão de género (GEI); ciência, tecnologia e inovação (STI); aprendizagem entre pares; aprendizagem de ação em matéria de género (GAL); assistência técnica orientada (TTA); Iniciativa dos Conselhos de Concessão de Apoio Científico (SGCI)



# Introduction

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This report provides an overview of the Gender and Inclusivity (G&I) Project, a unique participatory action learning intervention aimed at strengthening the capacities of Science Granting Councils (SGCs) in sub-Saharan Africa to advance gender equality and inclusivity (GEI) in the science, technology, and innovation (STI) sector. The G&I Project was led by the Human Sciences Research Council (HSRC) of South Africa in partnership with Gender at Work, Jive Media Africa, and the Council for the Development of Social Science Research in Africa (CODESRIA), harnessing extensive and complementary experience in gender transformation in STI.

The G&I Project was implemented as part of the second phase of the Science Granting Councils Initiative (SGCI), a multi-funder capacity-building initiative launched in 2015 to support the development of research and evidence-based policies that contribute to socio-economic development. SGCs, as central actors in national innovation systems, occupy a strategic role in advancing gender transformation in STI. A 'Gender and inclusivity' focus was introduced as a cross-cutting theme in SGCI-2 in 2019 by the Initiative Management Team (IMT) following Sida's joining the funding consortium to formalise and deepen efforts by participating SGCs to mainstream gender considerations across their activities.

This report provides a brief background about gender inequalities in STI, including in human capital development in Africa; sex, gender, and inclusivity in research design and content; and an overview of SGCs as drivers of gender transformation to situate our work within the broader context. We then present the G&I Project describing the project approach and methodology. We outline the project activities under three focused clusters, namely: (1) *Participatory action learning* (Gender Action Learning and Targeted Technical Assistance processes); (2) *Knowledge production* (SGC rapid review, desktop review which informed the development of country profiles, and qualitative research); (3) *Knowledge synthesis, translation, and sharing* (councils' posters, video narratives, feminars, regional brief, learning summit, and Gender Summit Africa). An overview of the project outputs and a discussion about the outcomes, key lessons, and observations from the project follow this.

# Background

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Addressing gender inequality in science, technology, and innovation (STI) is critical for achieving national development aspirations. Yet, gender inequality remains a global challenge in several spheres, including STI. There has been growing awareness that addressing gender disparities in STI is not only a question of rights and justice but is crucial to producing more inclusive teams in organisations, higher quality research, and greater relevance and impact of research and innovation, not only for women but also for society broadly (UNESCO, 2018). To this end, significant global efforts have targeted barriers to gender equality within the sector. Gender transformation is a UNESCO priority, embedded across the Sustainable Development Goals, compelling governments to advance gender equality across all aspects of STI. Yet, despite global and regional initiatives addressing gender disparities in STI, policy progress and implementation have been uneven. For instance, an assessment of the status of women in STI across Kenya, Ethiopia, Rwanda, and Uganda notes that gender equality, while addressed in national gender policies, does not feature equally in STI sector-specific policies (Hafkin, 2016). Further to this, intersectional approaches to gender transformation, where the impact of mutually reinforcing social identities such as age, race, class, and (dis)ability, amongst others, are integrated, remain limited, and gender is still primarily understood in binary terms (Arora-Jonsson, 2011). Significantly, gender equity policies and frameworks are still far from shifting the deeply engrained structural power relations that drive gender disparities (UNESCO, 2018; Adams & Mahomed, 2018).

## Gender disparities in STI human capital development in Africa

The region is seeing progress in closing gender gaps in tertiary education enrolment. Still, women's representation at the postgraduate degree level dwindles with stark disparities in science, technology, engineering, and mathematics (STEM) disciplines: "In Africa, women represent over half the science graduates at Bachelor's level (53%), compared to 43% at the Master's level and 28% at the Ph.D. level" (Fisher, Nyabaro, Mendum & Osiru, 2020, p. 2). Once in research careers, women continue to face barriers to full and equal participation, and only 30% of researchers in sub-Saharan Africa are women (Huyer, 2015). Drivers of gender disparities include unequal gender power relations, harassment, and gender-based violence in research environments, women's disproportionate care responsibilities, a gender divide in access to information and communications technology (ICT), and the historical impact of a lack of gender transformative policies and practices, amongst others (Coe, Wiley & Bekker, 2019; Mariscal, Mayne, Aneja & Sorgner, 2019; UNESCO, 2018). Workplace equality laws that protect women against discrimination are lacking in many countries in the region (EM2030, 2022). Studies highlight the importance of addressing structural barriers to gender parity in STI, including gendered cultural norms and traditional obligations (Coe, Wiley & Bekker, 2019; Kalpazidou Schmidt & Cacace, 2019). Some policies and frameworks in

the research landscape, e.g., the GRC *Statement of Principles and Actions on Promoting the Status and Equality of Women in Research*, have explicitly responded to this by including, for example, the promotion of family-friendly policies and practices as a mechanism to improve women's representation in science. Overall, a lack of gender-disaggregated data throughout the STI pipeline, especially at tertiary and post-tertiary levels, makes it challenging to assess countries' progress (OECD, 2021).

## Sex, gender, and inclusivity in research design and content

Gender inequalities in STI are not limited to barriers to women's equal participation in STI; research methods and content still suffer from the legacy of gender bias, leading to partial or incorrect findings and potentially perpetuating harmful gender norms and power relations (Pollitzer, 2021). Knowledge production and funding practices are inextricably interrelated, with funding agencies strategically shaping research agendas (Hankivsky, Springer & Hunting, 2018). SGCs can stimulate research designs and content responsive to gender through funding practices that encourage grantees to adopt a GEI lens, thereby enhancing the rigour, credibility, innovation, and social benefit of research (Hunt & Schiebinger, 2022; Lynch et al., 2022). The German Research Foundation, for instance, developed guidelines requesting applicants to address not only sex and gender in their research design but also diversity in terms of other relevant social factors, such as health status, ethnic background, or culture (Schiebinger, Klinge, Arlow & Newman, 2010). Integration of a GEI lens in funding agencies' policies, however, remains uneven (Johnson, Sharman, Vissandjee & Stewart, 2014; Sharman & Johnson, 2012).

## Science granting councils as drivers of gender transformation in STI

There have been significant milestones for SGCs in positioning GEI as integral to STI. For example, the Global Research Council (GRC) – of which several participating SGCI Councils are members – published its *Statement of Principles and Actions on Promoting the Status and Equality of Women in Research* in 2016 and constituted a Gender Working Group (GWG) to champion the implementation of the Statement. A pivotal moment for SGCI SGCs was the adoption of the SGCI Gender Mainstreaming Framework and Action Plan (GMFAP) in 2018, outlining flexible guidelines for Councils to mainstream GEI throughout SGCI activities. The Framework is responsive to socio-cultural differences in gender transformation discourse and adopted 'gender and inclusivity' as an accessible umbrella term that integrates diversity beyond gender and which resonates across country contexts.

However, despite an increasingly enabling policy and legislative environment for gender transformation, inequalities in STI remain, and efforts by SGCs to address these are mainly limited to European, North American, and Asia/Pacific funding agencies (Global Research Council, 2021; Hankivsky et al., 2018; Hunt & Schiebinger, 2022). Moreover, agencies' engagement with social inequities beyond gender is limited (Majokweni et al., 2022). In this context, the SGCI G&I Project was conceptualised to support SGCs to mainstream GEI across their functions.

# Aims and objectives

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The overall aim of the G&I Project was to provide action learning opportunities to support participating SGCs to achieve impact in three interrelated areas: (i) promoting the equality and status of women in research; (ii) deepening the focus on gender equality to include diversity and inclusivity beyond gender; and (iii) integrating the sex, gender, and inclusivity dimension in research design and content. Specific objectives include:

**Objective 1:** Review and consolidate information about the regional, national, and institutional environments within which SGCs operate, including the work already conducted in SGC1-1

**Objective 2:** Co-identify SGCs' capacities and needs, as well as key principles and targets that inform their work in advancing gender and inclusivity

**Objective 3:** Provide action learning opportunities and support to resource SGCs towards advancing gender and inclusivity in their work

**Objective 4:** Develop mechanisms for and produce an evidence base to monitor and evaluate the impact of initiatives aimed at advancing gender and inclusivity in STI



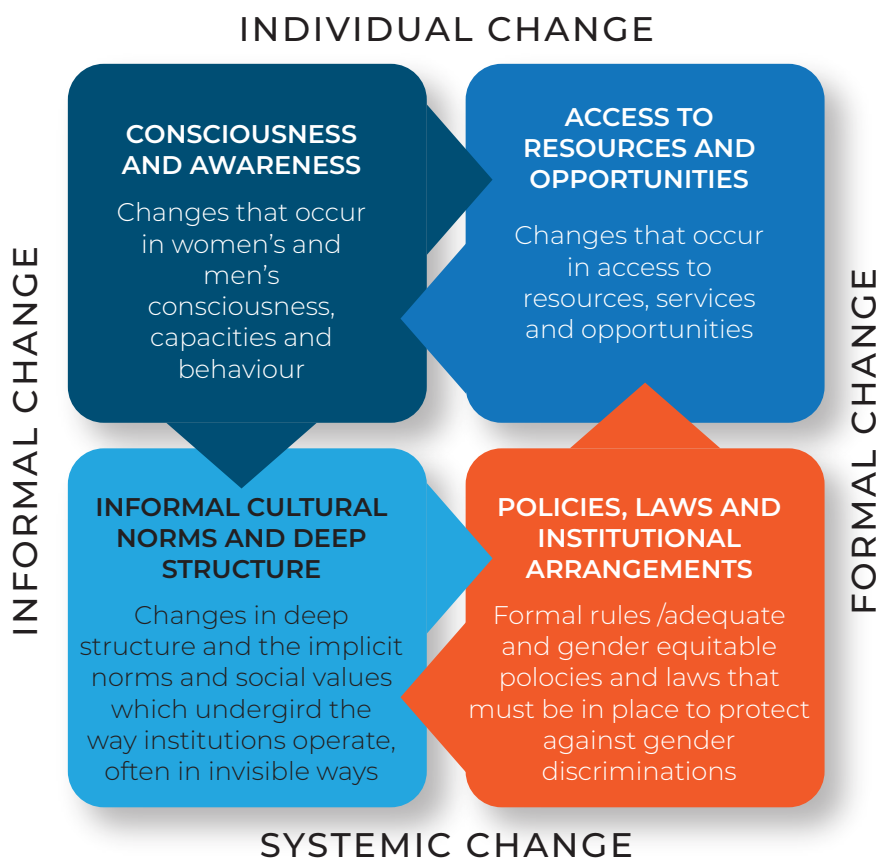
# Project approach

Gender transformation in STI requires sustained, well-coordinated efforts in four broad areas: (i) consciousness and awareness; (ii) access to resources and opportunities; (iii) informal cultural norms and deep structure; and (iv) formal policies, laws, and institutional arrangements (Gender at Work, 2018). The Gender at Work analytic framework maps these domains across four interrelated quadrants.

