Kenya, Uganda, Tanzania, Rwanda, Burundi - Examining Participation and Quality of Experiences of Women in Science Technology Engineering and Mathematics: Postgraduate Training Programs and Careers in East Africa, IDRC Women in STEM

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Overview

Identification

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VERSION DESCRIPTION

PRODUCTION DATE
2024-06-05

NOTES
N/A

Overview

ABSTRACT
High quality postgraduate training in science, technology, engineering and mathematics (STEM) related disciplines in sub-Saharan Africa (SSA) is important to strengthen research evidence to advance development and ensure countries achieve the Sustainable Development Goals (SDGs). Equally, participation of women in STEM careers is vital, to ensure that countries develop economies that work for all their citizens. However, women and girls remain underrepresented in STEM due to gender stereotyping, lack of visible role models, and unsupportive policies and work environments. Therefore, there is a need to consolidate information on participation and experiences of women in STEM related postgraduate training and careers in SSA to enhance their contribution to realizing the SDGs.

The primary objective of this study is to examine the participation and experiences of women in postgraduate training, and their subsequent recruitment, retention and progression in STEM careers in East Africa. A secondary objective is to establish the gender gaps in training and career engagement in selected STEM related academic disciplines in East Africa. The descriptive study will employ a mixed methods approach, including a scoping review, qualitative interviews, and quantitative analysis of secondary data. We will synthesize results to inform the development of an effective gendered approach and framework to improve participation and experiences of women in STEM training and career engagements in SSA. We will conduct the study over a period of five years.

UNITS OF ANALYSIS
Individual

Women in STEM

Scope

NOTES
POSTGRADUATE STUDENT: Discipline, highest level of education, funding, enrollment, academic year, study mode, students distribution in STEM discipline, currently more men than women occupying entry potitions in my discipline, currently more women than men occupying entry positions in my position in my discipline, more men than women occupying lecturer positions in my discipline, currently more men than women occupying professor positionsin my discipline positions in my discipline, currently more women than men occupying professor positions in my discipline,

Domestic responsibilities affect on Progress in your studies, Domestic responsibilities affect on Your research and publication, Domestic responsibilities affect on Your work promotion, Domestic responsibilities affect on Completion of Masters or PhD degree, An equal number of men and women enrolled in courses at Master's level in my discipline, An equal number of men and women enrolled in courses at PhD level in my discipline, An equal number of men and women who have

graduated at Masters level, Equal number of men and women who have graduated at PhD level, Female potential supervisors, Changing perception towards women

RESEARCHER: designation, institution, position, duration in current position, supervision, gender of supervisor, supervisee, gender of supervisee, gender of supervisor, mentorship, mentee, gender of mentee, effect of gender of the mentor or mentee on the quality of mentor-mentee relationship, mentorship effect on career progression, Effect of COVID19 on obtaining research funding, COVID19 pandemic caused you to work from home, Going into your university or work office during COVID19, Working from home effect on progress in Supervision related factors, Access to books_journals_internet_student_seminars_other_resources, Delayed progression of academic calendar, halted academic calendar, delayed progression of research project, halted research project, Direct responsibilities caring for children, Children under your care Under 5 Years, Children between 6 to 12 Years, Children between 13 to 17 Years, Other domestic responsibilities, Domestic responsibilities changed since the COVID19 pandemic, Domestic responsibilities changed since the COVID19 pandemic on progress in your studies, domestic responsibilities changed since the COVID-19 pandemic Your research and publication, Domestic responsibilities changed since the COVID19 pandemic on your work promotion, Domestic responsibilities changed since the COVID19 pandemic on completion of Masters or PhD degree, Easier to work from home, Completing more tasks and meeting more deadlines than usual by working from home,My children are understanding and respect the time and space I need to work from home, My spouse is supportive when I am working from home, The organization I work for provides the necessary administrative and technical support I need to work from home, My line manager or supervisor provides clear direction on daily or weekly tasks, My deadlines set by my line supervisor are reasonable and communicated well to me, I have a good relationship with my line supervisor and we communicate frequently, I am uncertain about progress of my project,I am uncertain about progress of my career, COVID19 pandemic affected your access to Computer or laptop, access to Reliable Internet, access to Assistive Technology, access to Laboratory equipment, access to University Library, access to Archives or special collections, access to patients or research participants, Benefits to COVID19 for your work, Most challenging aspects of the COVID19 for your work, Ways you think your supervisor could support you manage the impacts of COVID19 on your research work, Ways you think your supervisor could support you or help you manage the impacts of COVID19 on your studies

KEYWORDS
Supervision, Mentorship, Gender, Equality, Covid-19, Enrolment, Graduation, Postgraduate, Career, Women, Gender, Equality, Science Technology Engneering and Mathematics (APHRC)

Coverage

GEOGRAPHIC COVERAGE
Regional coverage (East Africa Region)

UNIVERSE
Qualitative data: Women in Science Technology Engineering and Mathematics (STEM) in postgraduate training and career

