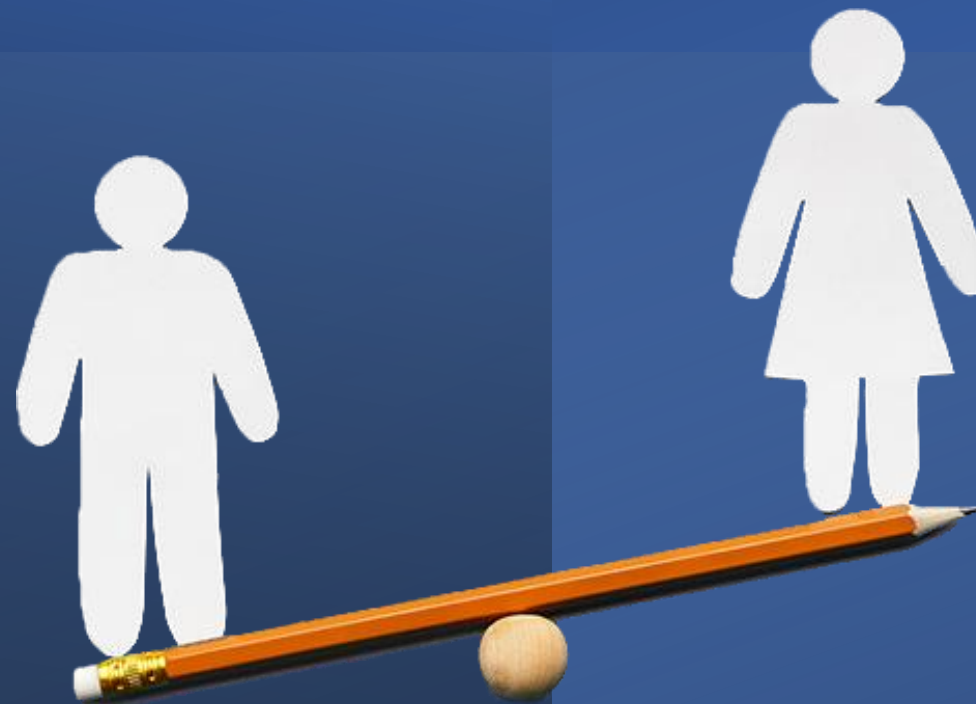


# Gender Equality in Italian Universities: the state of the art and measurement tools



Antonella Liccardo – Università degli Studi di Napoli Federico II

**UNINA STAFF WEEK and SULIEIA  
GENDER WEEK  
26th June, 2025**

# INSTITUTIONALIZATION OF THE GENDER ISSUE IN THE ITALIAN UNIVERSITIES

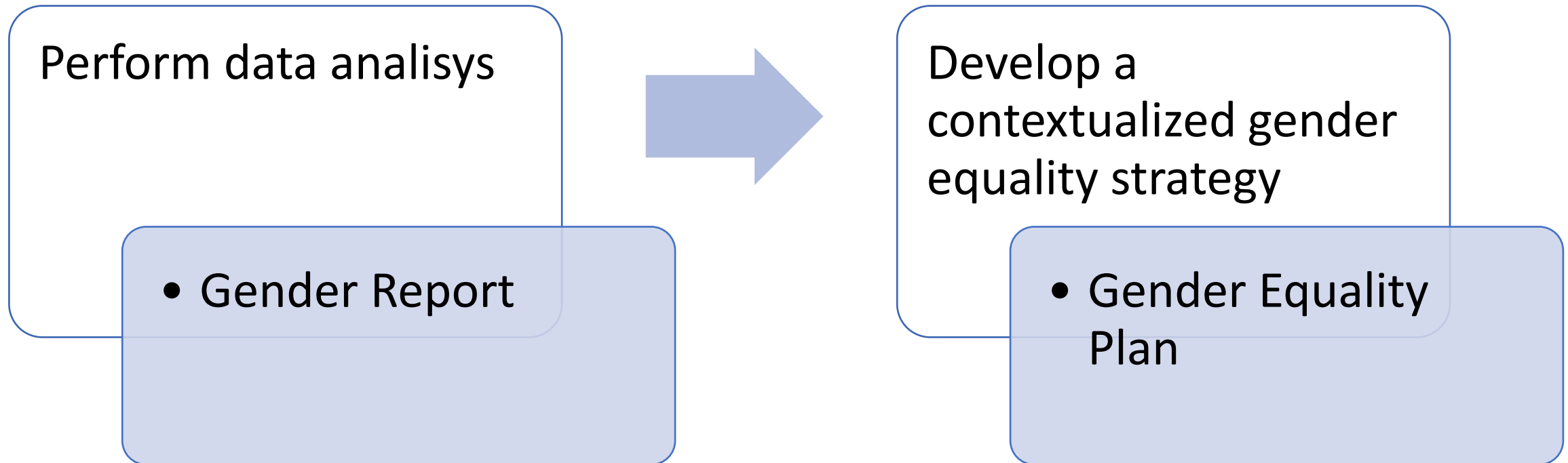
```
graph LR; A[Implementation of the Gender Budgeting (GB) Cycle] --> B[Integration of gender perspectives into practices, documents, policy choices]; B --> C[Promoting formal and substantial gender equality];
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Implementation of the **Gender Budgeting (GB) Cycle**

Integration of gender perspectives into practices, documents, policy choices

Promoting formal and substantial gender equality

# The main pillars of the GB cycle



# The importance of data

To bring out the  
existence of a  
gender issue

- *Without data, the gender issue does not exist.*

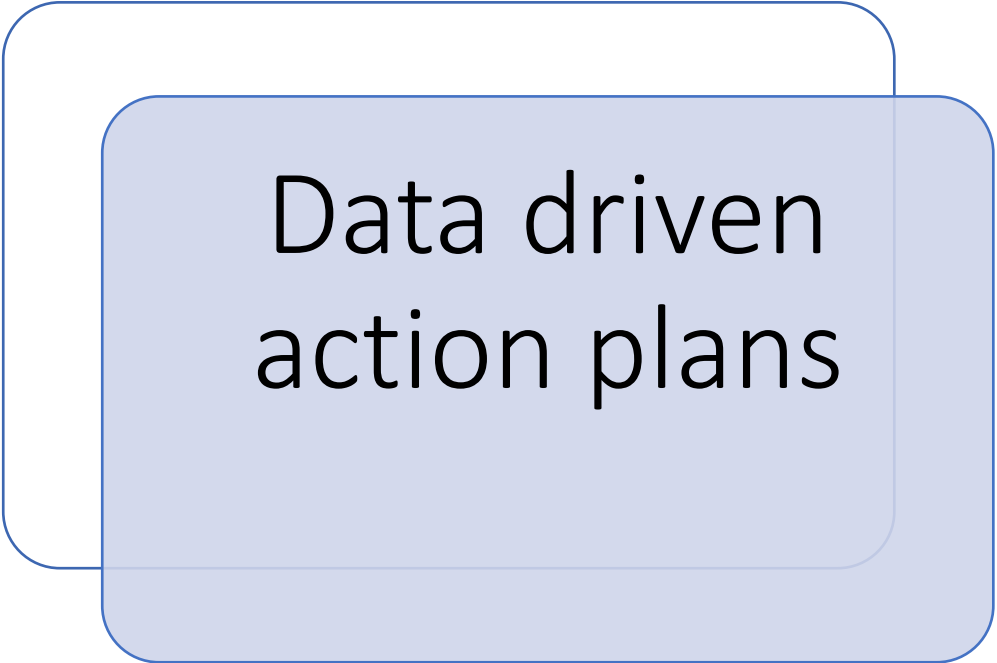
Teresa Rees

- *Acquiring knowledge of data, whatever it is, is the first step towards change*

Francesco Bello

**TO APPROACH GENDER EQUALITY THROUGH THE SCIENTIFIC METHOD!**

# Contextualization as a key factor for achieving an effective transformative process



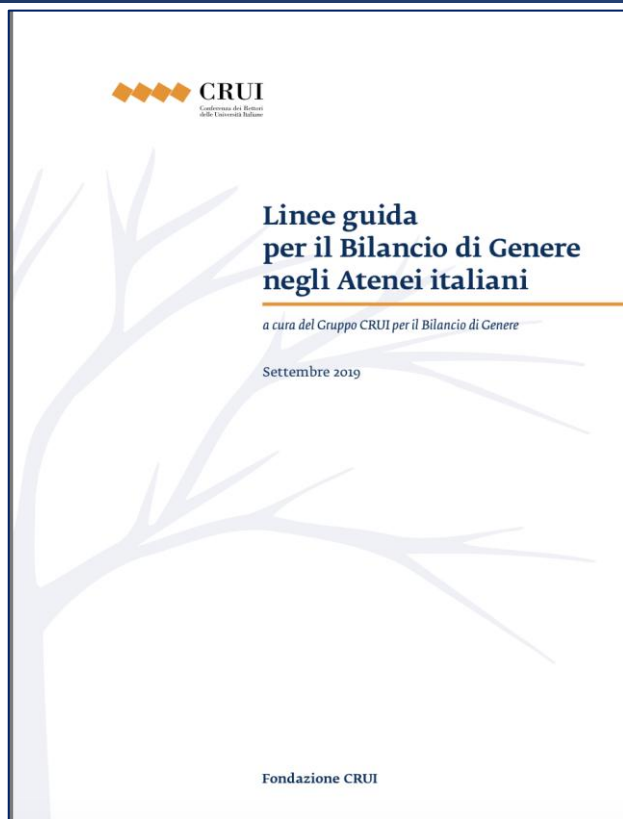
## Data driven action plans

Data analysis highlight specific areas of weakness and strength.