Gender transformation initiatives in the region have mainly engaged the quadrant of *more equitable policies and frameworks* and the closely related quadrant of *reducing access barriers to women's full participation*. Engagement with *developing consciousness and awareness around issues of gender transformation*, and *shifting cultural norms and deep structure*, remain underdeveloped.

Across all quadrants, focused attention on intersecting identities and experiences that compound marginalisation for particular groups is still largely lacking. Using this framework, the G&I Project developed its participatory methodology to encourage sustained efforts across all four quadrants towards long-term, sustainable change in advancing gender and inclusivity in STI.

## QUADRANTS OF CHANGE



**FIGURE 1** Gender at Work analytical framework

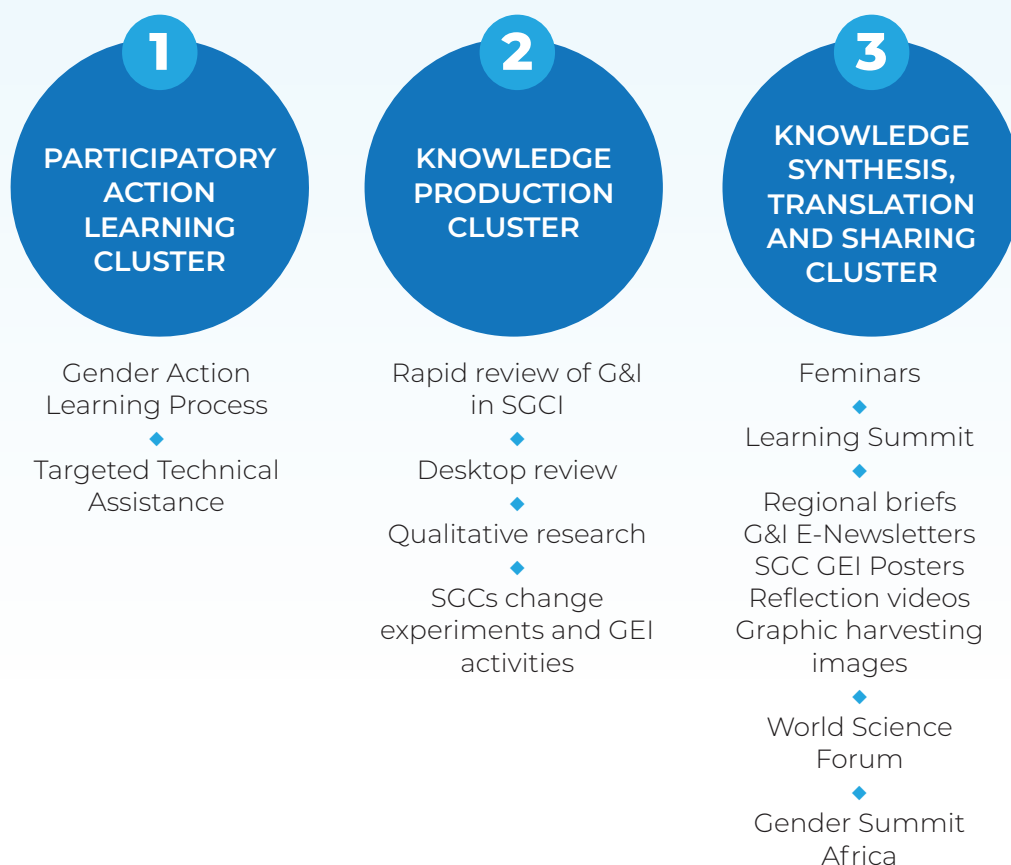




# Project activities

The G&I Project was implemented through a range of complementary activities linked to the four objectives. We present the project activities in three clusters: **Participatory action learning** to support councils in developing and implementing GEI actions (through the Gender Action Learning and Targeted Technical Assistance processes); **Knowledge production** to resource councils' GEI actions and deepen understanding of the political and developmental contexts in which SGCs operate (rapid review of GEI in the SGCI, desktop review which informed the development of country gender and STI profiles, qualitative research and SGCs GEI activities); and **Knowledge synthesis, translation, and sharing** to facilitate joint reflection and a broader discussion of project learnings (G&I Project electronic newsletters, council members' GEI posters, reflection videos, feminars, the G&I Project Learning Summit, regional brief, and participation in the World Science Forum and Gender Summit Africa).

## PROJECT ACTIVITIES OVERVIEW



**FIGURE 2** An overview of the project activities



Gender Action  
Learning Process



Targeted Technical  
Assistance

# Activity cluster 1:

## Participatory Action Learning

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A core focus of the project was a participatory action learning process, where councils engaged with a central learning question through a series of structured workshops, peer learning and individual support activities:

**What will it take for SGCs to more fully develop and implement policy commitments around gender and inclusivity?**

The participatory action learning approach was underpinned by the following principles (Israel, Schulz, Parker, & Becker, 1998; Lazarus et al., 2014; Minkler & Wallerstein, 2008; Wallerstein & Duran, 2008):

- 1 Integrating knowledge generation and action, i.e. the knowledge that emerges is non-linear, iterative, and will lead to changes in the system;
- 2 Sharing and synthesising formal and informal knowledge;
- 3 Facilitating change not only in the SGC environment but also change on an individual level;
- 4 Building on SGC members' existing strengths, experience, and resources;
- 5 Encouraging partnership development between different SGCI networks and stakeholders.

A participatory approach encouraged SGCs' ownership of the change process, supported meaningful partnerships between SGCs, stimulated project activities responsive to contexts, and facilitated identifying strategic entry points for change (IDRC, 2019).

### Gender Action Learning (GAL) Process

The Gender Action Learning (GAL) process was intended as the primary methodology for engaging councils in participatory action learning, with the end goal of advancing GEI. Gender at Work, our implementing partner who developed this methodology and has used it in different contexts, led this process through which organisational leaders and representatives engage in a customised, participatory process of co-creating strategies focused on individual and systemic change (Rao, Sandler, Kelleher & Miller, 2015; Rocha, Friedman, Sgobaro, Chiquel & Desautels, 2017). GAL addressed **Objective 2**: Co-identifying SGCs' capacities and needs concerning advancing gender and inclusivity in the execution of their functions; and **Objective 3**: Providing action learning opportunities, safe reflective spaces, and support, including mobilising peer-to-peer learning to resource SGCs towards advancing GEI in the execution of their functions.

The GAL process, initially designed as an alternative to traditional gender mainstreaming, intends to support an organisational culture change process, instead of limiting change to 'adding' more women or developing

**FIGURE 3** Gender Action Learning Process Activities



policies to address gender inequalities. Action learning differs from ‘training’: training programs typically have a set curriculum and bring people together to be ‘taught’ specific facts, and training is usually short-duration or once-off engagements. Sponsors of training programs are generally satisfied if participants have increased their knowledge of the topic and, in some cases, altered attitudes. In contrast, action learning happens when people from the same social system engage in problem-solving and experimentation.

The GAL process in the G&I Project (depicted in the diagram above) consisted of the following activities: Hearing our Stories workshops; GAL Peer Learning workshops; online accompaniment sessions; creating an online learning hub; and an innovative addition to the process to advance a broader discussion and share learnings of the process called ‘Feminars’ – a feminist take on traditional webinars. Councils participating in the GAL process<sup>1</sup> formed G&I change teams and over the course of the GAL activities developed and implemented an action (a change experiment), responding to the project’s central learning question.

<sup>1</sup> The SGCs participating in the GAL process included NCRST Namibia; COSTECH Tanzania; NCST Malawi; FNI Mozambique; NRF Kenya; and NSTC Zambia. Some other councils started the GAL process but could not continue for various reasons, notably human resources constraints.

## Hearing our Stories Workshops

The 'Hearing our Stories' workshops, a qualitative and interactive way of conducting a needs assessment, brought together change team members of participating SGCs to tell their stories in creative and interactive ways and to reflect on the history, culture, and programmes of the council, explore how people work in their organisation and with their stakeholders, and develop ideas for what GEI change experiment or project they might initiate to create more inclusive approaches inside their council and/or in how they work with their partners.

The Gender at Work facilitation team conducted the 'Hearing our Stories' workshops online in May, June, and July of 2021, where SGC change teams iteratively explored and expanded their personal and institutional perspectives of gender and inequality and identified areas for change within their work programmes. These workshops are typically conducted in-person, but were adapted for online delivery in response to travel restrictions related to the COVID-19 pandemic.

*The qualitative way of sharing stories...  
...I began to appreciate the training and sensitisation  
and the different ways of learning  
about entities,  
hearing our stories,  
and hearing their stories,  
so the storytelling begin to unfold  
and it really captivated me.*

**Khadija Malima**, former member of Tanzania Commission for Science and Technology (Source: Tanzania Reflection Video)

## GAL Peer Learning Workshops

The GAL Peer Learning workshops created a climate of collaboration and trust for peer-to-peer learning, sharing analytical tools and enabling teams to define, present, revise, and assess their change experiments.

Three peer learning workshops were conducted throughout the project. Peer Learning 1 (August 2021) and Peer Learning 2 (March 2022) were conducted online, in light of COVID-19 travel restrictions. Peer Learning 3 (October 2022) was the first in-person workshop for the GAL participants. Change teams worked for six to eight months between workshops to implement their GEI change experiments, supported by a Gender at Work facilitator. The peer learning workshops included the following:

- 1 During the Peer Learning 1 workshop, the facilitators shared the Ken Wilber framework as a tool to conceptualise transformative change, introduced the concept of emergent learning, how to work with an embodied reflective social practice, what action learning is and how it works, developing change experiments, and what it means to work intersectionally.
- 2 During the Peer Learning 2 workshop, the facilitation team offered a space for reflecting on councils' progress in developing their GEI change experiments, sharing in collaborative and non-judgemental ways with peers. Council members who had already started to initiate GEI activities shared insights and lessons from the past months and, through this workshop, had an opportunity to reflect on and revise plans based on shared learnings. The workshop also offered a space for those councils struggling to act on their change activities to reflect on the challenges, and adjust their plans or approaches. To enable a more robust engagement with their contexts, participants explored some of the complexities around different ways of understanding power, how to apply it in their contexts at both personal and organisational levels, and how to relate it to the Ken Wilber framework.
- 3 Peer Learning 3 was hosted in person and allowed the change teams, facilitators, HSRC core project team members, and members of the South African National Research Foundation as members of the SGCI IMT to meet, some for the first time since working together online for almost two and a half years – an enjoyable and reflective occasion. One participant from Malawi, however, joined some of the activities via a Zoom connection.