Quantitative data: Postgraduate students, faculty, reseachers and supervisors (both men and women) in STEM in Inter-University Council for East Africa (IUCEA) member Universitiies

Producers and Sponsors

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Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
AFRICAN POPULATION AND HEALTH RESEARCH CENTER	APHRC	APHRC	DDI Documentation

DATE OF METADATA PRODUCTION
2024-06-24

DDI DOCUMENT VERSION
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Sampling

Sampling Procedure

The study utilized a purposive sampling technique and targeted all universities that offered doctoral programs in applied sciences, technology, engineering, and mathematics. At the time, only 23 of the 74 universities in Kenya—equivalent to 30%—offered doctoral degrees in STEM. It was assumed that a similar or lower percentage would be found in the other five countries, namely Uganda, Tanzania, Rwanda, Burundi, and South Sudan.

Purposive sampling was used to recruit participants from purposively selected universities and national higher education commissions and agencies for the study. In universities, all students enrolled in doctoral programs in STEM were considered. Additionally, female and male students' lecturers, supervisors, mentors, and other faculty members and researchers in the identified institutions were also considered for participation in the study.

Purposive sampling of doctoral students, faculty, and early career researchers (post-doctoral fellows within the first six years since receiving their PhD) was conducted using the following inclusion criteria:

Inclusion criteria
i. Worked in a STEM field/discipline
ii. Enrolled in a doctoral program within a STEM field
iii. Early career researchers in a STEM field in research organizations
iv. Faculty in a STEM field at a university

Additionally, registrars, postgraduate training coordinators, heads of departments, and officials from national agencies and ministries related to postgraduate training and research were purposively selected from all the identified universities to provide input on existing policies, guidelines, and enrollment data. For each of the mentioned groups, 7-12 interviews were conducted, totaling 60 interviews.

Deviations from Sample Design

Qualitative
For the Key informant interviews one participant was interviewed from the engineers board despite the scope being Inter-University Council for East Africa (IUCEA) member Universities.

Quantitative
The online survey was completed by some researchers not working/teaching in IUCEA member universities

Response Rate

Quantitaive
The online survey link was circulated using contacts within universities and research institutions in East Africa via email and social media platforms such as WhatApp hence it is impossible to track those who received the survey and hence it is not possible t calculate the survey response rate.

Weighting

N/A

Questionnaires

Overview

Quantitative data collection
A. Online Survey
This was carried out through an online survey questionnaire that was circulated via email and other digital platforms such as WhatsApp. The questionnaire had various parts:
Part A - Participants characteristics
This section mainly collected demographic details such as age, gender, nationality, residence, marital status, income, highest level of education completed, year of study, supervision and mentoship relationship, field of study in STEM (Science, Technology, Enginnering and Mathematics), mode of funding of postgraduate degree,

Part B - Status of Gender equality
This section collected information on students enrollment and graduation in masters and PhD in STEM looking at gender distribution,

Part C - Factors that contribute to participation of women in STEM
This section collected information on the factors or situations encountered while pursuing career in STEM in your specific discipline

Part D - Strategies for Optimizing Women's Engagement in STEM
This section collected information on the strategies can maximize engagement of women in STEM training PhD level and subsequent careers

Part E - Effect of the COVID-19 pandemic on women's progression
In this section collected information on COVID-19 pandemic affect on research progress or deadline for submission of thesis, COVID-19 pandemic affect on current research funding, COVID-19 pandemic caused researchers to work from home, working from affected progress in studies, any direct responsibilities caring for children, number of children being taken care of, change of domestic work responsibilities since the COVID-19 outbreak, change of domestic work responsibilities since the COVID-19 outbreak on studies, COVID-19 pandemic affect on access to these research tools which inlude: Computer or laptop, Reliable Internet, Assistive Technology, Laboratory equipment, University Library, Archives/special collections and Access to patients/research participants. It als collected information on: any benefits to COVID-19 pandemic for your work, some ways one thinks their supervisor or line manager could support or help one manage the impacts of COVID-19 on studies

The questionnaire was developed in English and was latertranslated into French to accommodate the French speaking countries i.e Burundi and Rwanda. The French questionnaire was backtlanslated to English to ensure the questions still maintained their original meaning. This work was done by an external consultant and the French questionnaires were reviewed by the research assistant from Burundi and tested among postgraduate students in Light University.

All questionnares and modules are provided as external resources.

Data Collection

Data Collection Dates

Start	End	Cycle
2021-04-27	2023-05-31	N/A

Data Collection Mode

Other [oth]

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All questionnares and modules are provided as external resources.

Supervision

Secondary data - in Kenya data was collected by research assistant reporting to the project manager. In Burundi, Rwanda, Tanzania and Uganda the data was collected by research assistants who were supervised by the country collaborators.

