Gender equality has been a core principle of the European project since 1957. Championed both by European institutions and all Member States, gender equality has been enshrined in cross-cutting public policies and special measures to promote the emancipation, independence and freedom of women.

To ensure that the European Union remains the model and spearhead of the international movement for women’s rights, France created the Pour une Europe des droits des femmes [equal rights for women in Europe] presented to the President of the European parliament Martin Schulz in April 2014 by politicians and European personalities. An ambitious European strategy should make gender parity and equality a key consideration of public institutions and policies. There are many hurdles still to overcome and they will be if the project to establish a society in which women and men are equal is appropriated by every woman and man on behalf of every woman and man.

This challenge for political Europe is also a challenge for European higher education and research which, just like the rest of society, is witness to the inequality experienced by women every day and holding back our collective capacity for innovation and economic, social and democratic growth.

Here and there, conversations, ambitions and practices are emerging and encourage leaders, staff and even users of higher education and research to become actors of change in the fight for true equality between women and men. This 9th European conference on gender equality in higher education and research provides a special opportunity to advance in this direction.

This is why we wished to provide participants with a compilation of key figures regarding equality between the sexes in the field of higher education and research. The 35 key figures herein illustrate the situation concerning gender equality in EU countries in light of recent statistical data on students, graduates, staff (research professors, researchers, support staff, etc.) and on higher education and research governance bodies.

These key figures provide the means to gauge the progress achieved but also determine the ground still to be covered and the work to be done. They also cast precious light on the action each of us is expected to lead at our respective level of responsibility.

1 The ‘Europe des droits des femmes’ platform was signed on 16 April 2014 by Nobel Peace Prize winners Jody Williams, Shirin Ebadi and Leymah Gbowee, Belgium’s Vice Prime Minister, the Belgian Minister for Equality Joëlle Milquet, Germany’s Parliamentary Under Secretary of State for Women Carmen Manks, Revana Plumb, Romania’s Minister for Employment and Social Affairs and film director Costa-Gavras.

Najat VALLAUD-BELKACEM
French Minister of National Education, Higher Education and Research

Thierry MANDON
Secretary of State responsible for Higher Education and Research
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27 Indicators on personnel in higher education under the supervision of the Minister for National Education, Higher Education and Research

35 Indicators on public and private R&D establishments

41 Indicators on the governance of the bodies of higher education and research

49 Others indicators
Proportion of women aged 30-34 graduating from higher education is almost 10 points higher than that of men.
In the European Union, among those aged 30 to 34 graduating from higher education, there are more women graduating than men.

In the total population of the EU–28, the proportion of women aged 30 to 34 graduating from higher education in 2015 is 43% and the proportion of men is 34%. Education is one of the EU’s five objectives for 2020. It aims to increase the share of people aged 30 to 34 graduating from higher education to 40%. This proportion has constantly increased, rising from 24% in 2002 to 39% in 2015. In 2015, the proportion of women is above the overall objective and has reach 50% and over in 13 European Union countries.

Knowledge intensive activities are defined as activities where the higher education graduates account for more than 33% of the total employment in that activity. This type of activity employs 36% of the active population of the EU–28. The proportion of women is 44 %, that of men is 29%.


Eurostat. High-tech industry and knowledge-intensive services. Processing MENESR - SIES. Scope: Average number of people employed aged 25–64, European Union (28).
Among graduates at undergraduate level and above, women are less often employed than men.

In the active population, women are less represented in scientific or engineering jobs than men.

A female scientist or engineer is employed as specialists in their fields. In the EU-28, the proportion of men who are scientists or engineers in the active population is 1.3 percentage points higher than the proportion of women.

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EMployment rate of those with an undergraduate qualification and above in 2015, by gender

Among those with an undergraduate qualification and above in the EU, 86% of men but only 79% of women are employed.


Proportion of scientists and engineers in the active population of the European Union in 2013 by gender

A female scientist or engineer is employed as specialists in their fields. In the EU-28, the proportion of men who are scientists or engineers in the active population is 1.3 percentage points higher than the proportion of women.

A third of researchers in the European Union are women.

Proportion of women among researchers in the European Union and various OECD countries in 2013

For their activity, European companies employ 20% of women in Research.

Proportion of female researchers in the business sector in the European Union in 2012

In the EU-28, 20% of researchers in companies are women.
In higher education in the European Union, female researchers often have more precarious employment than male researchers.

More2 Survey (Q2, Q20, Q21) - She Figures 2015. Processing MENESR – SIES. Scope: UE28.

Increasing numbers of researchers benefit from a gender equality plan in research bodies in the European Union.