The Peer Learning 3 workshop started with participants sharing, through objects, what being part of the G&I Project and GAL process was like for them. Participants collectively reflected on the development of the G&I Project and mapped out their engagement using a “river” metaphor; in this way, participants could get a fuller sense of the process from start to finish, even though, for some, their involvement may have been limited to specific activities. Participants shared stories of their change process and identified the factors influencing change and how it came about. Participants also highlighted key learnings to build a collective picture and to inform recommendations for further actions to advance GEI transformation beyond the GAL process. A guided process by Jive Media Africa facilitated the recording of councils' reflection videos at Peer 3, outlined later in this report.

*“The process has been enlightening as well as rewarding in the sense that the peer learning process, ensures that one doesn't feel like you are on the receiving end, you know, there's no expert-learner type of relationship, you are always there sharing ideas, learning from one another so in that way you feel like you are part of the process, you are also teaching the others.”*

**Gift Kadzamira**, National Commission for Science and Technology (Source: Malawi Reflection Video)

## Continuous Support through Accompaniment

As part of ongoing accompaniment and support on the journey, the Gender at Work team had regular meetings with councils' change team members. The accompaniment process was shaped around different issues concerning the change experiments. For example, the beginning of the process was centred around talking about what GEI means for the individuals and, as a council, identifying change priorities. Throughout the process, accompaniment discussions focused on the journey's sense-making and unpacking issues related to GEI as teams implemented their change experiments.

In addition to the council-specific accompaniment sessions, the Gender at Work team hosted monthly online forums to create a space for peer learning and discussing critical topics to deepen inquiry related to the change teams' journeys of advancing GEI. The team also designed an online learning hub to stimulate engagement between accompaniment sessions, online forums, and peer learning workshops. Ultimately, the hub was mostly used for change teams and facilitators to share resources amongst the group and less for interaction, possibly due to online fatigue during the pandemic.

## Targeted Technical Assistance (TTA)

About a year into project implementation and understanding that the SGCs are differently resourced and at different readiness points in their change-making journey, the Targeted Technical Assistance (TTA) programme was initiated as an innovative addition to the original G&I Project design. The TTA programme aimed to support SGCs who could not fully participate in the GAL process, notably due to limited human resources in their respective councils, which restricted their ability to form change teams and commit to the time-intensive GAL<sup>2</sup> process. The TTA programme offered direct technical support to SGCs, aimed at identifying opportunities to integrate a GEI-strengthening activity in their grant-making cycle. The TTA programme, while more narrowly focused, still integrated principles of participatory action learning by acknowledging participants as experts and drawing on existing strengths, experience, and resources; encouraging experimentation; and creating opportunities for peer-to-peer learning and reflection. Leading up to the TTA workshop, the HSRC core project team had one-on-one discussions with councils to gauge their interest in participating in this programme and to craft a common agenda.

The TTA workshop in August 2022 was hosted in-person, with COVID-19 travel restrictions easing. This three-day event aimed to develop a common but context-responsive vocabulary of GEI-related terms and concepts; critically explore the meaning(s) of and process(s) for gender mainstreaming in the SGC landscape; analyse how advancing GEI contributes to supporting SGCs'

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2 Participating councils in the TTA programme include: FONRID Burkina Faso; MESRI Senegal; FONSTI Côte d'Ivoire; Ministry of Tertiary Education, Research, Science and Technology, Botswana; RCZ Zimbabwe; MESTI Ghana; and UNCST Uganda.

*Actually, as a result of this initiative, following the work we have done within the framework of this initiative, we have an action plan in place.*

*We have implemented an action plan to ensure that these neglected categories are better taken into account.*

**Inoussa Zongo**, FONRID Burkina Faso  
(Source: Burkina Faso Reflection Video)

visions and mandates for promoting socially responsive and excellent research and innovations for socio-economic development; critically examine councils' grant-making cycles for weaknesses and opportunities for strengthening GEI; identify points in the grant-making process and develop action plans to introduce practical and doable GEI enhancing activities in the immediate and longer-term.

The workshop was implemented through expert technical inputs and participatory activities to deepen understanding of core concepts in gender transformative change. An example of the latter was a session facilitated by Gender at Work where participants physically interacted with the Ken Wilber quadrants of change framework, mapped out in the room. The in-person event was an opportunity for joint reflection and to capture council members' experiences and priorities for advancing GEI in their contexts. A guided process by Jive Media Africa provided an opportunity for the recording of councils' reflection videos, outlined later in this report.

2

KNOWLEDGE  
PRODUCTION  
CLUSTER

Rapid review of G&I  
in SGCI



Desktop review



Qualitative research



SGCs change  
experiments and GEI  
activities

## Activity cluster 2: KNOWLEDGE PRODUCTION

The activities in this cluster – knowledge production – respond to **objective 1**, review and consolidate information about the regional, national, and institutional environments within which SGCs operate, as well as new knowledge created by SGCs via their GEI change activities.

### Rapid review of GEI in SGCI

One of the first activities by the HSRC team was a rapid review which involved studying 71 SGCI phase 1 documents to understand representations of and actions on GEI to inform project implementation planning. This activity formed part of **Objective 1**: To review and consolidate information about the regional, national, and institutional environments within which SGCs operate, including the work already conducted in SGCI-1. The rapid review included SGCI annual and workshop reports and tools from the initiative management team (IMT) and SGCI collaborating technical agencies (CTA) generated between 2015 and 2020 and accessed via the websites of the SGCI, CTAs, and an SGCI funder, the International Development Research Centre (IDRC). The study showed that while GEI was not one of the SGCI's four anchoring work streams at the time, it was visible in some initiative activities. Insights from the rapid review include: GEI was considered a priority for only 6 out of 14 participating SGCI SGCs at the time; gender was primarily viewed as binary 'male' 'female' with minor references to inclusivity, for example, reference to 'age', 'disability', 'expertise' and 'seniority'. The review showed the progression of GEI as a growing priority for the SGCI driven mainly by the IMT and funders and, to a lesser extent, by CTAs and some councils. Additionally, the review offered insight into the readiness levels of SGCs to engage with and action GEI strengthening activities, assisting the project implementation team in aligning the project activities with where SGCs were positioned at the start of the G&I Project.

*We do not have the statistics here, but if we were to take a retrospective look, we would realize that women, in relation to their numerical importance, are virtually non-existent in research. That is why Burkina Faso is joining this project. We see this project as an opportunity for us to draw from the experiences of all the participating countries in order to boost the representation of women in research.*

**Assetou S. Kabore**, FONRID Burkina Faso  
(Source: Burkina Faso Reflection Video)

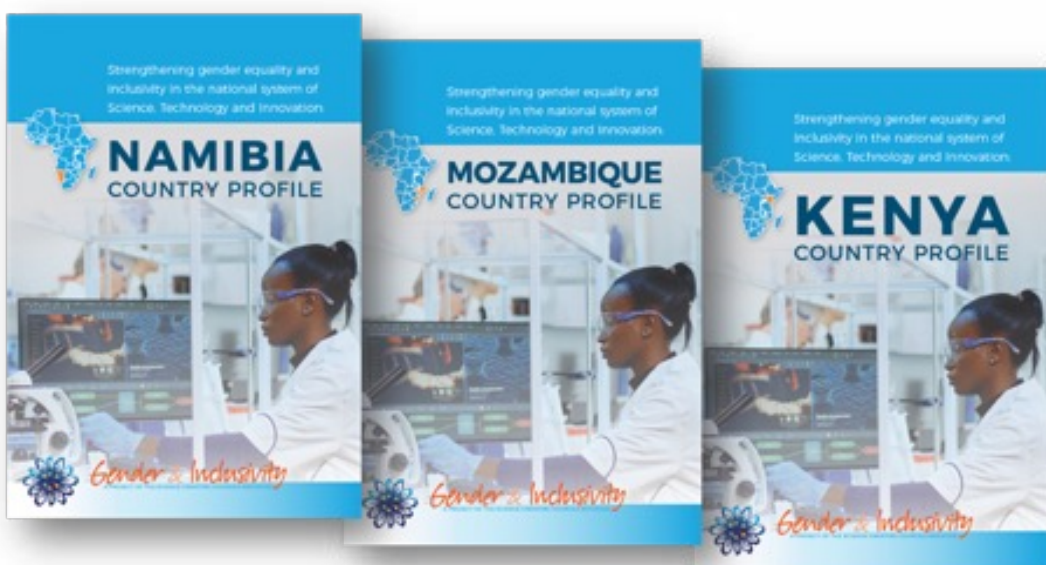


## Desktop review: Country profiles of participating councils

Also, in response to **Objective 1**, we undertook a desktop review to synthesise available data to produce a series of 15 country profiles titled: **“Strengthening gender equality and inclusivity in the national system of Science, Technology, and Innovation: (country name) Country Profile.”** These country profiles (pictured below) highlight the contextual factors driving GEI disparities in science, technology, and innovation in the participating SGC countries.

It also covers options and strategies for addressing disparity gaps in some of UNESCO’s STEM and Gender Advancement (SAGA) policy impact areas. These impact areas are social norms and stereotypes, education (primary, secondary, and tertiary), the career progression environment, research content and practice, policy and entrepreneurship, and innovation.

The country profile series, led by HSRC and co-authored with some SGC and project team members from CODESRIA, synthesise important data for funding agencies, researchers, policymakers, and other actors advancing GEI in STI at country, regional and international levels. Cross-cutting insights include persistent gender gaps for most participating SGC countries in critical development priority areas (including social, educational, and economic). These gaps negatively impact the achievement of global and national development priorities and aspirations. The country profile series highlights inconsistent gender indicator data collection by countries, which makes it difficult to paint a more accurate picture of the challenges in achieving gender equality and suggestions for potential solutions. The briefs will be launched as part of a new SGCI GEI project cycle (January 2023 to September 2025) and will resource SGCs’ actions as they build on their achievements in advancing GEI over the past three years.