Online Interviews - The research assistants sent out the link with the online survey to all postgraduate students and faculty members in institutions across the five East African countries. Each country had one research assistant. Their roles were to send out the survey as well as conducting follow ups for those who had not completed the survey. Due to the low response rate in Burundi, the research asisitant went to the

Qualitative interviews: In-depth interviews and the focus group discussions were carried out by research assistants with the support of the larger project team. In Kenya the indepth interviews were conducted by the program coordinator. In Burundi, Rwanda, Tanzania and Uganda the interviews were collected by research assistants who were supervised by the country collaborators. The responsibility of the research assistants was mainly scheduling interviews, conducting the interviews, taking notes, recording and transcribing the audios.

Data Processing

Data Editing

Qualitative
The data was collected through qualitative interviews (In-depth interviews) and focus group discussions. They were audio recorded and the recordings were transcribed on Ms Ofiice.The transcript were subjected to data quality checks and the clean transcripts were anonyzed for data protection.

QUANTITATIVE
Secondary data
The data was collected from the five countries in an Ms Excel designed data abstraction sheet. The data abstraction sheet helped the universities administrators and rergistrars to directly enter the data only in the required field and for the defined or specific variables. For the dataset that was in hardcopy format the data entry was also done using the data abstraction sheets. The data sets were subjected to data quality checks for data quality. We used a standard template to ensure data editing took place during data entry.

Online survey
Data entry was in form of responding to the survey. Data editing was done while cleaning the data.

Other Processing

Quantitative
Secondary data - Manual data entry was done in some cases where data was keyed in manually onto the Ms Excel data abstraction sheet. These was done either at the APHRC office or remotely by a research assistant reporting to the study project manager. The data was cleaned and transferred to STATA version 17 for grouping, tabulation and analysis.

Data Appraisal

Estimates of Sampling Error

NA

File Description

Variable List

IDRC Women in STEM Online Survey Dataset

Content	Quantitative data collection A. Online Survey This was carried out through an online survey questionnaire that was circulated via email and other digital platforms such as WhatsApp. The questionnaire had various parts: Part A - Participants characteristics This section mainly collected demographic details such as age, gender, nationality, residence, marital status, income, highest level of education completed, year of study, supervision and mentoship relationship, field of study in STEM (Science, Technology, Enginnering and Mathematics), mode of funding of postgraduate degree, Part B - Status of Gender equality This section collected information on students enrollment and graduation in masters and PhD in STEM looking at gender distribution, Part C - Factors that contribute to participation of women in STEM This section collected information on the factors or situations encountered while pursuing career in STEM in your specific discipline Part D - Strategies for Optimizing Women's Engagement in STEM This section collected information on the strategies can maximize engagement of women in STEM training PhD level and subsequent careers Part E - Effect of the COVID-19 pandemic on women's progression In this section collected information on COVID-19 pandemic affect on research progress or deadline for submission of thesis, COVID-19 pandemic affect on current research funding, COVID-19 pandemic caused researchers to work from home, working from affected progress in studies, any direct responsibilities caring for children, number of children being taken care of, change of domestic work responsibilities since the COVID-19 outbreak, change of domestic work responsibilities since the COVID-19 outbreak on studies, COVID-19 pandemic affect on access to these research tools which inlude: Computer or laptop, Reliable Internet, Assistive Technology, Laboratory equipment, University Library, Archives/special collections and Access to patients/research participants. It als collected information on: any benefits to COVID-19 pandemic for your work, some ways one thinks their supervisor or line manager could support or help one manage the impacts of COVID-19 on studies The questionnaire was developed in English and was latertranslated into French to accommodate the French speaking countries i.e Burundi and Rwanda. The French questionnaire was backtlanslated to English to ensure the questions still maintained their original meaning. This work was done by an external consultant and the French questionnaires were reviewed by the research assistant from Burundi and tested among postgraduate students in Light University.
Cases	839
Variable(s)	149
Structure	Type: Keys: ()
Version	Version 1.0 (June 2024)
Producer	African Population and Health Research Center (APHRC)
Missing Data	N/A

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1	Respondent_ID	Respondent_ID	contin	numeric	N/A
V2	Collector_ID	Collector_ID	contin	numeric	
V3	Start_Date	Start_Date	contin	numeric	
V4	End_Date	End_Date	contin	numeric	
V5	IP_Address	IP_Address	discrete	character	
V6	EmailAddress	Email Address	discrete	numeric	
V7	First_Name	First_Name	discrete	numeric	
V8	Last_Name	Last_Name	discrete	numeric	
V9	Custom_Data_1	Custom_Data_1	discrete	numeric	
V10	Age	Age	contin	numeric	How old are you?
V11	Gender	Gender	discrete	character	How do you identify your gender?
V12	Nationality	Nationality	discrete	character	What is your nationality?
V13	Current_residence_domicile_count	Current_residence_domicile_country	discrete	character	What is your current residence/ domicile country?