1,070 bodies responded to the European survey on implementing a gender equality plan, which is a total R&D workforce of 521,749. Among these bodies, 383 adopted an equality plan covering 363,859 people, which is 70% of R&D personnel.
The glass ceiling is still very apparent in the academic world.

The Glass Ceiling Index (GCI) is a relative index comparing, by level, the proportion of women with the proportion of women in top positions.

In an academic environment top positions (grade A positions) are equivalent to full university professors in most countries. A GCI of 1 indicates that there is no difference between women and men in terms of their chances of being promoted.

A score of less than 1 means that women are more represented at the grade A level than in academia generally (grades A, B, and C). A GCI score of more than 1 indicates that proportionally women are less represented in the top grades than in academia generally (across all grades).

Women represent 55% of students, then 59% of graduates in the first level of university education. Early career, they represent 44% of the academic staff. They then hold 21% of “university professorship” type positions.

Indicators on female students in higher education

30 months after their Masters, women are less well paid than men.

-12%
-9%
-4%
-8%
-6%
Girls are more often baccalaureate holders than boys: 83% of girls and 73% of boys have the baccalaureate.

THE PROPORTION OF FEMALE/MALE BACCALAUREATE HOLDERS IN A GENERATION ACCORDING TO PATHWAY AND GENDER FROM 2001 TO 2016

In higher education, the proportion of women varies greatly depending on the course and the discipline.

In 2001, the proportion of female baccalaureate holders in a generation was 68%, that of male baccalaureate holders was 56%, which is a difference of almost 12 points in favour of girls. In 2015, the proportion of female baccalaureate holders in a generation was 83%, that of male baccalaureate holders was 73%, which is a difference of over 10 points in favour of girls.

In higher education, the proportion of women varies greatly depending on the course and the discipline.

- **MENESR DEPP/IS OCEAN** survey on the final results of the baccalaureate.
- **IS** of the Minister responsible for Agriculture.
- **MENESR** - INSEE / Demographic estimates.

Scope: Public + private. Metropolitan France + overseas departments excluding Mayotte.

MENESR - SIES.
Scope: France as a whole.

60% of women in Life Sciences, 28% in basic sciences.

CHANGE IN THE PROPORTION OF WOMEN GRADUATING AS AN ENGINEER FROM 2000 TO 2014

The number of women with an engineering degree is experiencing strong growth. They represented 30% of female graduates in 2014.

In 2000, from the 24,600 graduate engineers, there were 5,600 women, which is 23% of graduates. In 2014, there are now 9,600 out of 32,800 representing 30% of female graduates. Their number grew by 72% (+22% for men) between 2000 and 2014.
Graduating more often than men, women are less well integrated into a career, 30 months after their Master’s degree.

On average, in 2014, 25% of women aged 35 to 44 and living in Metropolitan France have a degree higher than a baccalauréat + 2 years, this number was 12% in 2004.

Insee, Employment surveys. Processing MENESR – SIES.
Scope: Metropolitan France, household population, people aged 25 to 64.

Graduates from initial education who have not continued or resumed study in the two years following their degree, represent 38% of master’s education graduates and 50% of master’s education respectively. Women account for 58% of this population.

Among the master’s graduates in employment, the proportion of full-time, secure jobs at executive level is, for women, 9 points, 5 points and 10 points lower.

Scope: France as a whole.
30 months after their Masters, women are less well paid than men.

**Average monthly net salary of full-time jobs at 30 months (in €) (in %, pay gap).**

**MENESR - SIES — Survey on the professional integration of 2012 university graduates.**

Scope: France as a whole.
Indicators on higher education personnel under the authority of the Ministry of National Education, Higher Education and Research

Parity is not reached among research professors in university
Parity is not reached among research professors in university.

Despite progress, parity is still distant for university professors.
Non-teaching personnel at universities: women have a massive presence in 8 out of 10 specialities.

Women are under-represented in several disciplines.

**NUMBER OF PERMANENT RESEARCH-PROFESSORS IN THE UNIVERSITY STREAM BY DISCIPLINE (CNU GROUP) AND BY GENDER - SCHOOL YEAR 2014-2015**

**PRINCIPAL GROUPS OF NON-TEACHING PERSONNEL IN 2014-2015**

MENESR - DGRH.
Scope: France as a whole.

MENESR - DGRH.
Main status of non-teachers of the public higher education under the authority of the Ministry of National Education, Higher Education and Research. Scope: France as a whole.
Women apply for jobs less often during recruitment for research-professors.