## Qualitative research

The HSRC team conducted qualitative research from April to June 2022. This activity also addressed **objective 1**, providing insights into the regional, national, and institutional environments within which SGCs operate. We added this empirical study to the original project implementation plan to supplement the desktop review to deepen our understanding of the challenges and opportunities in each council's context concerning mainstreaming a gender-transformative and inclusive approach. The study entailed in-depth key informant interviews with 17 council members from seven participating SGCI countries: Botswana, Burkina Faso, Côte d'Ivoire, Malawi, Mozambique, Tanzania, and Zimbabwe. The team obtained ethical clearance from the HSRC research ethics committee to conduct this study.

The interviews covered questions on different views and contexts of GEI; how GEI initiatives are implemented in councils; barriers and enabling factors to advance GEI; and GEI stakeholders and partners, among others. All participating SGCI councils were invited to participate in the key informant interviews; many showed interest, and some could not participate because of competing priorities at the time of data collection.

SGC country	Participants		
	Female	Male	Total
Botswana	1	1	2
Burkina Faso	2	-	2
Côte d'Ivoire	4	-	4
Malawi	2	-	2
Mozambique	1	1	2
Tanzania	2	-	2
Zimbabwe	1	2	3
<b>Total</b>	<b>13</b>	<b>4</b>	<b>17</b>

Key insights include the commitment of council members to advance GEI and their accounts of priority GEI focus areas in their respective councils. Challenges highlighted in the interviews include rigid socio-cultural norms that disadvantage women, limited resources to fund GEI activities, and insufficient available gender data (or data that do not sufficiently align with priorities to advance GEI). Moreover, while few councils have gender policies, those that do are adopted from a national gender policy and, in some instances, not tailored to councils' priorities. Another key finding was that council members' accounts were centered on gender equality, with less interrogation of the meaning of inclusivity. This highlights the need to more fully engage domains of inclusivity and conduct social context analyses to unpack marginalization based on other social stratifiers in councils' respective countries. As part of the G&I Project

outputs and to contribute to the conversation about GEI in STI in the global academic community by Africa-based scholars, the team has written an article based on the findings for publication in a peer-reviewed journal.

## Overview of SGCs' activities to advance gender equality and inclusivity

SGCs' GEI activities captured in the poster series co-created with Jive Media Africa span the change domains outlined in the Ken Wilber framework (illustrated below). Similar to GEI initiatives in the region, SGCs' activities were concentrated in the quadrant of *more equitable policies and frameworks* and the closely related quadrant of *reducing access barriers to women's full participation*. Fewer activities focused on *developing consciousness and awareness around issues of gender transformation* and *shifting cultural norms and deep structure*. Stimulating GEI in research content is under-explored.

Overall, the SGCs undertook activities aligned with four themes: *Building formal GEI infrastructure; shifting informal organisational norms and practices; targeted measures to resource individual women; and driving collective ownership in the broader STI ecosystem*. A thematised overview of activities is discussed in more detail in the project output titled "Embedding gender transformation in science, technology, and innovation in context: Emerging priorities and practices of African Science Granting Councils" (Lynch et al., 2023). Council posters are available on the SGCI website: <https://sgciafrica.org/gender-and-inclusivity-theme/>

### Promoting collective ownership in the broader STI ecosystem

#### *Wilber: Consciousness and awareness raising*

Contributions to change in people's consciousness, capacities and behaviour

SGCs contributed to promoting collective ownership and active engagement in addressing GEI in the broader STI ecosystem to facilitate change in the systems and practices that marginalise women. Over time, these actions hold the potential to go beyond the 'symptoms' of gender inequality to address the root causes (Roa & Kelleher, 2003).

Advocacy and awareness-raising for regional GEI initiatives (Ministry of Tertiary Education, Research, Science and Technology, Botswana); GEI awareness-raising and partnership building among strategic actors (government ministries, departments and agencies; the private sector, industry; higher education) (MESTI Ghana); and science promotion in marginalised communities (NCRST Namibia).

## Targeted measures to resource individual women

*Wilber: Access to resources and opportunities*

SGCs contributed to targeted measures and enabling conditions addressing unequal access to resources and research opportunities, important mechanisms to address the historical impact of gender discrimination and marginalisation and can promote substantive equality (Newman et al., 2017).

Actions included scholarships for female STEM students (FONRID Burkina Faso & RCZ Zimbabwe); organisational guidelines for addressing gender disparities in funding allocations (FONRID Burkina Faso; FNI Mozambique; COSTECH Tanzania); mentorship for female researchers (UNCST Uganda, & NSTC Zambia); capacity development for female researchers (FONRID Burkina Faso; FNI Mozambique & NSTC Zambia); targeted funding calls prioritising female principal investigators (FONRID Burkina Faso); and partnership-building supporting regional gender committees to address intersections of gender and geographic exclusion in grant-making (UNCST Uganda).

## Shifting informal organisational norms and practices

*Wilber: Informal cultural norms and deep structure*

SGCs contributed to shifting informal organisational norms, practices, and power relations that keep gender inequality intact – essential to the uptake, impact and sustainability of formal gender infrastructure (Newman et al., 2017).

The National Research Fund (NRF) in Kenya identified gender champions to assist with organisational norm change and who completed gender equality and inclusivity training.

The Fundo Nacional de Investigaçã (FNI) in Mozambique offered gender equality and inclusivity training to all FNI staff.

The NSTC Zambia change team conducted a gender equality and inclusivity sensitisation workshop for all staff, including their senior management.

## Building formal GEI infrastructure

*Wilber: Formal policies, laws, and institutional arrangements*

SGCs contributed to building organisational gender infrastructure, such as developing gender policies, establishing gender units or committees, and addressing gender disparities in key decision-making spaces.

Developing or updating internal gender policies (FONSTI Côte d'Ivoire; NCST Malawi; COSTECH Tanzania & UNCST Uganda), revitalising or establishing gender mainstreaming committees (NRF Kenya & UNCST Uganda), and addressing gender disparities on the council's board (RCZ Zimbabwe).

## Stimulating G&I research content

The change team of Research Council Zimbabwe noted the need for awareness workshops on gender and inclusivity at universities and research institutes and to sponsor more gender and inclusivity research calls – despite limited resources. The council also called on universities and institutes to implement gender and inclusivity policies that address gender equity in research.

## 3

KNOWLEDGE  
SYNTHESIS,  
TRANSLATION  
AND SHARING  
CLUSTER

Feminars



Learning Summit

Regional briefs  
G&I E-Newsletters  
SGC GEI Posters  
Reflection videos  
Graphic harvesting  
imagesWorld Science  
ForumGender Summit  
Africa

## Activity cluster 3: Knowledge Synthesis, Translation, and Sharing

The activities in this cluster - knowledge synthesis, translation, and sharing - respond to **objective 4**: developing mechanisms for and producing an evidence base to monitor and evaluate the impact of initiatives advancing GEI in STI.

### Feminar series

The Gender at Work team coined the term ‘feminar’, a webinar framed by feminist principles of participation, interaction, and reflexivity in design and delivery. The feminar series, hosted online with simultaneous translation into English, French, and Portuguese, offered a collective space for discussion and sharing, providing opportunities for council members to engage with and situate their change experiments in the larger developmental and research environment. The series consisted of three carefully crafted collective learning and discussion spaces drawing on different media, including live presentations and pre-recorded video interviews between the facilitators and experts. Gender at Work facilitators, SGC members, members of the SGCI IMT, and the broader public jointly unpacked the selected topics, namely:

**Feminar 1:** What does it take for SGCs to support research that values different ways of knowing?<sup>3</sup> (July 2022)

**Feminar 2:** What will it take for SGCs to support artificial intelligence research and development in Africa that serves and represents the needs, interests, and perspectives of the continent’s diverse inhabitants?<sup>4</sup> (September 2022)

**Feminar 3:** Going Beyond the SGCI<sup>5</sup> (February 2023), this last activity by the Gender at Work team in the G&I Project, sought to offer reflections on positionality, power and politics concerning integrating a GEI perspective in the ecosystem of research institutions.

The feminars gained traction; the second attracted 89 registrants from across Africa representing different SGC stakeholders, including councils who were not active in the GAL process. The third drew over 100 registrants across Africa and from Gender at Work’s wider community of partners and practitioners.

3 Read article on feminar 1 here: <https://sgciafrica.org/women-in-research-more-than-a-numbers-game/>

4 Read article on feminar 2 here: <https://sgciafrica.org/can-artificial-intelligence-help-to-achieve-inclusivity/>

5 Read article on feminar 3 here: <https://sgciafrica.org/gender-does-matter-organisational-learning-from-the-gender-action-learning-process-in-the-sgci-gender-and-inclusivity-project/>



## Final G&I Project Learning Summit

The HSRC and implementation partners hosted the final G&I Project Learning Summit<sup>6</sup> in Cape Town in February 2023 as a concluding project event. The summit offered a space for showcasing the activities implemented by SGCs under the SGCI-2 Gender and Inclusivity theme. Participating SGCs from the GAL and TTA processes reflected and shared learnings of the process and collectively identified supporting and hindering factors influencing the GEI change-making journey. All summit participants also identified lessons to take into the new SGCI GEI funding cycle to create continuity and build on the current work. A range of interactive activities was designed to engage with the overall project learning question: **What will it take for SGCs to more fully develop and implement policy commitments around gender and inclusivity?**

The summit also welcomed the services of a visual communicator for graphic harvesting<sup>7</sup>, an innovative way of visually capturing and mirroring essential points of the conversation.

An opening celebratory event involving poetry, drumming, and a social dinner started the summit on a celebratory and fun note, a pleasant time for the SGC participants and project implementation teams. Day 1 commenced with a snapshot of the project's journey, followed by a walkabout to view posters created by SGCs and Jive Media Africa to showcase their GEI change experiments. This overview was followed by an interactive facilitated session on embodied learning and holistic approaches to promoting GEI, drawing on the 'head, heart, and feet' model of Gender at Work, which maintains that these different centres collectively drive gender transformation. The day ended with

<sup>6</sup> Watch the G&I Project Learning Summit video on YouTube: <https://www.youtube.com/watch?v=MvHOyby7Zeg&t=254s>

<sup>7</sup> The cartoon-like images are excerpts of the graphic harvesting produced at the learning summit.



a moderated panel discussion on the opportunities and complexities of gender policy development and implementation within different contexts. Day 2 started with an interactive session considering the tensions and paradoxes in working towards structural gender transformation in the science council landscape. The summit concluded with a focused participatory exercise led by an independent facilitator to formulate collective critical learnings from the G&I Project about SGCs' contributions to strengthening GEI in STI. The exercise also focused on how these lessons might translate into suggestions for furthering GEI in regional policies and practices. We share some key points from the final reflective exercise in the lessons section following later in this report.