V14	Living_setting	Living_setting	discrete	character	Do you currently live in an urban or rural setting?
V15	Marital_status	Marital_status	discrete	character	Marital status.
V16	Disability_situation	Disability_situation	discrete	character	Please select all the disability situation(s) that affect you.
V17	Religion	Religion	discrete	character	Religion
V18	Average_family_income_per_year	Average_family_income_per_year	discrete	character	Which of these describes your total household income?
V19	Refugee_internally_displaced_du	Refugee_internally_displaced_during_studies	discrete	character	The participant indicates whether during their studies they have ever been a refugee or internally displaced person within their original country or moved to another country
V20	Refugee_internally_displaced_sta	Refugee_internally_displaced_status	discrete	character	Currently, are you refugee or internally displaced within or outside your country?
V21	Effects_internallydisplaced_re	Effects_internally displaced_refugee_progress in studies	discrete	character	If yes, how has being internally displaced or being a refugee affected your progress in your studies and career?
V22	Mentoring	Mentoring	discrete	character	
V23	Graduation_time	Graduation_time	discrete	character	
V24	Cost_of_training	Cost_of_training	discrete	character	
V25	Social_and_family_factors	Social_and_family_factors	discrete	character	
V26	Entry_to_STEM_career_recruitment	Entry_to_STEM_career_recruitment	discrete	character	
V27	Promotion_within_STEM_career	Promotion_within_STEM_career	discrete	character	
V28	Other	Other	discrete	character	
V29	Discipline_Fieldofstudy	Discipline_Field of study	discrete	character	What is your field of study/ background/interest?
V30	Highest_level_of_education_compl	Highest_level_of_education_completed	discrete	character	Select your highest level of education attained/ completed?
V31	Funding_for_highest_level_of_edu	Funding_for_highest_level_of_education_completed	discrete	character	How did you fund your studies for your highest level of education completed?
V32	Currently_postgraduate_degree_st	Currently_postgraduate_degree_student	discrete	character	Are you currently enrolled in any postgraduate degree programs as a student?
V33	Postgraduate_degree_program_enro	Postgraduate_degree_program_enrolled	discrete	character	Please select the postgraduate degree program you are enrolled in as a student?
V34	Registered_postgraduate_current_	Registered_postgraduate_current_student	discrete	character	Please select the University where you are currently registered as a postgraduate student?
V35	Academic_year	Academic_year	discrete	character	Which academic year of study are you in?
V36	Study_mode	Study_mode	discrete	character	Are you studying full time or part time?

V37	Postgraduate_studies_currentfun	Postgraduate_studies_current funding	discrete	character	How are your postgraduate studies (current) funded?
V38	Job_work_designation	Job_work_designation	discrete	character	Which of the following best describes your job/work designation?
V39	Employer_University	Employer_University	discrete	character	Select your Employer University from the dropdown
V40	Position_at_the_University	Position_at_the_University	discrete	character	What is your current position at the University?
V41	Duration_in_your_current_positio	Duration_in_your_current_position	discrete	character	How long have you been in your current position?
V42	Name_your_research_organization	Name_your_research_organization	discrete	character	Name your research organization
V43	Current_position_research	Current_position_research	discrete	character	What is your current position in research?
V44	Duration_in_current_position	Duration_in_current_position	discrete	character	How long have you been in this position?
V45	Current_position_discipline_clus	Current_position_discipline_cluster_subfield_STEM	discrete	character	In your current position, which of the following best describes your discipline/program cluster/ subfield within STEM?
V46	Formal_academic_supervision_rela	Formal_academic_supervision_relationship	discrete	character	Are you in a formal academic supervision relationship?
V47	Role	Role	discrete	character	If yes, what is your role?
V48	Gender_of_your_supervisor	Gender_of_your_supervisor	discrete	character	How would you describe the gender of your supervisor(s)?
V49	Gender_of_your_supervisee	Gender_of_your_supervisee	discrete	character	How would you describe the gender of your supervisee(s)?
V50	Gender_supervisor_supervisee_qua	Gender_supervisor_supervisee_quality_supervisor_supervisee	discrete	character	From your experience, how has the gender of your supervisor or supervisee affected the quality of your supervisor-supervisee relationship?
V51	Formal_academic_and_career_mento	Formal_academic_and_career_mentorship_relationship	discrete	character	Are you in a formal academic and career mentorship relationship?
V52	Role2	Role2	discrete	character	If yes, what is your role?
V53	Gender_of_your_mentee	Gender_of_your_mentee	discrete	character	How would you describe the gender of your mentee(s)?
V54	Gender_of_your_mentor	Gender_of_your_mentor	discrete	character	How would you describe the gender of your mentor(s)?
V55	Effect_gender_mentor_mentee_qual	Effect_gender_mentor_mentee_quality_mentor-mentee	discrete	character	From your experience, how has the gender of your mentor or mentee affected the quality of your mentor-mentee relationship?