Finding and critical issues acting as a guide to identify actions tailored to the specific context.

Alignment of actions with people's actual needs.

# INSTITUTIONALIZATION OF THE GENDER ISSUE IN THE ITALIAN UNIVERSITIES



**Guidelines for Gender Report of the Italian universities (2019)**



**Vademecum for Gender Equality Plan (2021)**



# A shared model for gender mainstreaming in academia



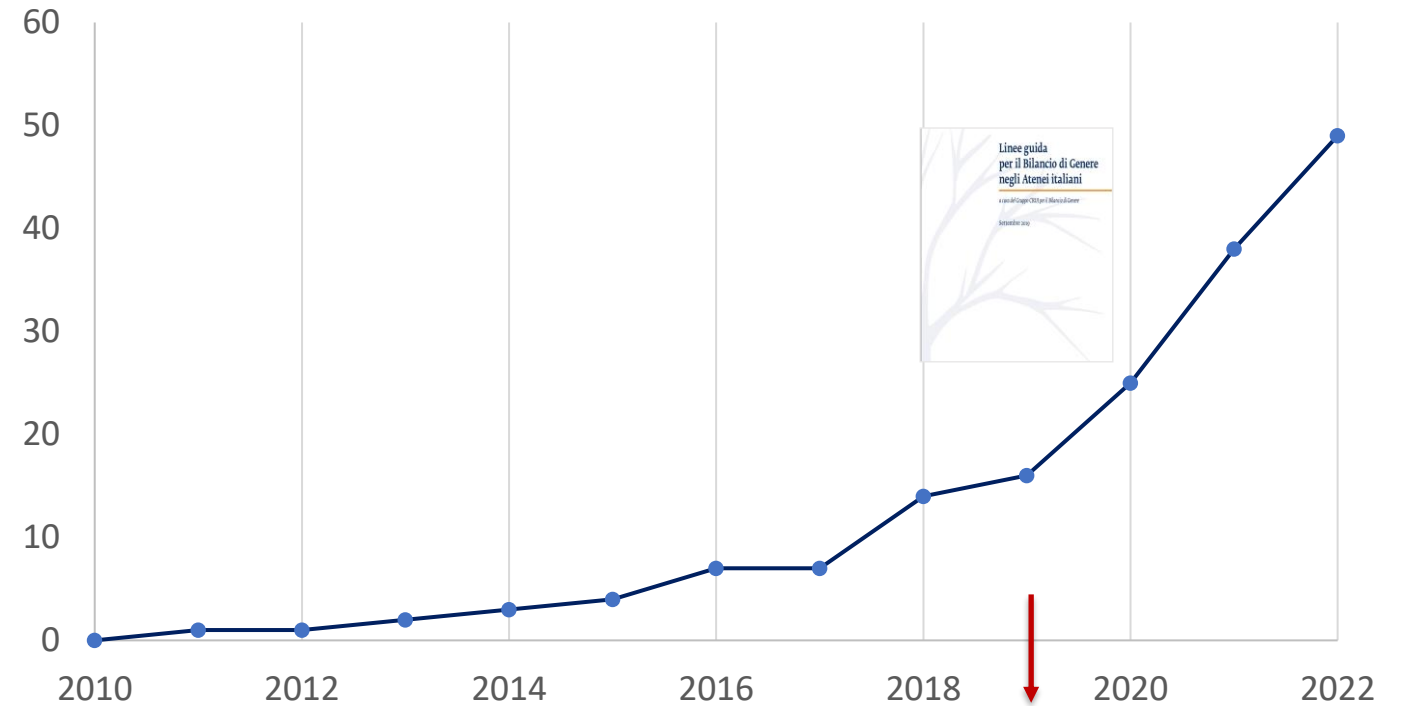
**Comparability**

**Spreading**

**Contextualization**

Increasead  
attention to  
the gender  
issues in the  
academia

Number of Universities that implement the GB Cycle

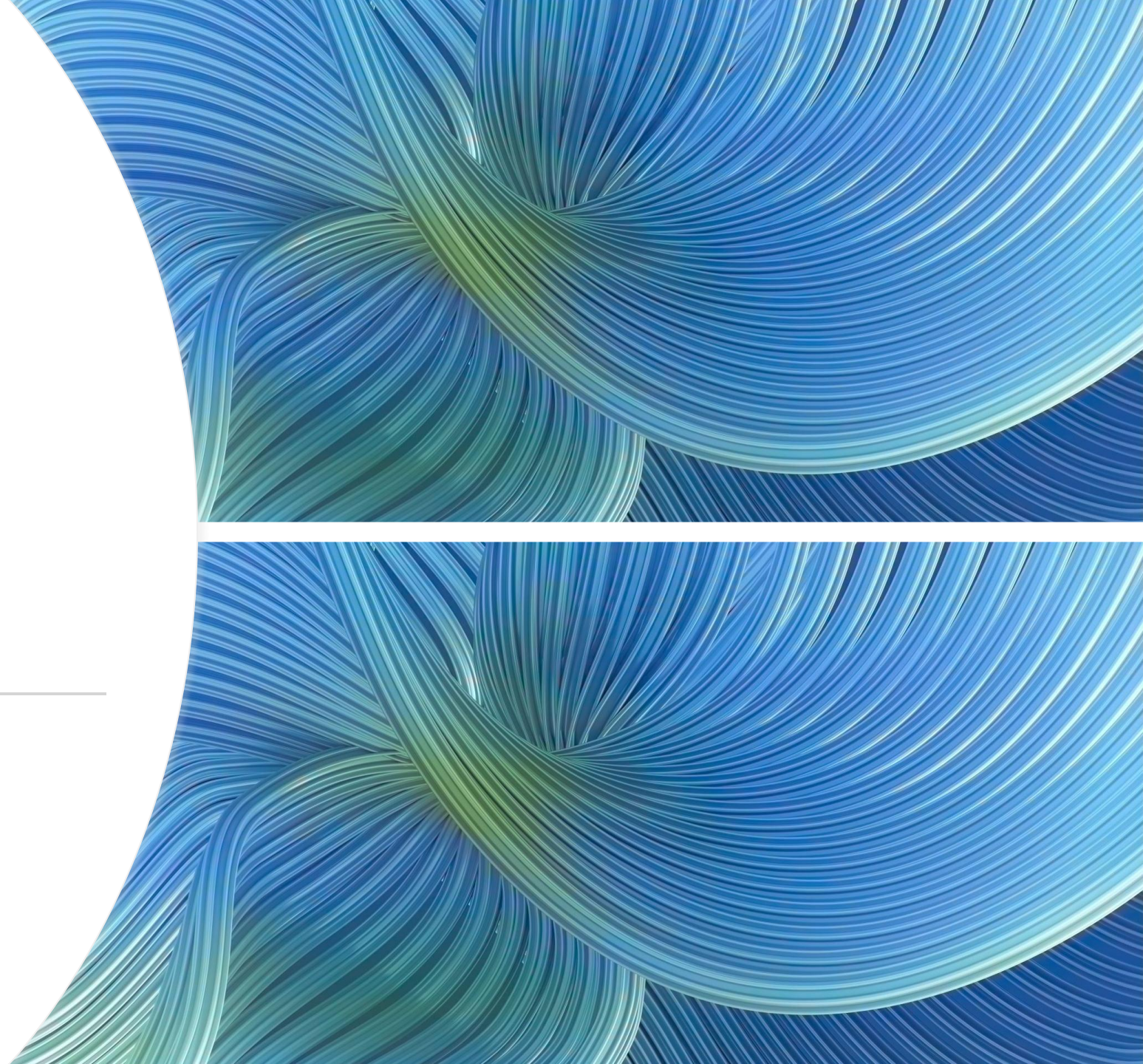


Guidelines





# The gender report



# The gender report

Document that analyzes **DATA** on the composition, political choices, and economic-financial commitments from a gender perspective

It measure the institution's **state of health** with respect to gender equality.