## Panel session at the World Science Forum

To situate the work of the G&I Project within the broader conversation on intersectionality within STI, the HSRC and Portia – an international not-for-profit organisation focused on gender transformation in science - hosted a panel session titled *Different Lens, Better Outcomes? Intersectionality as a critical component of Gender Transformative Research*<sup>8</sup> at the World Science Forum (WSF) in December 2022. The WSF, with the overall theme *Science for Social Justice*, was hosted alongside the SGC Annual Forum in Cape Town, allowing for representation by various SGC members at the panel session.

Our moderated panel discussed intersectionality as an essential conceptual tool in gender transformative research while providing practical examples of how researchers and grantmakers have adopted this framework to advance science

8 Article on HSRC website: <https://hsrc.ac.za/news/latest-news/intersectionality-as-a-critical-component-of-gender-transformative-research/> Article in Daily Maverick: How recognising intersectionality can improve science ([dailymaverick.co.za](http://dailymaverick.co.za)) Link to the World Science Forum session on YouTube: <https://www.youtube.com/watch?v=UdTpj3yXgMg&t=91s>



in the service of social justice. The discussion, moderated by Elizabeth Pollitzer, was rooted in the socio-cultural and economic contexts in which knowledge production on the continent takes place while extracting universal principles of global relevance. Respondents included researchers (Heidi van Rooyen & Ingrid Lynch), a member of the NRF South Africa and SGCI IMT (Dorothy Ngila), a donor representative (Lilian Hunt), a United Nations Women gender data specialist (Isabella Schmidt), and a publisher representative (Thomas Thayer). The panel presented a compelling case for the crucial role of intersectional gender transformation in advancing research quality and impact. It offered an opportunity to embed the G&I Project in this global conversation.

## Gender Summit Africa

Participating more fully in the gender-related work on the continental and global scale, the project team collaborated with selected SGCs to design and present a panel session at the Gender Summit Africa in-person event in Accra, Ghana, in June 2023.

In this 90-minute panel session, SGCs participating in the SGCI G&I Project shared insights from GEI initiatives implemented over the past three years, highlighting innovative practices underpinned by social and contextual relevance. The panel explored how SGCs, as catalysts of innovation for sustainable development, can stimulate gender transformative research for a fair, inclusive, and just energy transition.

# Project outputs

With the guidance and support of science communications partner Jive Media Africa, the G&I Project produced a range of outputs throughout the project's duration. Jive Media Africa was fully engaged in the implementation throughout the project to strategically direct science communication, sharing project learnings from activities as they happened. This approach contrasts with sharing outputs only at the end of a project cycle. The outputs collection includes a G&I Project brochure, country profiles (x15 English, profiles of Senegal, Burkina Faso and Côte d'Ivoire translated to French, and Mozambique country profile translated to Portuguese), a regional brief synthesising SGCs' emerging priorities and best practices in advancing GEI in STI (in English, French and Portuguese), council posters (x13 English, and posters of Senegal, Burkina Faso and Côte d'Ivoire translated to French and poster of Mozambique translated to Portuguese) capturing their GEI activities, council reflection videos (x13), G&I Project Learning Summit video, G&I Project electronic newsletters (3 editions), and a range of popular media articles. Appendix B of this report provides a list of the project outputs with links to view them online.



# Project outcomes

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The range of project activities, various opportunities for participating SGC members to reflect on the journey, and a collection of project outputs supported the following outcomes. We note the limitation that the observed differences are not solely the result of participants' involvement in the G&I Project activities and that other factors in their life and environment may have also contributed to the change. The nature of gender transformative change (i.e., a dynamic and often intangible change process) is difficult to measure. We further note that the outcomes were not equally observed in all participating councils as they have varied human and financial resources available for actioning change; they are at different points in their change-making journeys and participated to varying degrees in this project. We provide examples to illustrate the outcomes below.

## **Participating SGC members gained an enhanced understanding of issues concerning GEI and the importance of addressing gender disparities for achieving national development aspirations.**

- The findings of the rapid review of SGCI-1 documentation mentioned earlier in this report stated that GEI was not considered a priority for most councils. Through the ongoing engagement and encouragement by the project team, 13 of the 16 SGCI SGCs eventually participated in the GAL process and TTA programme of the G&I Project.
- The multi-activity approach applied in this project ensured that the meaning and message of the importance of advancing GEI reached council participants in different ways. For example, the GAL and TTA activities intentionally focused on sharing knowledge of GEI concepts during the various workshops, which was deepened via online accompaniment sessions, seminars, and discussed again at the G&I Project Learning Summit.
- Participating council members shared at multiple opportunities how their perspective on the importance and relevance of GEI has shifted or was deepened on a personal and organisational level. These insights can be observed in various councils' reflection videos (e.g., Namibia, Zambia, Tanzania) and the G&I Project Learning Summit video, e.g., Olivia Seabe's insert on how "the light has come up" in her ministry's awareness of GEI across their different functions.
- An observation by the implementing project officer overseeing the G&I Project, Dr Diakalia Sanogo, in his recorded interview for seminar three, mentioned a noticeable difference in how council members approach and engage with the topic of GEI compared to during SGCI-1. SGCs are now more confident engaging with GEI than before the project.
- Participating councils acknowledged the importance of advancing GEI in STI as a national priority and their ongoing commitment to implement GEI initiatives across different council functions. For example, in the G&I Project

Learning Summit video, Cephas Mensah spoke of their ministry's awareness about the attrition of girls from primary to high school and the need for MESTI to address this challenge.

### **Participating SGC members gained an enhanced understanding of and took culturally appropriate action via different pathways to address gender inequality in STI.**

- The various project activities, like the GAL and TTA processes, feminars, and the G&I Project Learning Summit, contributed to councils identifying different entry points for change to address gender disparities in STI.
- SGCs' GEI actions, as captured in the council posters and reflection videos, demonstrate their understanding of advancing GEI in STI through various SGC functions as pathways to change.
- Councils' GEI actions were responsive to socio-cultural contexts, sensitive to the varied resources available to implement their activities, and spanned different domains: building internal GEI infrastructure; nurturing organisational norm change; developing individual women's resources, capacities, and agency as targeted measures to increase women's participation in STI; and addressing the systems and social norms working against gender transformation in the broader STI ecosystem. We present examples when discussing the different outcome domains below.

### **Participating SGCs progressed toward building a supportive organisational GEI infrastructure**

- A supportive organisational GEI infrastructure includes having a gender policy, framework, or strategy to guide SGC activities concerning GEI. These actions are essential steps to grant greater legitimacy to and institutionalise GEI considerations, and support adequate resourcing for gender work.
- This outcome was evident, with councils' actions spanning developing or updating internal gender policies (FONSTI Côte d'Ivoire; NCST Malawi; COSTECH Tanzania; UNCST Uganda), revitalising or establishing gender mainstreaming committees (NRF Kenya; UNCST Uganda), and ensuring women's equal representation in decision-making spaces such as organisational boards and grant review panels (RCZ Zimbabwe).
- The value of having such gender infrastructure has been discussed and interrogated at various activities, such as peer learning workshops, the TTA workshop, and a specific panel session at the G&I Project Learning Summit.

### **Participating SGCs progressed toward shifting organisational norms, practices, and power relations that keep gender inequality intact.**

- Actions in this domain, while challenging, are essential to the uptake, impact, and sustainability of formal gender infrastructure.
- The G&I Project maintains that advancing GEI in SGCs involves transformation at various levels, including the individual and systemic. The message of such comprehensive change was communicated in multiple

project activities. Notably, the participants in the GAL process and at the TTA workshop specifically worked with the Gender at Work - Ken Wilber framework, which conceptualises shifting organisational norms, culture, and practices as a critical 'informal' domain to achieve impact in advancing GEI.

- Councils' actions in support of organisational change included identifying gender champions to promote organisational norm change (NRF Kenya) (gender champions completed GEI training on gender bias and stereotyping, inclusivity in decision-making and workplace gender empowerment such as maternity and childcare programmes). Some councils took a 'whole organisation' approach by providing GEI training to all staff in the organisation (FNI Mozambique; NSTC Zambia).

### **Participating SGCs progressed toward developing targeted measures and enabling conditions to increase women's participation in STI.**

- Targeted measures and enabling conditions addressing unequal access to resources and research opportunities are essential mechanisms to address the historical impact of gender discrimination and marginalisation.
- Councils' GEI actions in this domain included awarding scholarships for female STEM students (FONRID Burkina Faso; RCZ Zimbabwe), developing organisational guidelines for addressing gender disparities in funding allocations (FONRID Burkina Faso; FNI Mozambique; COSTECH Tanzania), issuing targeted funding calls prioritising female principal investigators (FONRID Burkina Faso) and implementing mentorship and capacity development programmes for female researchers (FONRID Burkina Faso; FNI Mozambique; UNCST Uganda; NSTC Zambia).
- The UNCST Uganda, having identified rural locations as disadvantaging researchers, supported the establishment of regional gender committees to address intersections between gender and geographic exclusion in grant-making. FONRID Burkina Faso issued a call targeting young / emerging researchers.

### **Participating SGCs gained an enhanced understanding of and took action toward engaging multiple stakeholders in their efforts to advance GEI in STI.**

- Promoting collective ownership of and active engagement with various stakeholders to address GEI in the broader STI ecosystem to facilitate change in the systems and practices that marginalise women is critical to a comprehensive approach to addressing GEI in STI. As essential role players in setting, monitoring, and supporting the countries' research and development agenda, SGCs must collaborate with other key players such as government departments, universities, science councils, industry, professional and academic networks, etc.
- Over time, these collaborative actions hold the potential to go beyond addressing the 'symptoms' of gender inequality to dealing with the root causes.

- Councils' GEI actions in this domain were diverse and included advocacy, awareness-raising, and stakeholder mobilisation in support of regional GEI initiatives (Ministry of Tertiary Education, Research, Science and Technology, Botswana); GEI awareness-raising and partnership building among strategic actors (government ministries, departments, and agencies; the private sector; industry; higher education) (MESTI Ghana; MESRI Senegal); and conducting science promotion in marginalised communities (NCRST Namibia).

# Technical considerations

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**Ethical considerations:** From the start of the project, the team considered issues of gender and inclusivity as sensitive because of the varied views on the topic across the continent. We took direction from the original call for proposals and the *SGCI Gender Mainstreaming Framework and Action Plan* where gender and inclusivity are seen as umbrella terms and where gender is primarily conceptualised in relation to development. These concepts resonated across contexts.