V56	Mentorship_affect_progress_caree	Mentorship_affect_progress_career_STEM	discrete	character	Describe how has your being in a mentoring relationship affected your progress in your career in STEM?
V57	Being_mentorship_relation_affect	Being_mentorship_relation_affect_progress_Choice of career path	discrete	character	Describe how has your being in a mentoring relationship affected your progress in your choice in career path?
V58	Being_mentorship_affect_progress	Being_mentorship_affect_progress - Access_funding	discrete	character	Describe how has your being in a mentoring relationship affected your progress in accessing funding?
V59	BG	Being_mentorship_affect_progress-Other	discrete	character	Describe how has your being in a mentoring relationship affected your progress in (other specify)?
V60	Students_distribution_enrolled_c	Students_distribution_enrolled_course_discipline	discrete	character	From your experience, how would you describe the distribution of students enrolled in your course/ discipline?
V61	Currentlymorementhanwomenoc	Currently more men than women occupying entry positions in my discipline	discrete	character	Below are a number of statements about gender distribution in various faculty positions in your discipline's faculty. Please indicate the extent to which you agree or disagree with each statement
V62	Currentlymorewomenthanmenoc	Currently more women than men occupying entry positions in my discipline	discrete	character	Below are a number of statements about gender distribution in various faculty positions in your discipline's faculty.Please indicate the extent to which you agree or disagree with each statement
V63	BK	Currently more men than women occupying lecturer positions in my discipline	discrete	character	Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement
V64	BL	Currently more women than men occupying lecturer positions in my discipline	discrete	character	Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement

V65	BM	Currently more men than women occupying professor positions in my discipline	discrete	character	Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement
V66	BN	Currently more women than men occupying professor positions in my discipline	discrete	character	Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement
V67	Anequalnumberofmenandwomen	An equal number of men and women occupying all positions in my discipline	discrete	character	Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement
V68	Domesticresponsibilitiesaffect	Domestic responsibilities affect on Progress in your studies	discrete	character	How have your domestic responsibilities affected your progress in the following areas?
V69	BQ	Domestic responsibilities affect on Your research and publication	discrete	character	How have your domestic responsibilities affected your progress in the following areas?
V70	BR	Domestic responsibilities affect on Your work promotion	discrete	character	How have your domestic responsibilities affected your progress in the following areas?
V71	BS	Domestic responsibilities affect on Completion of Masters or PhD degree	discrete	character	How have your domestic responsibilities affected your progress in the following areas?
V72	BT	equal number of men and women enrolled	discrete	character	Below are a number of statements about the distribution of students enrolled at Master's level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement
V73	Morementhanwomenenrolledin	More men than women enrolled in courses at Master's level in my discipline	discrete	character	Below are a number of statements about the distribution of students enrolled at Master's level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.

V74	Morewomenthanmenenrolledin	More women than men enrolled in courses at Master's level in my discipline	discrete	character	Below are a number of statements about the distribution of students enrolled at Masters level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.
V75	BW	An equal number of men and women enrolled in courses at PhD level in my discipli	discrete	character	Below are a number of statements about the distribution of students enrolled at PhD level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.
V76	BX	More men than women enrolled in courses at PhD level in my discipline	discrete	character	Below are a number of statements about the distribution of students enrolled at PhD level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.
V77	BY	More women than men enrolled in courses at PhD levels in my discipline	discrete	character	Below are a number of statements about the distribution of students enrolled at PhD level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.
V78	BZ	equal number of men and women enrolled	discrete	character	Below are a number of statements about the gender distribution of Masters students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.
V79	Morementhanwomenwhohavegra	More men than women who have graduated at Masters level	discrete	character	Below are a number of statements about the gender distribution of Masters students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.
V80	Morewomenthanmenwhohavegra	More women than men who have graduated at Masters level	discrete	character	Below are a number of statements about the gender distribution of Masters students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.

V81	Equalnumberofmenandwomenwh	Equal number of men and women who have graduated at PhD level	discrete	character	Below are a number of statements about the gender distribution of PhD students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.
V82	More_men_than_women_graduated_at	More_men_than_women_graduated_at_PhD_level	discrete	character	Below are a number of statements about the gender distribution of PhD students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.
V83	More_women_than_men_who_graduate	More_women_than_men_who_graduated_PhD_at_level	discrete	character	Below are a number of statements about the gender distribution of PhD students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.
V84	Female_potential_supervisors	Female_potential_supervisors	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V85	Few_female_role_models_in_STEM	Few_female_role_models_in_STEM	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V86	Few_female_mentors_in_STEM	Few_female_mentors_in_STEM	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V87	Few_opportunities_for_women_lead	Few_opportunities_for_women_leaders	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V88	Women_not_encouraged_to_join_STE	Women_not_encouraged_to_join_STEM_disciplines	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