## I . CONTEXT ANALYSIS

- to get a snapshot of the gender distribution of the various components that work and study in the institution

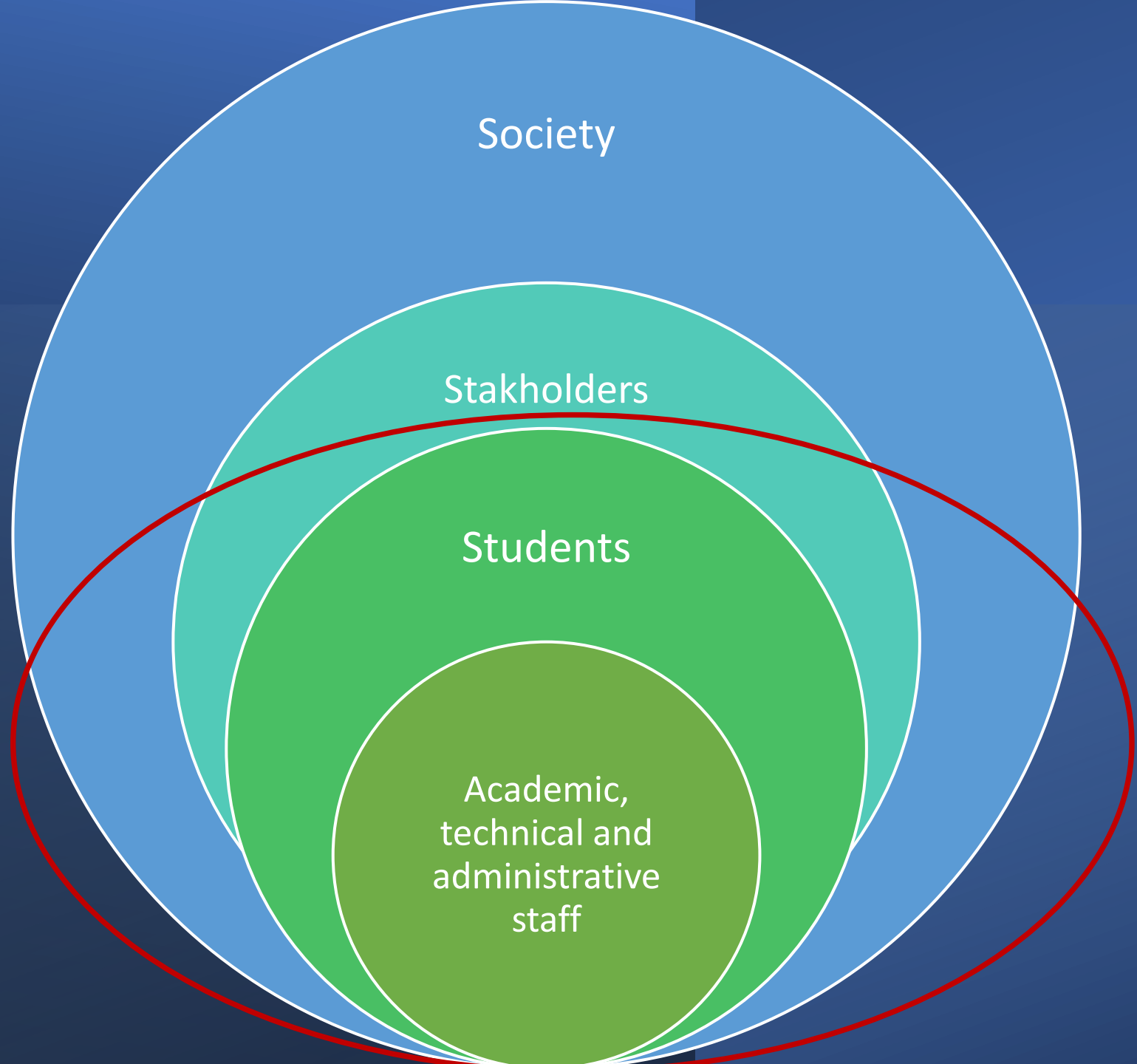
## II. MONITORING OF EQUALITY ACTIONS

- to monitor the effectiveness of equality and inclusion actions, through the use of specific outcome and impact indicators

## III. GENDER ANALYSIS OF ECONOMIC AND FINANCIAL COMMITMENTS

- to quantify the concrete commitment with respect to gender equality.

A  
multilayer  
analysis



# The gender report

## I. The context analysis

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### Areas of ANALYSIS

GENDER COMPOSITION (e.g. distribution by roles, areas, categories, age groups, educational fields qualifications, etc.)

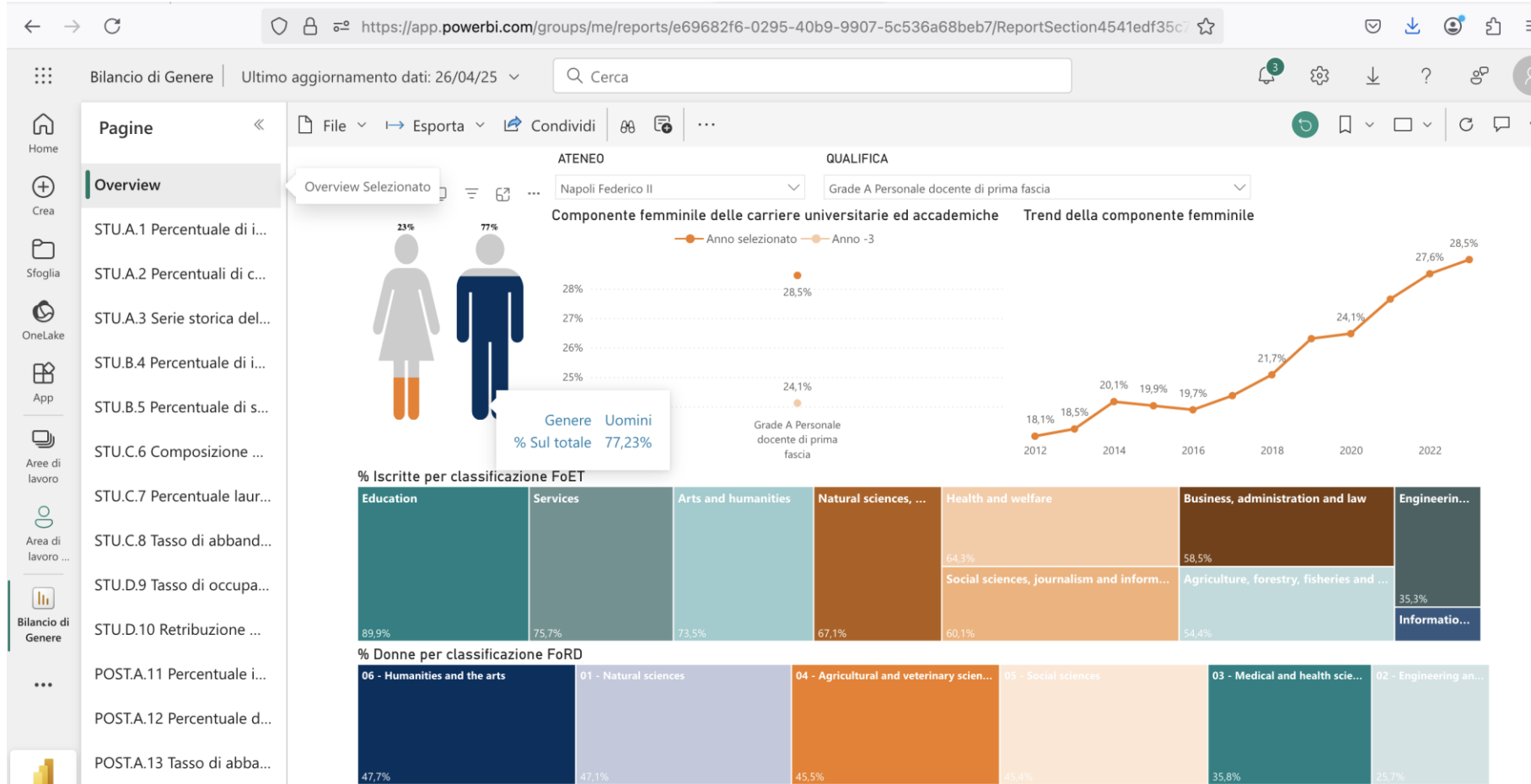
EMPLOYMENT SITUATION (distribution by employment regime, type of contract, length of service, salary, etc.)