The project obtained signed letters of support from the participating councils at the start of the project. The project received ethical approval from the HSRC Research Ethics Committee. The engagements via the GAL and TTA processes were not seen as data collection, but rather stakeholder engagements. Because of this understanding, the project was not required to obtain research ethical approval from ethics boards in the participating countries. The team did not use the content of the stakeholder engagements such as workshops and online accompaniment and feminars for publishing journal articles. The project however obtained ethical approval for the qualitative research component as outlined earlier in the report. During this process, participants were informed of the purpose of their participation, i.e. for research. The data from these interviews were used in a manuscript submitted for publication.

**Risk mitigation strategies:** Initial foreseen risks concerned procurement, currency volatility, cost of actual activities versus budget, financial oversight, level of interest, limited technology, COVID-19 restrictions on in-person events, and COVID-19 transmission risk at in-person engagements. One unanticipated risk came about concerning funds for translation and interpretation services during online and in-person engagements. However, savings on travel expenditure covered unanticipated costs. The assessment of risk mitigation strategies is outlined in Appendix C.

# Key lessons and observations from the project

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The G&I Project was an exciting, challenging, and meaningful journey for SGC members and the project implementing teams. Below we highlight key lessons and observations helpful in advancing GEI in the STI landscape. We structure our observations around lessons about *project implementation*, lessons for *deepening the learning*, and lessons for *supporting GEI advancement activities in the region*, particularly useful for the IDRC and other funding agencies.

## Lessons about project implementation

- **Meeting councils where they are at.** From the start, the project implementation team realised that the SGCs are at different starting points in their GEI change-making journeys. We also realised that we must maintain sensitivity to the various council and national contexts and “meet the councils where they are at” regarding their readiness for engagement with issues concerning GEI. The sensitivity included being mindful of using language concerning GEI that resonates with councils.
- **The importance of starting right.** Linked to the above lesson, we became aware that in the project (when some councils exited the GAL process or did not respond to invitations to join), we needed to design a more intentional *process* of orientating the SGCs to what the GAL method entails. The inception meetings we hosted were not enough to fully interest and onboard all council leaders and the members they nominated to participate in the G&I Project. COVID-19-related travel restrictions hampered the relationship-building process, which meant that all such efforts were online, a limitation compared to in-person meetings. Nonetheless, we note that the intentionality of relationship-building requires more time and effort from implementing teams to set the project up for fuller participation and engagement.
- **Adaptability over rigidity:** Maintaining an adaptable orientation throughout project implementation allowed flexibility and responsiveness to councils’ needs. While such a stance was one of the main principles guiding our approach from the beginning, we soon realised how important that would be when the COVID-19 pandemic halted travel and in-person meetings. The team needed to adapt a process designed for in-person facilitation to online methods. When some SGCs did not engage with the GAL process, the implementation team designed the TTA programme to ensure all councils had an opportunity to benefit from the project in a way that was appropriate for their needs. Similarly, when the Gender at Work team realised a need to share the learnings from the process with a broader audience, the team designed the feminar series.



- **Demonstrating inclusivity in implementation:** Inclusivity is one of the principles pursued in the G&I Project, primarily outward looking concerning SGCs' activities to advance GEI. However, as project implementers, we must demonstrate inclusivity, especially in language accessibility, to ensure full participation in our project activities. Three participating councils are French-speaking, one is Portuguese-speaking, and predominantly English-speaking members lead the implementation team. As a result, we included French and Portuguese-speaking facilitators as part of the implementing teams in GAL and TTA, and we ensured that we provided simultaneous translation services for online and in-person engagements such as workshops and seminars. Ensuring that there are translation services to translate knowledge products and process documents was sometimes challenging, and it came with a financial cost for the project; however, the principle of inclusivity was still essential to pursue, and lessons from this project cycle will be used to further improve on practices in future activities.
- **The value of having science communication specialists as part of the process.** Our science communication partner, Jive Media Africa, has been part of the project implementation since the start. It is part of their ethos to participate in the process and engage with participants, at times as co-creators of knowledge products, such that outputs resonated with council members and suited their different contexts.
- **Using multiple media to share the unfolding work of the project.** Monitoring, evaluation and learning (MEL) beyond the numbers and breakdown of male and female participants in workshops, and online engagements, is complex and requires innovative thinking. We captured council members' experiences via a reflective video series and synthesised the activities undertaken by council members via posters displayed at the G&I Project Learning Summit, and shared project outputs and achievements via electronic newsletters and popular media articles. These creative methodologies allowed for documenting the experiences, activities, and reflection to help surface the lessons learned.

## Lessons for deepening the learning

- **The value of continuous engagement and support.** Both GAL and the TTA programmes were designed to provide ongoing support to participating SGC members. The GAL process, especially, is built mainly on ongoing support via online forums, accompaniment sessions, and peer learning workshops. The continuous engagement allowed for deepening lessons, unpacking particular issues and barriers, and celebrating successes.
- **Providing spaces for joint reflection and peer learning.** The implementing teams maintained that SGC members have expertise and contextual insights, and since project conceptualisation believed that it would be good for the process to allow people to share their experiences and help each other to problem solve. This orientation has resonated well in the project, with various members noting that peer learning allowed them to learn from and teach their peers.

## Lessons and observations for supporting GEI advancement in STI in the region

- **Context matters:** The G&I Project highlighted the importance of ensuring GEI initiatives are embedded in cultural, socio-economic, and political contexts. Councils' contexts are impacted by challenging political and socio-economic environments that affect how their national STI systems evolve and how their organisations are situated concerning these systems. Adopting internationally developed GEI policies, strategies, and tools will not always be contextually relevant or appropriate, and the G&I Project demonstrated how councils could be engaged in a process to develop GEI actions that suit their local context.
- **Adequate resourcing of GEI initiatives.** Addressing GEI requires dedicated resources and sustained support from senior leadership. Many of the councils are small, and participating members took on the additional demands of driving GEI actions in their organisations on top of their other full-time work responsibilities. Several SGCs identified impactful GEI actions that they could not implement due to a lack of funding. Long-term, sustainable structural change requires prioritising GEI and committing sufficient human resources across different levels of leadership within the organisation, as well as financial resources, which will need investment and support from other STI stakeholders. At the same time, the project demonstrates that even narrowly circumscribed actions can be catalysts for raising awareness and advancing issues related to GEI within councils.
- **GEI in research design and methods.** Integrating a GEI lens in knowledge production results in higher quality research, increased social relevance, and ultimately, greater impact of science investments, yet this domain of gender transformation in science remained relatively unexplored in councils' actions, mirroring global trends. Going forward, SGCs can consider ways to promote meaningful integration of GEI in research design and methods through, for example, having clear guidelines for applicants and evaluators on addressing GEI considerations in research funding applications. This will form the focus of the next SGCI GEI funding cycle and holds the potential to contribute to a regionally harmonised approach to GEI in STI.

# Conclusion and recommendations to the funders

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The Gender and Inclusivity Project of the Science Granting Councils Initiative aimed to strengthen the capacities of science granting councils in sub-Saharan Africa to advance systemic change toward greater gender equality and inclusivity in the science, technology, and innovation sector. The Human Sciences Research Council led the project consortium, supported by implementation partners, Gender at Work; members of CODESRIA; and science communication specialists, Jive Media Africa. The project team worked with 13 participating councils who developed and actioned wide-ranging initiatives to advance GEI within their councils' activities. These included building formal GEI infrastructure; shifting informal organisational norms and practices essential to the uptake, impact, and sustainability of formal gender infrastructure; implementing targeted measures to resource individual women and creating enabling conditions to support women in STI; and promoting collective ownership of and active engagement with various stakeholders to address GEI in the broader STI ecosystem to facilitate change in the systems and practices that marginalise women. The project team commend and thank IDRC for funding this project and for maintaining an engaged and approachable support model throughout. This collaborative stance was critical to the success of this project, since it afforded the team the flexibility to be responsive to the councils' needs and priorities, even in cases where it required adaptations to the original project work plan.

*“The process is more of a learning moment,  
a process where everybody has to appreciate the  
differences we have between people,  
between councils,  
and between national contexts.*

*So, a seed has been planted, and we feel like  
we are not going to let this seed die.*

*We have to take internal initiatives  
through and within the existing mechanisms  
with the partnerships that we have,  
such that we are able to deliver  
the institutional mandate better,  
making sure that science, technology,  
and innovation  
are more inclusive,  
more gender-responsive,  
such that no one is left behind.”*

**Hildegalda Mushi**, *Tanzania Commission for Science and Technology*  
(Source: Tanzania reflection video)



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# Appendix A:

## Meeting of project objectives

Below, we assess how the project met its objectives. The self-assessment is on a scale from 1 (not met) to 4 (fully met). See the section on project outcomes in this report for more illustrative examples.

Objective description	Rating	Examples
<p><b>Objective 1:</b> Review and consolidate information about the regional, national, and institutional environments within which SGCs operate, including the work already conducted in SGCI-1</p>	4 – fully met through various activities	<p><b>Project activities in response to Objective 1:</b></p> <ul style="list-style-type: none"> <li>● Rapid review of 71 SGCI phase 1 documents to understand representations of and actions on GEI to inform project implementation planning.</li> <li>● Desktop review of countries' contexts concerning GEI data which led to the production of 15 country profiles.</li> <li>● Qualitative interviews to gain a better understanding of the countries' contexts, as well as supportive factors and barriers to advancing GEI.</li> </ul>
<p><b>Objective 2:</b> Co-identify SGCs' capacities and needs, as well as key principles and targets that inform their work in advancing gender and inclusivity</p>	4 – fully met through various activities	<p><b>Project activities in response to Objective 2:</b></p> <ul style="list-style-type: none"> <li>● GAL process, a series of workshops to co-identify capacities, needs and areas of intervention in various councils' granting activities and operations.</li> <li>● TTA process and workshop to co-identify capacities, needs and areas of intervention along the grant-making cycle.</li> </ul>
<p><b>Objective 3:</b> Provide action learning opportunities and support to resource SGCs towards advancing gender and inclusivity in their work</p>	4 – fully met through various activities	<p><b>Project activities in response to Objective 3:</b></p> <ul style="list-style-type: none"> <li>● Both the GAL and TTA processes consisted of a series of workshops, online engagements and accompaniment to provide opportunities for council members to share and learn together.</li> <li>● Feedback on these experiences has been relayed in the councils' reflection videos (see for example Malawi and Tanzania's reflection videos).</li> </ul>
<p><b>Objective 4:</b> Develop mechanisms for and produce an evidence base to monitor and evaluate the impact of initiatives aimed at advancing gender and inclusivity in STI</p>	3 – partially met through various activities	<p><b>Activity cluster 3: "Knowledge synthesis, translation, and sharing" responded to Objective 4</b></p> <ul style="list-style-type: none"> <li>● The project facilitated reflection on the learning process through the council reflection videos.</li> <li>● The project facilitated capturing the GEI actions undertaken by SGCs via councils' posters.</li> <li>● The peer-learning workshops and learning summit facilitated the sharing of lessons, strategies and successes with one another.</li> <li>● The collection of outputs as set out in Appendix B (e.g. posters, videos, e-newsletters, website articles, etc.) served the purpose of knowledge translation and dissemination, via capturing council members' experiences of the project in more nuanced ways and assisting council members to advocate for advancing GEI with their councils' leadership.</li> <li>● The project fell short of reviewing the current MEL framework and Logic Model of the SGCI to assess gaps in and develop GEI indicators</li> </ul>