- 84 positions were proposed for recruitment for university professors for the mathematics discipline. 359 men applied, which is 4 men for 1 position.
- 88 women applied, which is 1 woman for 1 position.
- 44 positions were proposed for recruitment for lecturers for the physics discipline. 398 men applied, which is 9 men for 1 position. 123 women applied, which is 3 women for 1 position. In total, there were 11 female applicants for these 44 positions.

MENESR - DGRH.
Scope: France as a whole.
50%

In public research, there are more women among the support personnel than among the researchers.

35%

Indicators on public and private R&D establishments
In both public and private research, feminisation is making slow progress.

WOMEN IN RESEARCH IN FRANCE BY INSTITUTIONAL SECTOR IN 2010 AND 2014

AVGARIABLE DISTRIBUTION OF RESEARCHERS IN BUSINESS AND PROPORTION OF WOMEN ACCORDING TO THE RESEARCH DISCIPLINE FROM 2007 TO 2013

In business we find situations observed in the various educational ways.

NB: the five institutional sectors in the (R&D) statistics:
• The State which includes ministerial departments and public administration, civil and military establishments; public research bodies (Epst, Epic, Epa).
• Higher education which includes: universities and public education establishments (all parent ministries), university teaching hospitals and cancer centres.
• The association sector which includes foundations, associations or non-profit institutions.
• Companies.
• Overseas.
[all administrations include the State, higher education and the associations.]

MENESR - SIES. Surveys on the resources dedicated to R&D. Scope: France as a whole.

54% of researchers in companies have an engineering degree, of them 16% are women. 9% of researchers in companies have a PhD in a health discipline and of them 53% are women.

MENESR - SIES. Surveys on the resources dedicated to R&D. Scope: France as a whole.
A significant proportion of female researchers business in four sectors: Pharmacy, Chemistry, Food, Textiles.

In public research, there are more women among the support personnel than among the researchers.
Indicators on the governance of bodies of higher education and research

2016: managing a research body is still a male business.
Female directors, Secretary Generals or High Level Experts, women are on an equal footing at MENESR.

NUMBER OF OFFICIALS PERFORMING MANAGEMENT OR SUPERVisory ROLES, CONTRIBUTING TO THE MISSIONS OF THE MENESR IN 2013 - BREAKDOWN BY JOB AND BY GENDER

In academies and academic areas, the top coaching is being feminized.

NUMBER OF FEMALE DIRECTORS AND CHANCELLORS AT THE BEGINNING OF THE ACADEMIC YEAR 2016-2017


MENESR. Updated August 2016.
The number of women in the central councils of universities is increasing.

There is still a lack of female vice-chancellors at universities.

**VICE-CHANCELLORSHIP OF UNIVERSITIES FROM 2008 TO 2016 BY GENDER**

**PROPORTION OF WOMEN AND MEN IN THE CENTRAL COUNCILS OF THE UNIVERSITIES BEFORE AND AFTER THE LAW ON HIGHER EDUCATION OF 22 JULY 2013**
The National Universities Council remains very male dominated.

Managing a research body is still a male business.
The share of women in patent applications published from 2003 to 2013 was only 13%.
PARTICIPATION OF WOMEN AND MEN (IN %) IN THE INCENTIVE SCHEMES FOR R&D AND BUSINESS INNOVATION

There are still few women in the support structures for R&D and innovation.

PROPORTION OF WOMEN IN PATENT APPLICATIONS PUBLISHED FROM 2003 TO 2013 IN FRANCE, BY KEY TECHNOLOGY AREAS

Subtle presence of women in published patent applications.

INPI, processing MENESR SIES.
Scope: Database of published patents in France at the National Institute of Industrial Property (INPI) from 2003 to 2013.
### Glossary