CAREERS (progression, role changes, participation in commissions, etc.)

GOVERNMENT POSITIONS

ACCESS TO RESOURCES

ETC.



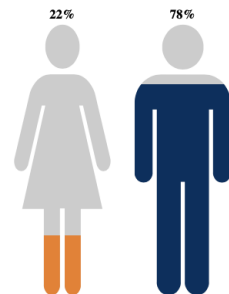
**CINECA**

# Main phenomena



## HORIZONTAL SEGREGATION

Unequal distribution of men and women across different educational sectors and occupations/fields of research

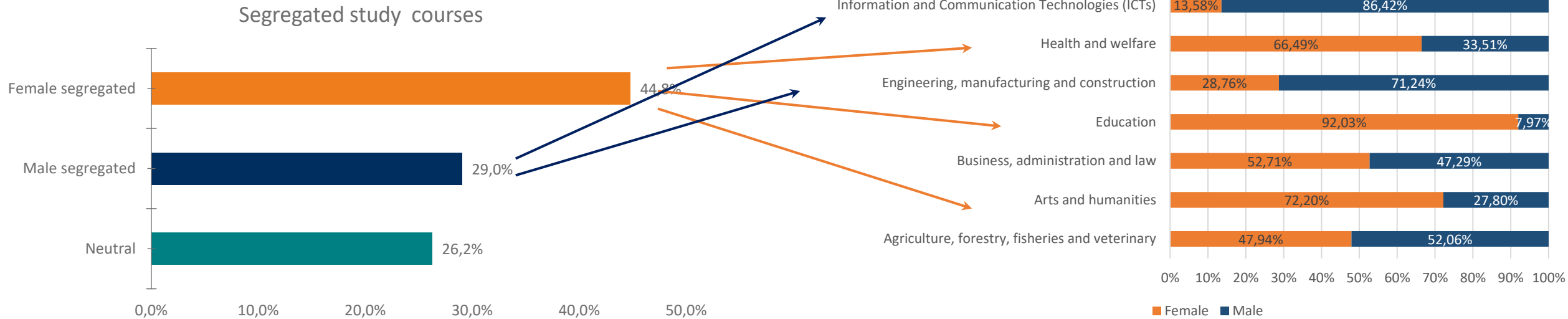


## VERTICAL SEGREGATION

Underrepresentation of women in full professorship and leadership positions

# Horizontal segregation among students

Gender distribution of italian students per FoET (Field of Education and Training)



# Horizontal & vertical segregation

FIELD	RTD A		RTD B		RU		PA		PO	
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
Mathematical and computer sciences	1,50	0,42	0,71	0,33	1,17	2,25	0,63	0,64	0,29	0,53
Physics	0,38	0,73	0,33	0,27	0,88	1,00	0,27	0,39	0,03	0,03
Chemistry	1,33	1,64	1,71	1,67	1,36	0,83	1,39	1,69	0,52	0,77
Earth Sciences	0,25	0,80	∞	0,50	0,43	0,50	0,71	0,45	0,08	0,12
Life Sciences	1,55	2,33	1,27	0,79	1,76	1,36	1,94	1,98	0,91	1,09
Medical Sciences	1,83	2,00	0,71	0,93	0,46	0,50	0,45	0,54	0,21	0,28
Agricultural and veterinary sciences	1,75	1,00	1,14	2,00	0,88	0,86	1,05	0,98	0,25	0,40
Civil Engineering and Architecture	0,78	1,67	0,32	0,75	0,88	1,00	0,62	0,61	0,27	0,30
Industrial and information engineering	0,35	0,30	0,18	0,32	0,18	0,50	0,19	0,23	0,08	0,09
Sciences of antiquity, philological-literary and historical	0,80	2,33	0,67	1,25	2,20	2,00	1,23	1,12	0,65	0,40
Historical, philosophical, pedagogical and psychological	0,40	8,00	0,75	2,50	1,20	0,00	0,89	1,15	0,68	0,72
Legal sciences	0,43	1,38	∞	0,55	1,55	1,36	1,07	1,14	0,31	0,59
Economics and statistics	0,73	1,08	1,33	0,54	0,83	0,57	0,80	0,94	0,40	0,47