# Appendix B:

## List of project outputs

Description	Link
<b>Output: G&amp;I Project brochure</b>	
The G&I Project brochure is a marketing tool; it overviews the background, methodologies, key actions, and achievements of the project.	SGCI website: <a href="https://sgciafrica.org/gender-and-inclusivity-brochure/">https://sgciafrica.org/gender-and-inclusivity-brochure/</a>
<b>Output: Country gender and STI profiles (x15)</b>	
The country profiles synthesise the contextual factors influencing gender and inclusivity disparities in science, technology, and innovation in the participating countries. Country profiles of Senegal, Burkina Faso and Côte d'Ivoire were also translated to French; and the country profile of Mozambique was translated to Portuguese.	Available on the SGCI website under Gender and Inclusivity themes resources section
<b>Output: SGC GEI posters (x13)</b>	
A journey of awareness: Promoting women's participation in science ( <b>Botswana</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Gender equality & inclusion: At the heart of research and innovation for development ( <b>Burkina Faso</b> ) In English and French	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Promoting excellence: Women as catalysts for sustainable development ( <b>Côte d'Ivoire</b> ) In English and French	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Ensuring more women take the STEM path – and stay on it ( <b>Ghana</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
The Gender Champion approach: Advancing equality through gender mainstreaming ( <b>Kenya</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
'Starting from scratch': A new gender policy informed by local context ( <b>Malawi</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Team work boosts 'women in research' initiatives aimed at development ( <b>Mozambique</b> ) In English and Portuguese	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Promoting science to excluded communities – and inspiring future scientists ( <b>Namibia</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Building a united front for women's leadership in scientific research activities ( <b>Senegal</b> ) In English and French	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Gender and Inclusivity for Quality Research and Innovation Management in Tanzania ( <b>Tanzania</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Tackling the 'Three Gs' in Research Granting – Generational bias, Gender and Geography ( <b>Uganda</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Mentorship as a tool for inclusive participation in research and innovation ( <b>Zambia</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>
Gender and inclusivity mainstreaming efforts in the STI research landscape ( <b>Zimbabwe</b> )	<a href="https://sgciafrica.org/gender-and-inclusivity-theme/">https://sgciafrica.org/gender-and-inclusivity-theme/</a>

Description	Link
<b>Output: Council reflection videos (x13)</b>	
<p>In the reflection videos, council members talk about their experiences, including the highlights, challenges, and prospects regarding activities for advancing gender and inclusivity.</p>	<ul style="list-style-type: none"> <li>● HSRC YouTube Channel: <a href="https://youtube.com/playlist?list=PLWpK_f-GZplZ0J4gAOPQU6R8fynV3ycc4">https://youtube.com/playlist?list=PLWpK_f-GZplZ0J4gAOPQU6R8fynV3ycc4</a> (Playlist)</li> <li>● Tanzania reflection video: <a href="https://www.youtube.com/watch?v=hxMbKcPaDb8&amp;t=36s">https://www.youtube.com/watch?v=hxMbKcPaDb8&amp;t=36s</a></li> <li>● Botswana reflection video: <a href="https://www.youtube.com/watch?v=JvhblQB0Z2s&amp;t=1s">https://www.youtube.com/watch?v=JvhblQB0Z2s&amp;t=1s</a></li> <li>● Kenya reflection video: <a href="https://www.youtube.com/watch?v=x_N5oesL_DE">https://www.youtube.com/watch?v=x_N5oesL_DE</a></li> <li>● Zimbabwe reflection video: <a href="https://www.youtube.com/watch?v=V5X7tKAKSwU">https://www.youtube.com/watch?v=V5X7tKAKSwU</a></li> <li>● Namibia reflection video: <a href="https://www.youtube.com/watch?v=OUuYNJP0W-8&amp;t=15s">https://www.youtube.com/watch?v=OUuYNJP0W-8&amp;t=15s</a></li> <li>● Ghana reflection video: <a href="https://www.youtube.com/watch?v=CvQRZROETLE&amp;t=78s">https://www.youtube.com/watch?v=CvQRZROETLE&amp;t=78s</a></li> <li>● Zambia reflection video: <a href="https://www.youtube.com/watch?v=EZECHFkc0eg">https://www.youtube.com/watch?v=EZECHFkc0eg</a></li> <li>● Uganda reflection video: <a href="https://www.youtube.com/watch?v=-bdwzpJtGpA&amp;t=1s">https://www.youtube.com/watch?v=-bdwzpJtGpA&amp;t=1s</a></li> <li>● Malawi reflection video: <a href="https://www.youtube.com/watch?v=esw5djPBelY&amp;t=1s">https://www.youtube.com/watch?v=esw5djPBelY&amp;t=1s</a></li> <li>● Mozambique reflection video (Portuguese with English subtitles): <a href="https://youtu.be/NDyQiPta4nw">https://youtu.be/NDyQiPta4nw</a></li> <li>● Senegal reflection video (French with English subtitles): <a href="https://youtu.be/jl8PjMOADv4">https://youtu.be/jl8PjMOADv4</a></li> <li>● Burkina Faso reflection video (French with English subtitles): <a href="https://youtu.be/XNJS6x45ITE">https://youtu.be/XNJS6x45ITE</a></li> <li>● Côte d'Ivoire reflection video (French with English subtitles): <a href="https://youtu.be/k_GNpOVMtws">https://youtu.be/k_GNpOVMtws</a></li> </ul>
<b>Output: G&amp;I Project Learning Summit Video</b>	
<p>This video provides an overview of the final G&amp;I Project Learning Summit, hosted in Cape Town on 13-15 February 2023, reflecting on the activities conducted during the first phase of the G&amp;I Project.</p>	<p>HSRC YouTube Channel: <a href="https://www.youtube.com/watch?v=MvHOyby7Zeg">https://www.youtube.com/watch?v=MvHOyby7Zeg</a></p>
<b>Output: E-newsletters</b>	
<p>The G&amp;I Project publishes a bi-monthly electronic newsletter to share information about past and upcoming project activities and important news events about gender and inclusivity on the continent</p>	<p>See previous editions:</p> <ul style="list-style-type: none"> <li>● <a href="https://mailchi.mp/831d653594da/gender-inclusivity-newsletter-13368144">https://mailchi.mp/831d653594da/gender-inclusivity-newsletter-13368144</a> (Nov 2022)</li> <li>● <a href="https://mailchi.mp/15d4bc9aba2c/gender-inclusivity-newsletter-13512528">https://mailchi.mp/15d4bc9aba2c/gender-inclusivity-newsletter-13512528</a> (Feb 2023)</li> <li>● <a href="https://mailchi.mp/56a700fe691c/gender-inclusivity-newsletter-13526852">https://mailchi.mp/56a700fe691c/gender-inclusivity-newsletter-13526852</a> (June 2023)</li> </ul>
<b>Output: Regional brief</b>	
<p>The regional brief titled: <i>“Embedding gender transformation in Science, Technology, and Innovation in Context: Emerging Priorities and Practices of African Science Granting Councils”</i> shares insights and recommendations from the first phase of the G&amp;I Project</p>	<p>The regional brief is in English, French and Portuguese, available on the SGCI website Gender and Inclusivity themes resources section</p>