<table>
<thead>
<tr>
<th>ANR</th>
<th>French National Agency for Research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Intensive Activity (KIA)</td>
<td>Are defined as activities where employees graduating from higher education (levels 5 and 6 according to ISCED 97 and levels 5 to 8 according to ISCED 2011) represent more than 35% of the total employment in those same activities. The total employment rate is calculated for the population aged 15 to 64. In French: Activités à haut niveau de savoir.</td>
</tr>
<tr>
<td>Researchers</td>
<td>Professionals engaged in the conception or creation of new knowledge, products, processes, methods and systems. This category includes R&amp;D researchers and engineers. It also includes financial doctors (including beneficiaries of a CIFRE industry-based training agreements) and high-level personnel with responsibilities for leading research teams.</td>
</tr>
<tr>
<td>CIFRE</td>
<td>Industrial research-based training agreements.</td>
</tr>
<tr>
<td>International standard classification of education (ISCED)</td>
<td>Internationally classification (UNESCO) which is used to produce comparable statistics on education and training and to breakdown school enrolments, the flow of graduates, human and financial resources using a common scale for education level. It is also used to analyse the population by level of study. The studies taken into account are those that have been successful and recognised with a qualification: thus in France, those with at least ISCED level 3 have at least a CAP, BEP or a baccalaureate.</td>
</tr>
<tr>
<td>CNU</td>
<td>National Universities Council.</td>
</tr>
<tr>
<td>Central councils of the universities</td>
<td>These include: the Governing Board (GB), the Council for Studies and University Life (CSUL) and the Scientific Council (SC).</td>
</tr>
<tr>
<td>Secure job</td>
<td>Relates to the proportion of graduates in employment with a permanent contract, under the status of Public Service or as a self-employed worker.</td>
</tr>
<tr>
<td>Research-professor</td>
<td>A tenured professor who under statute divides their time between higher education and scientific research and who performs this activity within a higher education establishment. There are two professions of research-professors, the profession of lecturers or similar and the profession of university professor or similar.</td>
</tr>
<tr>
<td>Generation</td>
<td>Everyone born in a calendar year, the generation is therefore a specific group, that of individuals having a given year of birth as a common event.</td>
</tr>
<tr>
<td>J-LAB</td>
<td>National competition to help with the creation of innovative technology companies.</td>
</tr>
<tr>
<td>Engineers</td>
<td>See scientists and engineers.</td>
</tr>
</tbody>
</table>

### Professional integration

Concept that refers to “a dynamic transition from the education system to a relatively stable position in the labour market”. (Moravy et al. 2001).

### MENESR

Ministry of National Education, Higher Education and Research.

### Education level

Refers to the last year of studies completed (or attended, depending on the preference of the country) in the highest level that someone has achieved in the education system in which they studied. Two main classifications, national and international, are used to break down the students or population depending on their education level (ISCED classification).

### Parity

Concept of a state of equality or functional equivalence. Gender parity is an equality of treatment and conditions. Here it denotes the objective of gender equality in working conditions, salaries and access to social and policy responsibilities.

### Research support staff

Brings together technicians who are involved in R&D by performing scientific and technical tasks or other works, generally under the supervision of the researchers, unskilled workers specially assigned to R&D work and personnel assigned to administrative tasks related to R&D work.

### Research staff

Includes the researchers and the research support staff.

### Glass ceiling (GC)

Refers to a specific form of gender inequality in organisations, which concerns access to positions of power in Jacqueline Laufer and Pierre Muller, “Le plafond de verre dans l’administration, enjeux et démarches de changement”, Politique et management public. In French: le plafond de verre.

### Gender equality plan

Coherent set of provisions and actions that aim to ensure gender equality.

### Active population

Collection of people who profess to practice or seek to practice a paid professional activity.

### University Chancellor

A university vice-chancellor is the person who runs the university. Elected by absolute majority by the elected members of the governing board for a term of 4 years, she/he chairs the 3 university councils.

### Public research

Groups different types of bodies and establishments:
- public scientific, cultural and professional establishments (EPSCP)
- public scientific and technological establishments (EPSST)
- public industrial and commercial establishments (EPCI)
- public establishments for research and higher education and similar (business schools, engineering schools, etc.)
- non-profit organisations and foundations (here by assimilation).

### Scientists and engineers

“The ‘scientists and engineers’ group refers to persons who, working in those capacities, use or create scientific knowledge and engineering and technological principles, i.e. persons with scientific or technological training who are engaged in professional work on science and technology (S&T) activities, high-level administrators and personnel who direct the execution of S&T activities. In the case of R&D activities, “scientists” are synonymous with researchers and assistant researchers engaged both in the natural sciences and in social sciences and humanities.” (Canberra manual)

### Employment rate

Ratio between the employed population and the working age population.

### Professional integration rate

Proportion of graduates in any employment out of all graduates present on the labour market, in employment or unemployed.

### UE28

European Union countries at 1 July 2013: Austria, Belgium, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Czech Republic, Romania, United Kingdom, Slovakia, Slovenia, Sweden.

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**ISCED 0:** Early childhood education  
**ISCED 1:** Primary education  
**ISCED 2:** Lower secondary education (first cycle)  
**ISCED 3:** Upper secondary education (second cycle)  
**ISCED 4:** Post-secondary non-tertiary education  
**ISCED 5:** Short-cycle tertiary education  
**ISCED 6:** Bachelor’s or equivalent level  
**ISCED 7:** Master’s or equivalent level  
**ISCED 8:** Doctoral or equivalent level  

In French: Classification internationale type de l’éducation (Cite 2011).
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Studies and statistics from the Depp.
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