Political and social sciences	0,33	0,13	0,67	0,75	0,67	2,00	0,45	0,41	0,88	0,67

Horizontal Segregation

Vertical Segregation

KEY	
FEMALE-TO-MALE RATIO	Value
less than 1 woman for every 8 men	0 0.125
from 1 woman for every 8 men to 1 woman for every 4 men	0.125 0.25
from 1 woman for every 4 men to 1 woman for every 2 men	0.25 0.5
from 1 woman for every 2 men to 1 woman for every man	0.5 1
1 woman for every man	1 1
from 1 woman for every man to 3 women for every 2 men	1.00 1.5
3 women for every 2 men to 2 women for every man	1.5 2
more than 2 women for every man	>2

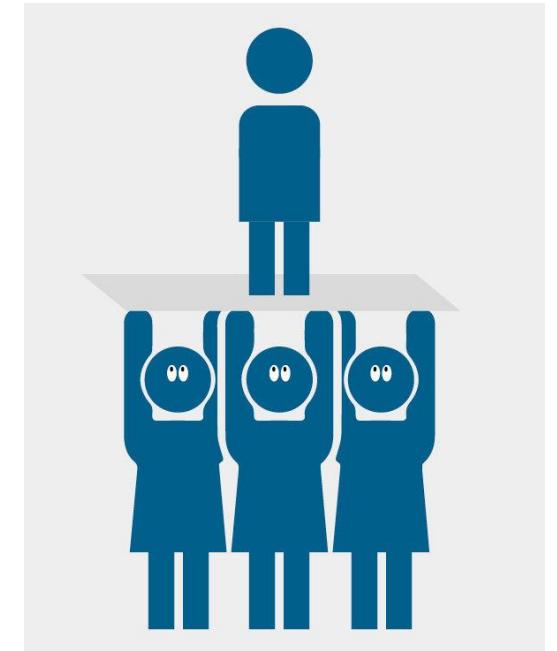
**FEMININITY RATIO**

for academic staff @ UNINA

# Glass ceiling index

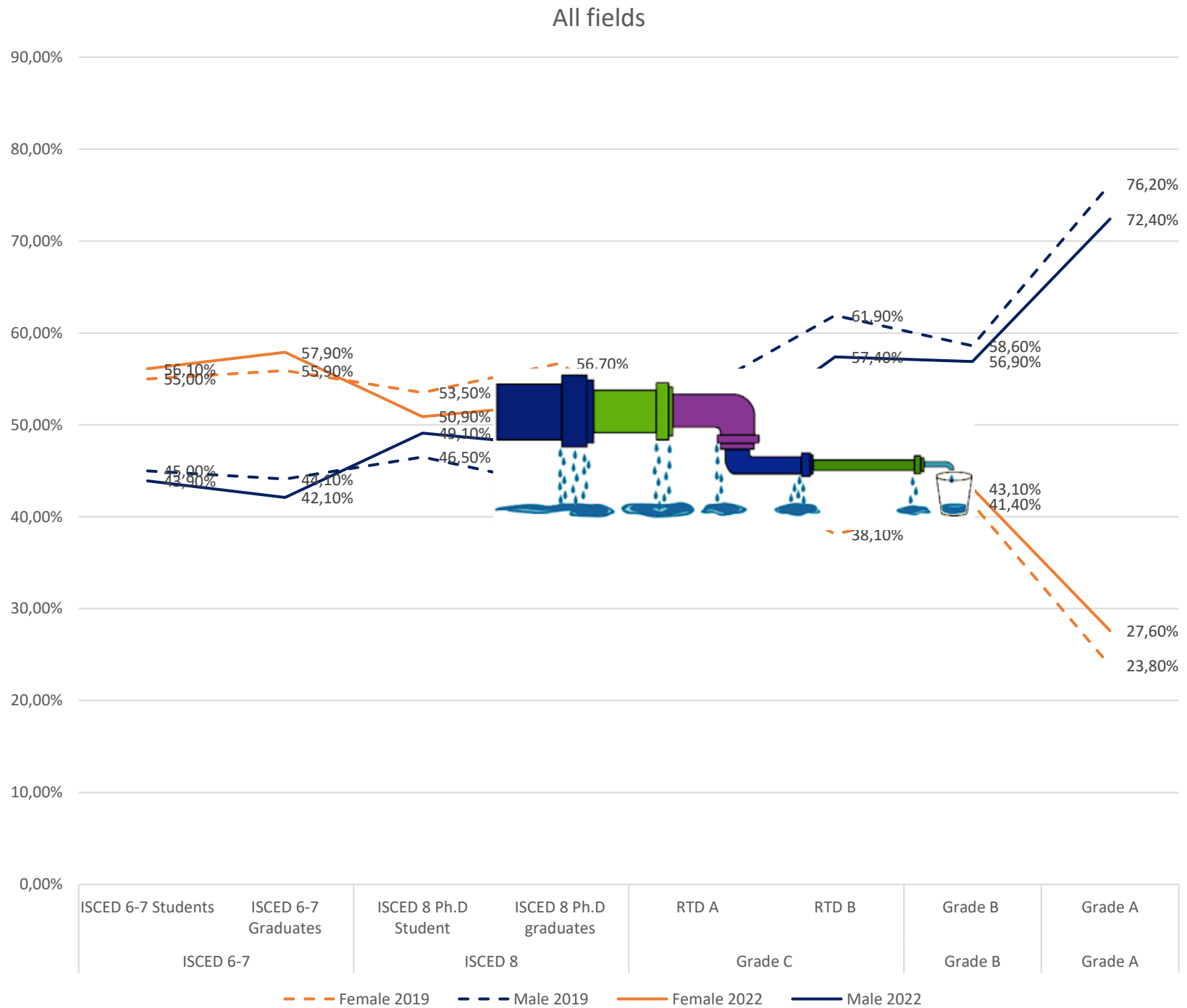
FIELD	GCI WOMEN	GCI MEN
Mathematical and computer sciences	1,73	0,79
Physics	7,87	0,79
Chemestry	1,66	0,66
Earth Sciences	3,58	0,79
Life Sciences	1,28	0,75
Medical Sciences	2,28	0,73
Agricultural and veterinary sciences	2,24	0,69
Civil Engineering and Architecture	1,85	0,77
Industrial and information engineering	2,29	0,90
Sciences of antiquity, philological-literary and histc	1,26	0,83
Historical, philosophical, pedagogical and psychol	1,29	0,80
Legal sciences	1,98	0,69
Economics and statistics	1,46	0,82
Political and social sciences	0,73	1,23
<b>TOTAL</b>	1,71	0,78

CTRL+clic per scorrere fino all'ultimo foglio

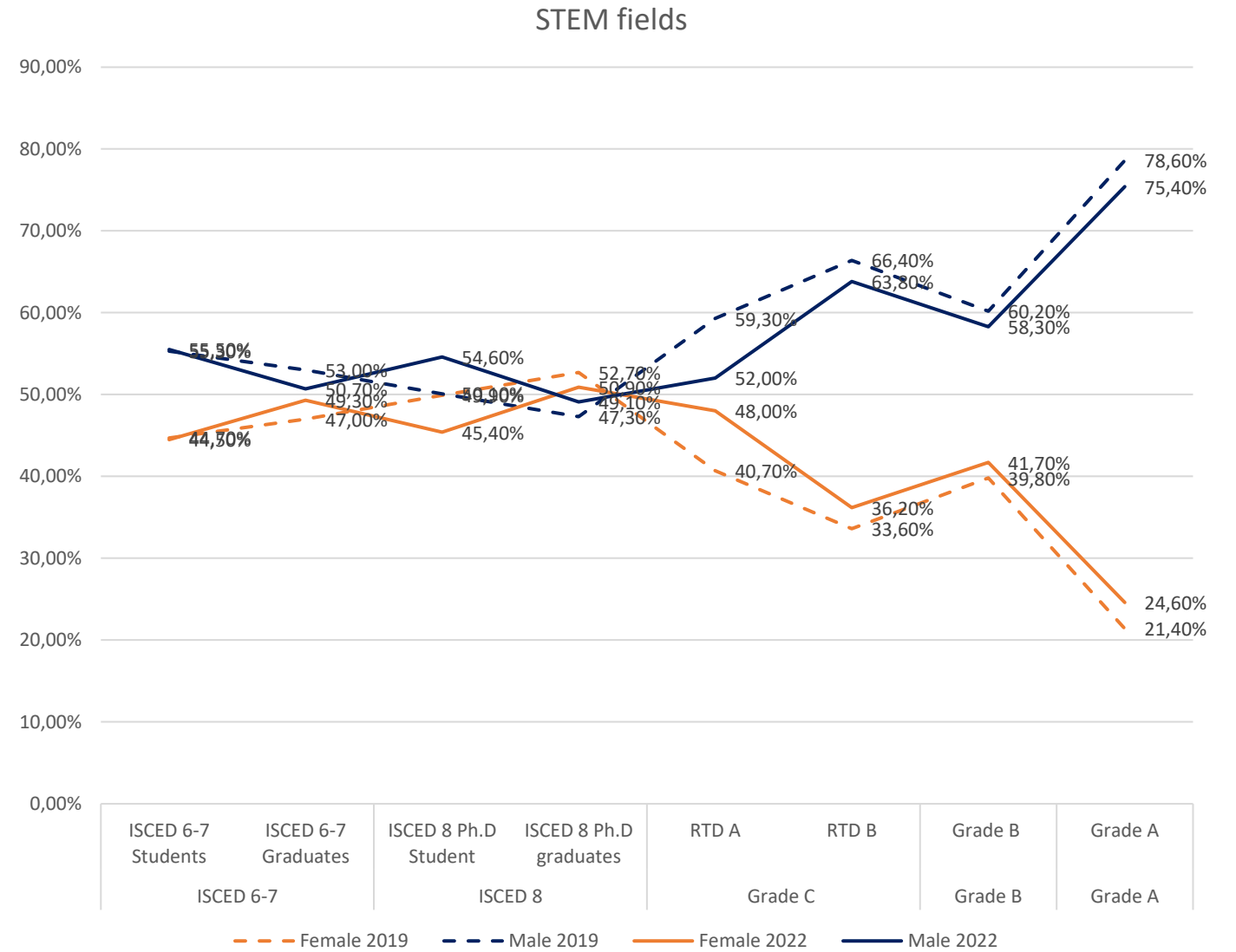


$$GCI = \frac{N_{donne}}{(N_{donne} + N_{uomini})} \times \frac{N_{donne}^{grade A} + N_{uomini}^{grade A}}{N_{donne}^{grade A}}$$

# The Scissor diagram ALL FIELDS



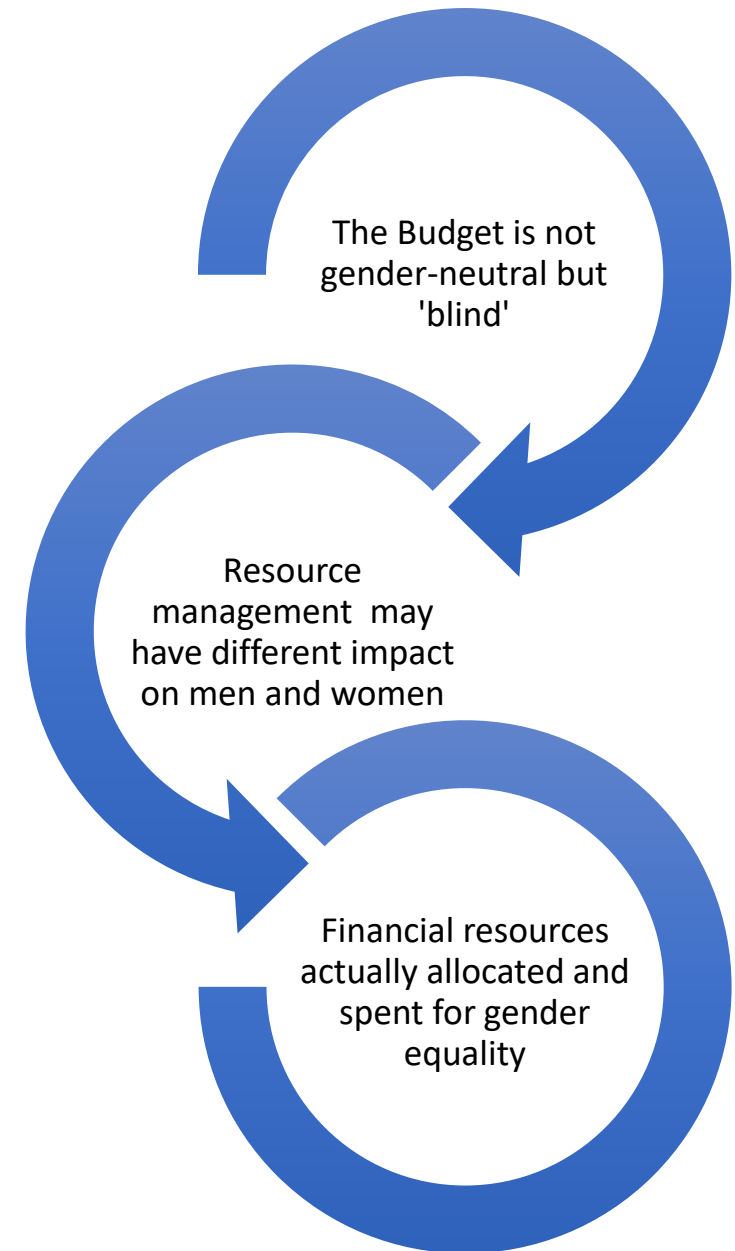
# The Scissor diagram – STEM FIELDS



# The gender report

## III. Gender disaggregated analysis of expenditure

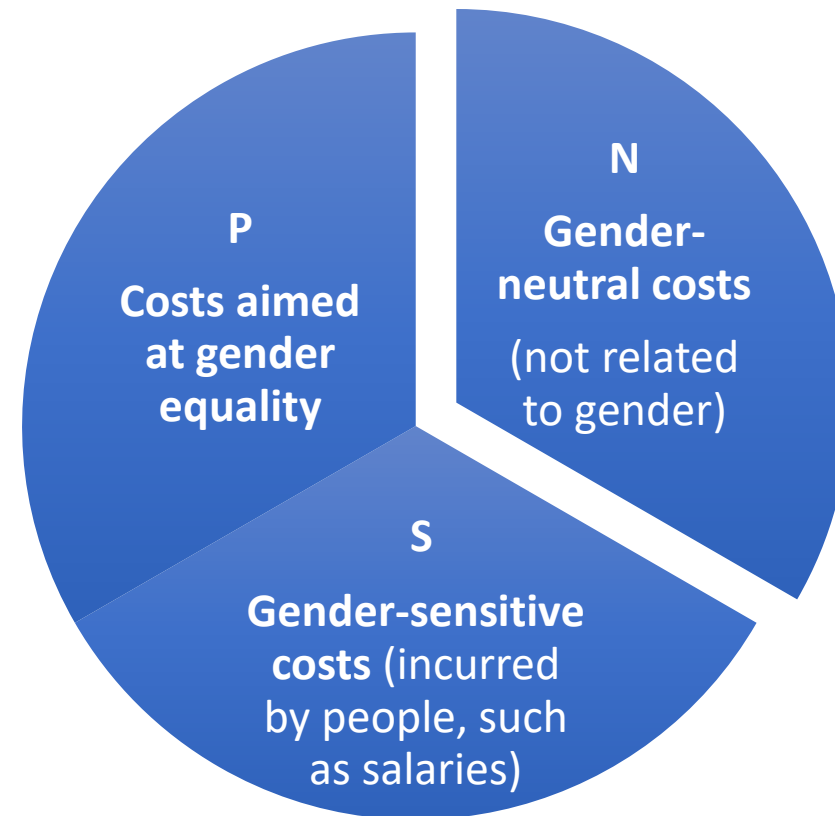