V89	Few_pathways_for_women_to_pursue	Few_pathways_for_women_to_pursue_STEM_related_careers	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V90	Cultural_influence_on_womens_lea	Cultural_influence_on_womens_leadership	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V91	Scarce_recruitment_opportunities	Scarce_recruitment_opportunities_for_women	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V92	Only_men_considered_for_promotio	Only_men_considered_for_promotion	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V93	No_women_role_models	No_women_role_models	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V94	Few_opportunities_for_women_rese	Few_opportunities_for_women_researchers	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V95	Effective_policies_promoting_par	Effective_policies_promoting_participation_of_women	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V96	Leadership_roles_designed_to_att	Leadership_roles_designed_to_attract_only_men	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

V97	Organizations_institutions_gende	Organizations_institutions_gender_biased	discrete	character	From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?
V98	Changing_perception_towards_wome	Changing_perception_towards_women	discrete	numeric	On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?
V99	Engaging_girls__women_STEM_care	Engaging_girls_&_women_STEM_careers	discrete	numeric	On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?
V100	Attracting_retaining_women_STEM	Attracting_retaining_women_STEM	discrete	numeric	On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?
V101	Gender_equality_in_career_progre	Gender_equality_in_career_progression	discrete	numeric	On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?
V102	Promoting_gender_dimensioninre	Promoting_gender_dimension in research	discrete	numeric	On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?
V103	Gender_equality_STEM_policymaki	Gender_equality_STEM_policy making	discrete	numeric	On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?
V104	Gender_equality_in_scienceandt	Gender_equality_in_science and technology based entrepreneurship and innovation	discrete	numeric	On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?

V105	Response	Response	discrete	character	Has the current COVID-19 pandemic affected your work, research progress or deadline for submission of thesis?
V106	OpenEndedResponse	Open Ended Response	discrete	character	Has the current COVID-19 pandemic affected your work, research progress or deadline for submission of thesis?
V107	EffectofCOVID19onobtainingr	Effect of COVID19 on obtaining research funding	discrete	character	Has the current COVID-19 pandemic affected your opportunities to obtain research funding?
V108	OpenendedResponse2	Open ended Response2	discrete	character	Has the current COVID-19 pandemic affected your opportunities to obtain research funding?
V109	COVID19pandemiccausedyoutow	COVID19 pandemic caused you to work from home	discrete	character	Has the current COVID-19 pandemic caused you to work from home?
V110	Goingintoyouruniversityorw	Going into your university or work office	discrete	character	Are you going into your university or work office at the moment?
V111	Workingfromhomeeffectonprog	Working from home effect on progress in Supervision related factors	discrete	character	Did working from home affect your progress in the following areas?
V112	Workingfromhomeaffectyourpr	Working from home affect your progress in Access to books_journals_internet_stud	discrete	character	Did working from home affect your progress in the following areas?
V113	DI	Working from home affect your progress in Delayed progression of academic calend	discrete	character	Did working from home affect your progress in the following areas?
V114	DJ	Working from home affect your progress in halted academic calendar	discrete	character	Did working from home affect your progress in the following areas?
V115	DK	Working from home affect your progress in delayed progression of research projec	discrete	character	Did working from home affect your progress in the following areas?
V116	DL	Working from home affect your progress in halted research project	discrete	character	Did working from home affect your progress in the following areas?
V117	Directresponsibilitiescaringf	Direct responsibilities caring for children	discrete	character	Do you have any direct responsibilities caring for children?
V118	ChildrenunderyourcareUnder5	Children under your care Under 5 Years	discrete	character	How many children do you have under your care?
V119	Childrenunderyourcarebetween	Children under your care between 6 to 12 Years	discrete	character	How many children do you have under your care?
V120	DP	Children under your care between 13 to 17 Years	discrete	character	How many children do you have under your care?
V121	Otherdomesticresponsibilities	Other domestic responsibilities	discrete	character	What other domestic responsibilities do you have?

V122	Domesticresponsibilitieschange	Domestic responsibilities changed since the COVID19 pandemic	discrete	character	How have your domestic responsibilities changed since the COVID-19 pandemic?
V123	DS	Domestic responsibilities changed since the COVID19 pandemic on progress in your	discrete	character	How has this change in your domestic responsibilities affected you in the following areas?
V124	DT	Domestic responsibilities changed since the COVID-19 pandemic Your research and	discrete	character	How has this change in your domestic responsibilities affected you in the following areas?
V125	DU	Domestic responsibilities changed since the COVID19 pandemic on your work promot	discrete	character	How has this change in your domestic responsibilities affected you in the following areas?
V126	DV	Domestic responsibilities changed since the COVID19 pandemic on completion of Ma	discrete	character	How has this change in your domestic responsibilities affected you in the following areas?
V127	Easiertoworkfromhome	Easier to work from home	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V128	Completingmoretasksandmeetin	Completing more tasks and meeting more deadlines than usual by working from home	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V129	Mychildrenareunderstandingan	My children are understanding and respect the time and space I need to work from	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V130	Myspouseissupportivewhenla	My spouse is supportive when I am working from home	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V131	Theorganizationlworkforprov	The organization I work for provides the necessary administrative and technical	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V132	Mylinemanagerorsupervisorpr	My line manager or supervisor provides clear direction on daily or weekly tasks	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V133	Mydeadlinessetbymylinesupe	My deadlines set by my line supervisor are reasonable and communicated well to m	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V134	Ihaveagoodrelationshipwith	I have a good relationship with my line supervisor and we communicate frequently	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V135	Iamuncertainaboutprogressof	I am uncertain about progress of my project	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:
V136	EF	I am uncertain about progress of my career	discrete	character	Kindly select the response that best reflects your challenges during COVID-19 pandemic:

V137	COVID19pandemicaffectedyoura	COVID19 pandemic affected your access to Computer or laptop	discrete	character	How has the COVID-19 pandemic affected your access to these research tools?
V138	COVID19affectedaccesstoRelia	COVID19 affected access to Reliable Internet	discrete	character	How has the COVID-19 pandemic affected your access to these research tools?
V139	COVID19affectedaccesstoAssis	COVID19 affected access to Assistive Technology	discrete	character	How has the COVID-19 pandemic affected your access to these research tools?
V140	COVID19affectedyouraccessto	COVID19 affected your access to Laboratory equipment	discrete	character	How has the COVID-19 pandemic affected your access to these research tools?
V141	COVID19affectedaccesstoUnive	COVID19 affected access to University Library	discrete	character	How has the COVID-19 pandemic affected your access to these research tools?
V142	COVID19accesstoArchivesorsp	COVID19 access to Archives or special collections	discrete	character	How has the COVID-19 pandemic affected your access to these research tools?
V143	EM	COVID19 pandemic affected your access to patients or research participants	discrete	character	How has the COVID-19 pandemic affected your access to these research tools?
V144	BenefitstoCOVID19foryourwor	Benefits to COVID19 for your work	discrete	character	Have there been any benefits to COVID-19 pandemic for your work?
V145	Mostchallengingaspectsofthe	Most challenging aspects of the COVID19 for your work	discrete	character	What have been the most challenging aspects of the COVID-19 pandemic for your work?
V146	Waysyouthinkyoursupervisorc	Ways you think your supervisor could support you manage the impacts of COVID19 o	discrete	character	What are some ways you think your supervisor or line manager could support you or help you manage the impacts of COVID-19 on your research work?
V147	EQ	Ways you think your supervisor could support you or help you manage the impacts	discrete	character	
V148	Open_Ended_Response3	Open_Ended_Response3	discrete	numeric	What are some ways you think your supervisor or line manager could support you or help you manage the impacts of COVID-19 on your studies?
V149	Open_Ended_Response4	Open_Ended_Response4	discrete	character	(Optional) please provide your current email address if you wish to be conducted regarding this study

IDRC Women in STEM Secondary data-Enrolment and Graduation

Content	Quantitative data collection A. Online Survey This was carried out through an online survey questionnaire that was circulated via email and other digital platforms such as WhatsApp. The questionnaire had various parts: Part A - Participants characteristics This section mainly collected demographic details such as age, gender, nationality, residence, marital status, income, highest level of education completed, year of study, supervision and mentoship relationship, field of study in STEM (Science, Technology, Enginnering and Mathematics), mode of funding of postgraduate degree, Part B - Status of Gender equality This section collected information on students enrollment and graduation in masters and PhD in STEM looking at gender distribution, Part C - Factors that contribute to participation of women in STEM This section collected information on the factors or situations encountered while pursuing career in STEM in your specific discipline Part D - Strategies for Optimizing Women's Engagement in STEM This section collected information on the strategies can maximize engagement of women in STEM training PhD level and subsequent careers Part E - Effect of the COVID-19 pandemic on women's progression In this section collected information on COVID-19 pandemic affect on research progress or deadline for submission of thesis, COVID-19 pandemic affect on current research funding, COVID-19 pandemic caused researchers to work from home, working from affected progress in studies, any direct responsibilities caring for children, number of children being taken care of, change of domestic work responsibilities since the COVID-19 outbreak, change of domestic work responsibilities since the COVID-19 outbreak on studies, COVID-19 pandemic affect on access to these research tools which inlude: Computer or laptop, Reliable Internet, Assistive Technology, Laboratory equipment, University Library, Archives/special collections and Access to patients/research participants. It als collected information on: any benefits to COVID-19 pandemic for your work, some ways one thinks their supervisor or line manager could support or help one manage the impacts of COVID-19 on studies The questionnaire was developed in English and was latertranslated into French to accommodate the French speaking countries i.e Burundi and Rwanda. The French questionnaire was backtlanslated to English to ensure the questions still maintained their original meaning. This work was done by an external consultant and the French questionnaires were reviewed by the research assistant from Burundi and tested among postgraduate students in Light University.
Cases	89595
Variable(s)	9
Structure	Type: Keys: ()
Version	Version 1.0 (June 2024)
Producer	African Population and Health Research Center (APHRC)
Missing Data	N/A