Description	Link
<b>Output: World Science Forum panel session</b>	
The G&I Project of the HSRC, together with Portia Ltd, hosted a panel session on intersectionality in research, grant-making, and the importance of collecting gender-disaggregated data for development projects at the World Science Forum in Cape Town in December 2022	<ul style="list-style-type: none"> <li>● Article on HSRC website: <a href="https://hsrc.ac.za/news/latest-news/intersectionality-as-a-critical-component-of-gender-transformative-research/">https://hsrc.ac.za/news/latest-news/intersectionality-as-a-critical-component-of-gender-transformative-research/</a></li> <li>● Article in Daily Maverick: How recognising intersectionality can improve science (<a href="https://www.dailymaverick.co.za/article/2022-12-09-at-the-intersection-how-recognising-multiple-identities-can-improve-science/">https://www.dailymaverick.co.za/article/2022-12-09-at-the-intersection-how-recognising-multiple-identities-can-improve-science/</a>)</li> <li>● Link to the World Science Forum session on YouTube: <a href="https://www.youtube.com/watch?v=UdTpj3yXgMg&amp;t=91s">https://www.youtube.com/watch?v=UdTpj3yXgMg&amp;t=91s</a></li> </ul>
<b>Output: Popular media articles on the SGCI website</b>	
Making women count: Closing the data gaps in STI	<a href="https://sgciafrica.org/making-women-count-closing-gender-data-gaps-in-sti/">https://sgciafrica.org/making-women-count-closing-gender-data-gaps-in-sti/</a>
Gender and inclusivity in science granting councils: A participatory approach to achieving sustained systemic change	<a href="https://sgciafrica.org/gender-and-inclusivity-in-science-granting-councils-a-participatory-approach-to-achieving-sustained-systemic-change/">https://sgciafrica.org/gender-and-inclusivity-in-science-granting-councils-a-participatory-approach-to-achieving-sustained-systemic-change/</a>
Women in research: More than a numbers game	<a href="https://sgciafrica.org/women-in-research-more-than-a-numbers-game/">https://sgciafrica.org/women-in-research-more-than-a-numbers-game/</a>
Can artificial intelligence help to achieve inclusivity?	<a href="https://sgciafrica.org/can-artificial-intelligence-help-to-achieve-inclusivity/">https://sgciafrica.org/can-artificial-intelligence-help-to-achieve-inclusivity/</a>
Tapping the change-making power of grant-making: Reflections on a targeted technical assistance workshop	<a href="https://sgciafrica.org/tapping-the-change-making-power-of-grant-making-reflections-on-a-targeted-technical-assistance-workshop/">https://sgciafrica.org/tapping-the-change-making-power-of-grant-making-reflections-on-a-targeted-technical-assistance-workshop/</a>
Owning change: reflections on peer learning workshop 3	<a href="https://sgciafrica.org/owning-change-reflections-on-peer-learning-workshop-3/">https://sgciafrica.org/owning-change-reflections-on-peer-learning-workshop-3/</a>
Taking stock: The gender and inclusivity project at the end of its first cycle	<a href="https://sgciafrica.org/taking-stock-the-gender-and-inclusivity-project-at-the-end-of-its-first-cycle-2/">https://sgciafrica.org/taking-stock-the-gender-and-inclusivity-project-at-the-end-of-its-first-cycle-2/</a>
Gender does matter – Organisational learnings from the gender action learning process in the SGCI Gender and Inclusivity Project	<a href="https://sgciafrica.org/gender-does-matter-organisational-learnings-from-the-gender-action-learning-process-in-the-sgci-gender-and-inclusivity-project/">https://sgciafrica.org/gender-does-matter-organisational-learnings-from-the-gender-action-learning-process-in-the-sgci-gender-and-inclusivity-project/</a>
Towards a more equal and connected world for women and girls	<a href="https://sgciafrica.org/towards-a-more-equal-and-connected-world-for-women-and-girls/">https://sgciafrica.org/towards-a-more-equal-and-connected-world-for-women-and-girls/</a>
<b>Output: Facilitators' blogs on Gender at Work's website</b>	
Viviparous creatures that desire to lay eggs by Khanyisa Mabyeka	<ul style="list-style-type: none"> <li>● English: <a href="https://genderatwork.org/viviparous-creatures-that-desire-to-lay-eggs/">https://genderatwork.org/viviparous-creatures-that-desire-to-lay-eggs/</a></li> <li>● Portuguese: <a href="https://genderatwork.org/wp-content/uploads/2023/06/Criaturas-viviparas-que-desejam-por-ovos-Khanyisa-Mabyeka-PT.pdf">https://genderatwork.org/wp-content/uploads/2023/06/Criaturas-viviparas-que-desejam-por-ovos-Khanyisa-Mabyeka-PT.pdf</a></li> <li>● French: <a href="https://genderatwork.org/wp-content/uploads/2023/06/Khanyisa-May_French.pdf">https://genderatwork.org/wp-content/uploads/2023/06/Khanyisa-May_French.pdf</a></li> </ul>
Walking alongside: A practice to transform unequal power relations by Nina Benjamin	<ul style="list-style-type: none"> <li>● English: <a href="https://genderatwork.org/walking-alongside-a-practice-to-transform-unequal-power-relations/">https://genderatwork.org/walking-alongside-a-practice-to-transform-unequal-power-relations/</a></li> <li>● Portuguese: <a href="https://genderatwork.org/wp-content/uploads/2023/06/Nina-Benjamin_PT.pdf">https://genderatwork.org/wp-content/uploads/2023/06/Nina-Benjamin_PT.pdf</a></li> <li>● French: <a href="https://genderatwork.org/wp-content/uploads/2023/06/Nina_French.pdf">https://genderatwork.org/wp-content/uploads/2023/06/Nina_French.pdf</a></li> </ul>

Description	Link
<p>Meeting the world, the work and colleagues in new ways: Working emergently in sustaining an online learning community by Eleanore Du Plooy</p>	<ul style="list-style-type: none"> <li>● English: <a href="https://genderatwork.org/meeting-the-world-the-work-and-colleagues-in-new-ways-working-emergently-in-sustaining-an-online-learning-community/">https://genderatwork.org/meeting-the-world-the-work-and-colleagues-in-new-ways-working-emergently-in-sustaining-an-online-learning-community/</a></li> <li>● Portuguese: <a href="https://genderatwork.org/wp-content/uploads/2023/06/Eleanor-PT.pdf">https://genderatwork.org/wp-content/uploads/2023/06/Eleanor-PT.pdf</a></li> <li>● French: <a href="https://genderatwork.org/wp-content/uploads/2023/06/Eleanor_French.pdf">https://genderatwork.org/wp-content/uploads/2023/06/Eleanor_French.pdf</a></li> </ul>
<b>Output: Peer-reviewed journal articles</b>	
<p>HSRC team prepared a manuscript on SGC members' perspectives on the barriers to women's progression in STI careers for the accredited journal Gender, Work, and Organization (GWO)</p>	<p>Submitted for peer review in June 2023</p>
<p>HSRC team presented a paper titled: <i>Intersectionality in Research: Implications for gender transformative practice</i> at the Gender, Work and Organisation Conference in Stellenbosch, 30 June 2023. The full manuscript will be submitted for peer review to the GWO Journal after the conference</p>	<p>Submit for peer review post-conference</p>

# Appendix C:

## Assessment of risk mitigation measures

Risk description	Risk mitigation measure	Effective/not effective/ comment
<p><b>Procurement</b> Delays in regulatory approval processes and contracting, impacting the overall project.</p>	<p>The proposed project timeline has considered the possibility of delays in any regulatory approval processes and has made adequate provisions for those delays.</p>	<p><b>Effective</b></p>
<p><b>Currency volatility</b> Exchange rate variance.</p>	<p>The grant award is anticipated in Canadian Dollars (CAD) with implementation through the lead institution based in South Africa denominated in South African Rands (ZAR). The rand is currently experiencing significant fluctuations in exchange value against leading currencies. This is mitigated by budgeting using a 3-year average of the exchange rate, ensuring that activities are planned against a realistic projection of available resources.</p>	<p><b>Effective</b></p>
<p><b>Costs</b> Cost escalation and over-spending: Activities may have been inadequately anticipated and costs under-budgeted resulting in overspending against the allocated budget to complete project activities.</p>	<p>On-going costs will be monitored monthly. Specific event or activity costs will be projected based on current costs and compared to the allocated budget in advance of expenditure.</p>	<p><b>Effective</b> Because of restrictions on travel and in-person engagements due to COVID-19 protocols, the project also saw significant savings on travel line items which were redirected to other needed areas such as translation costs which were initially under-budgeted.</p>
<p><b>Financial oversight</b> Mismanagement or financial misconduct.</p>	<p>The HSRC follows the prescripts of the Public Finance Management Act (PFMA). Systems and processes are fully compliant with the requirements of the Act, having in place proper governance structures with multi-level oversight through an institutional delegation of authority framework for all incurred costs and expenditures. Appropriate segregation of resource requests and approvals is in place, along with an institutional policy on conflicts of interest. The HSRC is audited annually externally through the Auditor General of South Africa and supported on an ongoing basis through a robust internal audit and externally funded projects financial oversight office reporting to the Office of the CEO and CFO respectively.</p>	<p><b>Effective</b></p>

Risk description	Risk mitigation measure	Effective/not effective/ comment
<p><b>Level of interest</b> Participating Council members are not interested in capacity-building / do not have the 'political will' to participate in advancing the objectives of the project.</p>	<p>Methodologically, the team will mitigate this risk by including an intentional process of building shared ownership and 'buy-in' to the project objectives, through the participatory nature of the activities and regular consensus-building activities throughout the project period.</p>	<p><b>Effective.</b> In addition to the original strategy, the project team was also responsive by developing the TTA programme and stimulating interest in that way and accommodating councils who could not participate in the GAL process for various reasons</p>
<p><b>Limited technology</b> Limited access to or proficiency in communication technologies.</p>	<p>Related to the point that follows below, adjustment to project implementation in light of COVID-19 might mean more reliance on online communication technologies. Risk will be mitigated through (a) use of diverse technologies, e.g. not relying on email only but also phone communication and, when possible, in-person visits to Councils; (b) offering a mix of data 'heavy' (e.g. video content) and data 'light' (e.g. text) options for online engagements, to accommodate differences in data availability and connection speeds; and (c) providing training in using communication technologies (e.g. in remote conference facilities such as Zoom).</p>	<p><b>Effective</b></p>
<p><b>COVID-19 restrictions on in-person meetings and travel</b> Many countries have put measures in place to curb the spread of COVID-19, such as suspending travel, restrictions in local movement of people and some countries going as far as implementing total lockdowns. Given the extent of these measures and the fact that the situation remains dynamic, it might influence project implementation.</p>	<p>In the case of persisting social distancing and travel restrictions, including government lockdowns, the <i>HSRC Research Ethics Committee COVID-19 Guidelines</i> will be implemented. Briefly, this entails reviewing all project activities where people are brought together for project purposes, and where participants and research staff are placed at risk by virtue of the nature of data collection/convenings/workshops, to determine the risk for COVID-19 transmission. Based on such a risk assessment, and in consultation with the <i>HSRC Research Ethics Committee</i>, face-to-face interactions might be adapted to make use of telephonic and online communication technologies instead.</p>	<p><b>Effective</b> All engagements with participating councils from September 2020 – August 2022 took place online via e-mail communication, telephone, and workshops and meetings conducted via Zoom. The first in-person contact was at the TTA workshop in August 2022. Thereafter Peer Learning 3 workshop and the Learning Summit followed, with most other engagements continuing to be online.</p>
<p><b>COVID-19 transmission risk Reduction.</b> As described above, measures to contain the transmission of COVID-19 might impact project activities. This might be the case even if restrictions on in-person meetings and travel are lifted, should social distancing and other transmission risk reduction measures remain in place.</p>	<p>If in-person engagement can take place, but with the risk of transmission not eliminated, the <i>HSRC Research Ethics Committee COVID-19 Guidelines</i> will be implemented in order to take precautions to prevent transmission and reduce risk. This includes, amongst others: (i) Evidence-based recommendations and resources regarding hand hygiene, cough etiquette and social distancing should be implemented; (ii) researchers should develop a 'COVID-19' template register in case retrospective contact tracing becomes necessary; (iii) all participants must be informed timeously of any changes that impact on them. All the preceding measures will require strict adherence to ethics protocol, including obtaining consent from the participants and maintaining confidentiality and anonymity.</p>	<p><b>Effective</b> The hotels' COVID-19 protocols were considered when choosing a venue to host in-person workshops, and the team ensured that venues were big enough to comfortably accommodate participants with physical distancing in mind.</p>



# Gender & Inclusivity

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