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# Reclassification of the expenditures in gender persepctive

## Reclassifying cost items

→ labeling all of the institution's expenses according to gender into three categories



**TOOL:** Inclusion of a new additional field called “Gender impact” in the applications used by italian universities for accounting purposes, in order to classify each expenditure registration according to the gender perspective.

The screenshot displays the 'Informazioni COAN' form in the CINECA system. The form includes various fields for recording accounting data. A red circle highlights the 'COAN' dropdown menu, and a blue arrow points to the 'Impatto Genere (\*)' field, which is set to 'N' (neutrale al genere). The form also shows the 'UA Budget' as 'UA.00' (Università degli Studi di Napoli F) and the 'Voce Coan (\*)' as 'CA.01.10.02.04.03' (Materiale bibliografico). The 'Impatto Genere (\*)' field is highlighted in yellow, indicating it is the focus of the update.

Informazioni COAN	Valore	Descrizione
Nr. Estensione	1.1	
Percentuale	100	
Ammontare (*)	124,80	
Esercizio	2022	
UA Budget	UA.00	Università degli Studi di Napoli F
UA (*)	UA.00.DIPEMI	Dipartimento di Economia, Manag
Voce Coan (*)	CA.01.10.02.04.03	Materiale bibliografico
Progetto		
Unita Lavoro		
Impatto Genere (*)	N	neutrale al genere
Descrizione		Libro di Economia

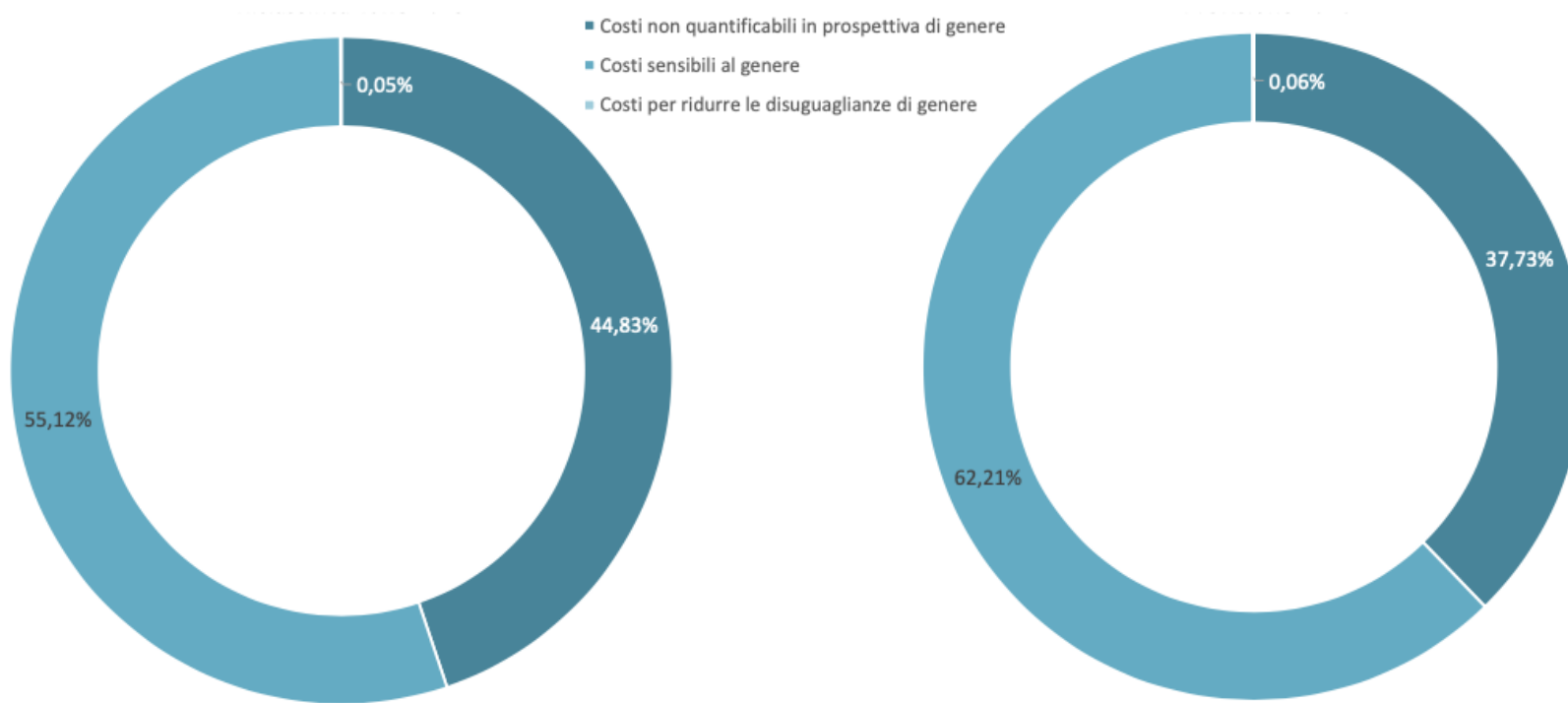


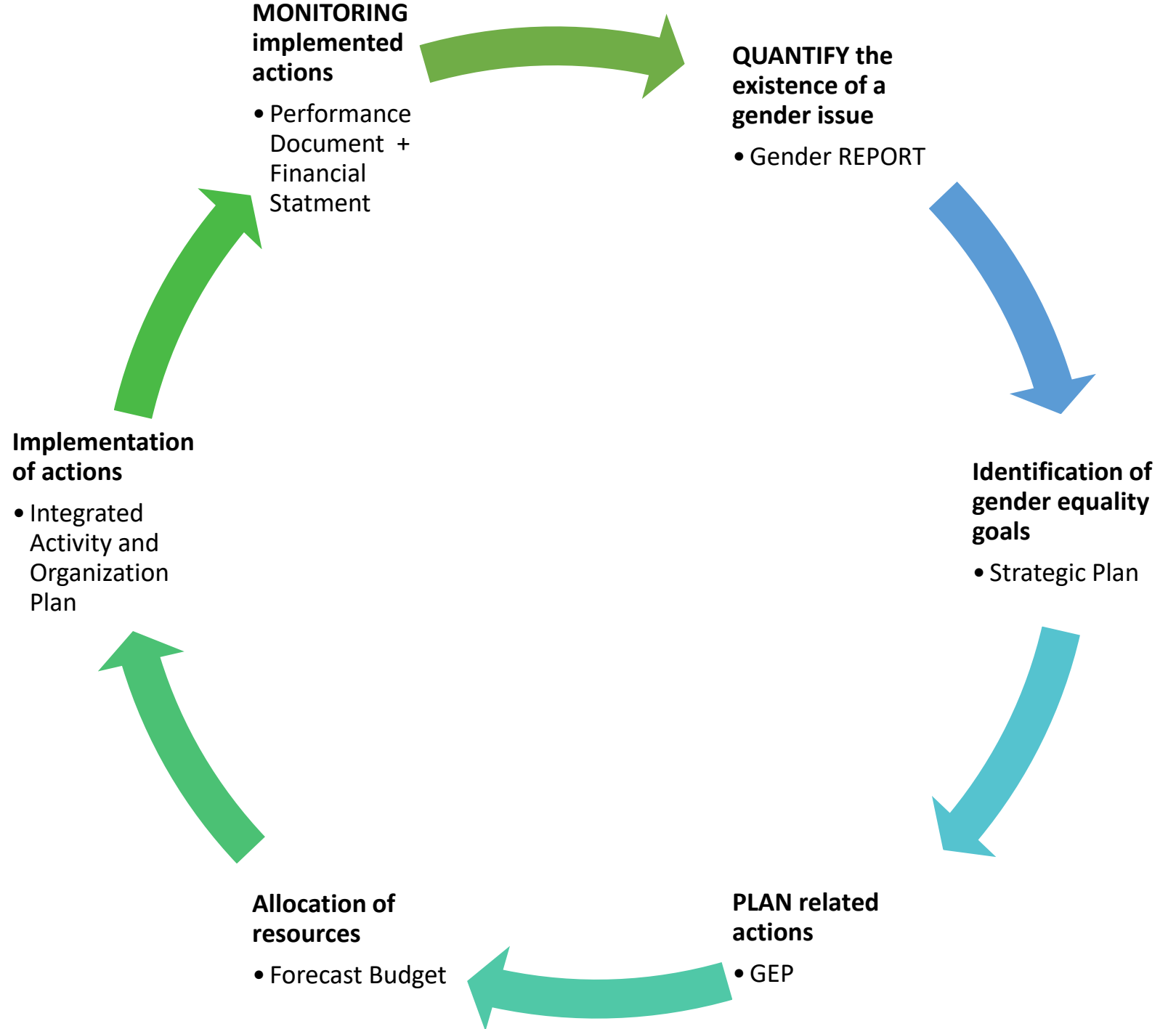
Figura 5.1 Riclassificazione dei costi Bilanci Consuntivo 2019; Bilancio preventivo 2020

**Resources allocated for gender equality are absolutely negligible!**

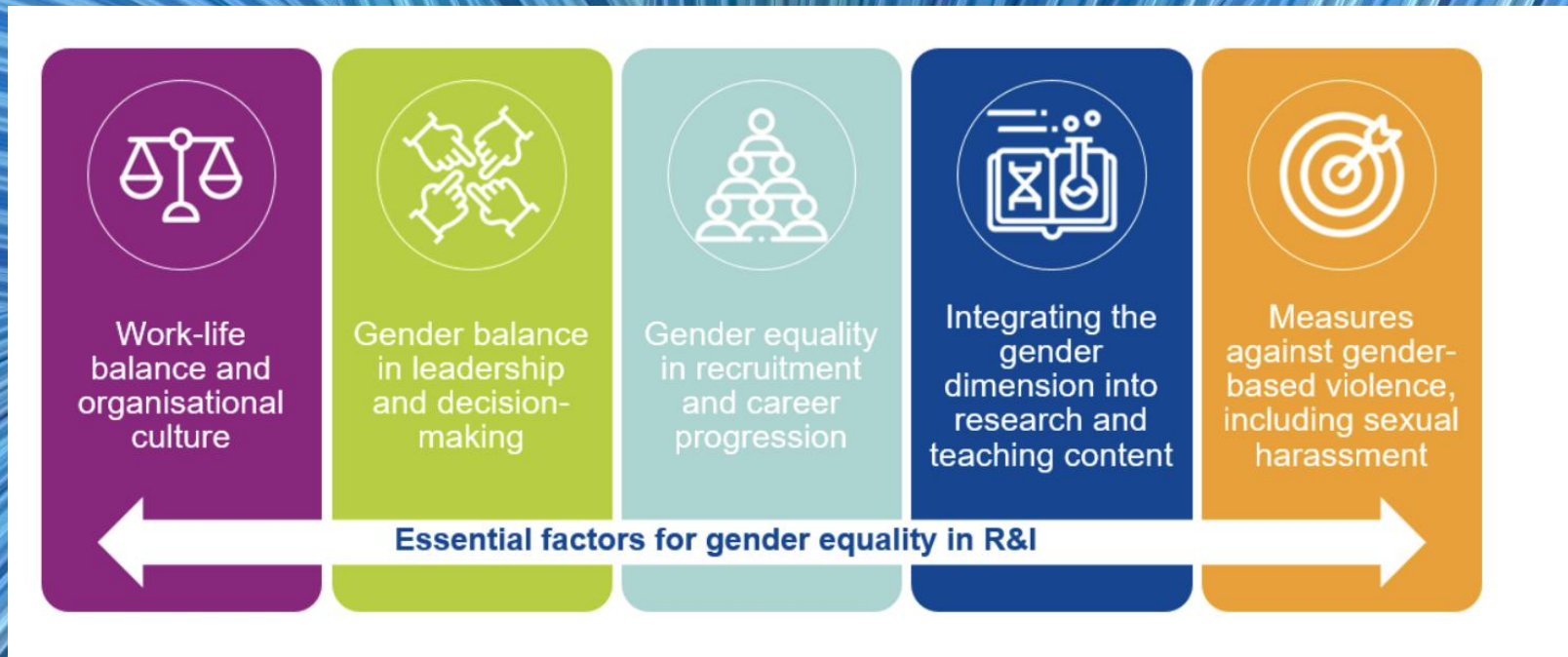
**Need of concrete financial investments to truly advance gender equality!**

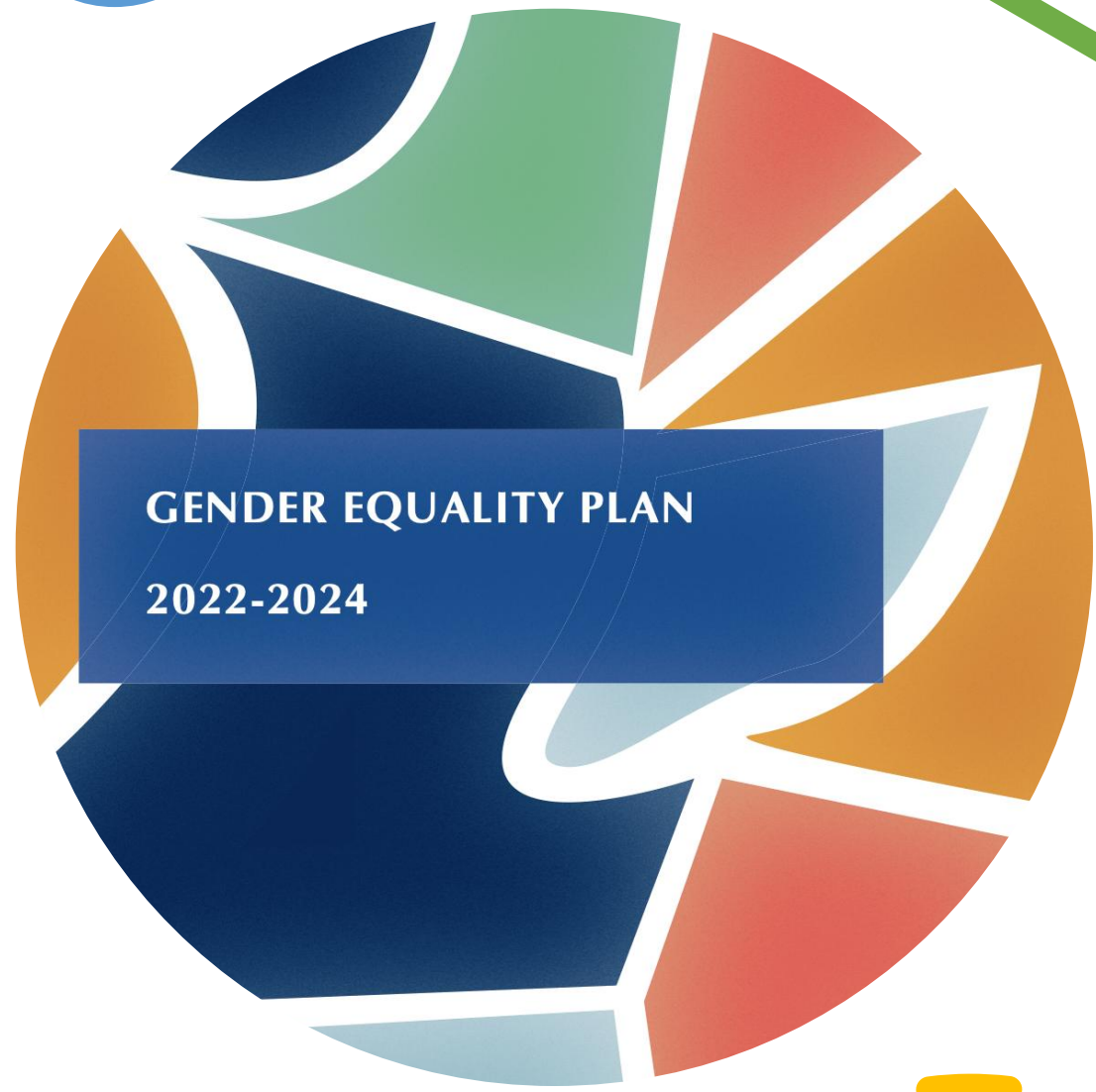
THE RECLASSIFICATION OF EXPENDITURE FROM A GENDER PERSPECTIVE

# Integrate the gender budget cycle with the programmatic documents of the institution



# The gender equality plan





**GENDER EQUALITY PLAN**  
**2022-2024**

Some actions from  
the UNINA  
Gender Equality  
Action Plan

# The LALEOLAB board game on gender stereotypes

## Λαλέω+Lab

**Aim:** to identify and deconstruct gender stereotypes and role models that consciously and unconsciously influence the way in which we perceive ourselves, as well as our daily behaviors, interpersonal relationships, educational choices and professional projections



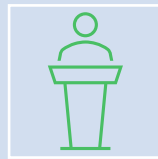
# HOW TO USE LALEOLAB



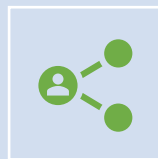
CIVIC EDUCATION tool in High School:  
game session of about 2 hours for each  
class group



Adult training tool on gender equality,  
diversity and inclusion



Public Events



English version in collaboration with  
University of Warwick

# The Gender of Science project



## Project for secondary school students

Foster students' critical awareness of gender mechanisms, helping them recognize how stereotypes and prejudices impact on educational and career choices

**Create a space where students can explore gender dynamics in their school, family, and peer contexts**

Introduce students to a scientific approach

**Output: The gender report of the school**

# NO TAX AREA for gender segregated courses

## Courses with underrepresented female gender:

- Automation Engineering, Computer Engineering, Mechanical Engineering, Computer Science

## Courses with underrepresented male gender:

- Social Work, Languages, Cultures and Modern European Literatures, Classical Literature, Tourism Sciences with a Managerial Focus

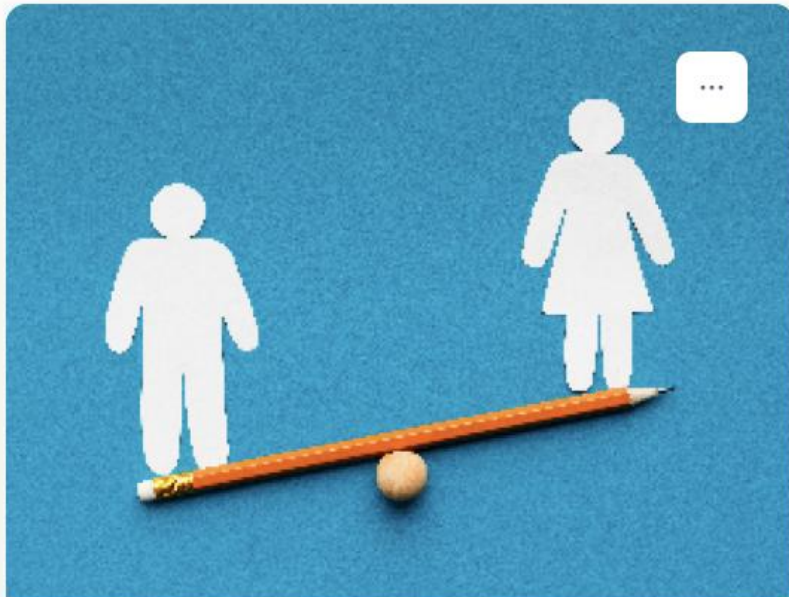


# The Mentoring PROGRAM



## Objectives:

- Support the careers of young researchers, pairing them with senior researcher providing tools and advices for consciously and constructively navigating the early stages of a research career.
- Encourage institutional changes toward greater equity
  - Selected by the European Institute for Gender Equality (EIGE) as one of the three relevant practices implemented in Italy for the promotion of gender equality in academia and research, and included in the GEAR tool.



Gender Equality and  
Countering  
Discrimination ...

AA.VV.

## Awareness-raising and training activities on gender equality

### 1. Gender Equality and Countering Discrimination in Universities →

- Raising awareness on gender issues • Promoting knowledge of the different forms of discrimination and violent behaviors that can affect individuals' private and professional lives.
- Promoting understanding of the mechanisms that generate disparities within universities.

2. Unconscious Bias → Prevent and reduce the impact of gender stereotypes in selection committees and evaluation procedures

TARGET : **the whole organisation**

# LESSON LEARNED

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Collect data to identify critical issues and strengths



Define contextualized gender equality goals and related actions and monitor their efficiency



Integrate the Gender Budgeting process with other strategic and programmatic documents of the institution



Raise awareness and spread knowledge about the Gender Budgeting cycle to make it a transformative process