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V160	Fieldofeducation	Field of education	discrete	character	Indicate the category under which the course/program falls either under Science Technology Engineering and Mathematics (STEM) classification.
V161	Gender	Gender	discrete	character	Indicate the gender of the postgraduate student enrolled or graduated in STEM course/program in your university
V162	Year	Year	discrete	numeric	State the year of enrollment or graduation
V163	Course	Course	discrete	character	Is the program masters or PhD?
V164	Program	Program	discrete	character	What is the name of the program as indicated in the enrollment list or the graduation list/booklet?
V165	Category	Category	discrete	character	What is the category of the dataset, either enrollment or graduation?
V166	Typeofinstitution	Type of institution	discrete	character	State the type of institution, public or private
V167	InstitutionName	Institution Name	discrete	character	State the name of the institution/university

V168	Country	Country	discrete	character	State the name of the country which host the University from which the data was collected

IDRC Women in STEM Faculty Data

Content	Quantitative data collection A. Online Survey This was carried out through an online survey questionnaire that was circulated via email and other digital platforms such as WhatsApp. The questionnaire had various parts: Part A - Participants characteristics This section mainly collected demographic details such as age, gender, nationality, residence, marital status, income, highest level of education completed, year of study, supervision and mentoship relationship, field of study in STEM (Science, Technology, Enginnering and Mathematics), mode of funding of postgraduate degree, Part B - Status of Gender equality This section collected information on students enrollment and graduation in masters and PhD in STEM looking at gender distribution, Part C - Factors that contribute to participation of women in STEM This section collected information on the factors or situations encountered while pursuing career in STEM in your specific discipline Part D - Strategies for Optimizing Women's Engagement in STEM This section collected information on the strategies can maximize engagement of women in STEM training PhD level and subsequent careers Part E - Effect of the COVID-19 pandemic on women's progression In this section collected information on COVID-19 pandemic affect on research progress or deadline for submission of thesis, COVID-19 pandemic affect on current research funding, COVID-19 pandemic caused researchers to work from home, working from affected progress in studies, any direct responsibilities caring for children, number of children being taken care of, change of domestic work responsibilities since the COVID-19 outbreak, change of domestic work responsibilities since the COVID-19 outbreak on studies, COVID-19 pandemic affect on access to these research tools which inlude: Computer or laptop, Reliable Internet, Assistive Technology, Laboratory equipment, University Library, Archives/special collections and Access to patients/research participants. It als collected information on: any benefits to COVID-19 pandemic for your work, some ways one thinks their supervisor or line manager could support or help one manage the impacts of COVID-19 on studies The questionnaire was developed in English and was latertranslated into French to accommodate the French speaking countries i.e Burundi and Rwanda. The French questionnaire was backtlanslated to English to ensure the questions still maintained their original meaning. This work was done by an external consultant and the French questionnaires were reviewed by the research assistant from Burundi and tested among postgraduate students in Light University.
Cases	4196
Variable(s)	8
Structure	Type: Keys: ()
Version	Version 1.0 (June 2024)
Producer	African Population and Health Research Center (APHRC)
Missing Data	N/A

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V177	FieldofEducation	Field of Education	discrete	character	The data custodian indicate the category under which the STEM postgraduate course/program being taught falls either under Science Technology Engineering and Mathematics (STEM) classification.
V178	Gender	Gender	discrete	character	Indicate the gender of the faculty teaching postgraduate student in STEM course/programs in your university
V179	AcademicYear	Academic Year	contin	numeric	State the respective academic year the faculty enumerated taught any postgraduate STEM course at the mentioned university
V180	QualificationLevelProffesor	Qualification Level (Proffesor, Associate Proffesor, Senior Lecturer/ Lecturers	discrete	character	Indicate the level or designation held by the faculty member teaching STEM postgraduate course/program
V181	CoursesTaught	Courses Taught	discrete	character	State the STEM postgraduate course/program taught by the faculty member

V182	TypeOfInstitution	Type Of Institution	discrete	character	State the type of institution, public or private
V183	University	University	discrete	character	State the name of the University
V184	Country	Country	discrete	character	State the name of the country which host the University from which the data was collected

Respondent_ID (Respondent_ID)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Continuous	Valid cases: 839
Format: numeric	Invalid: 0
Width: 10	Minimum: 12665808076
Decimals: 0	Maximum: 19063402814
Range: 12665808076-19063402814	Mean: 15737691127.7
	Standard deviation: 2885572697.1

Description

The unique identifier of the participants

Universe

Women in STEM

Source of information

As autimated in the electronic tool

Pre question

N/A

Literal question

N/A

Post question

N/A

Interviewer instructions

N/A

Collector_ID (Collector_ID)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Continuous	Valid cases: 839
Format: numeric	Invalid: 0
Width: 10	Minimum: 404788002
Decimals: 0	Maximum: 470104876
Range: 404788002-470104876	Mean: 429518463.3
	Standard deviation: 28748150.3

Description

The unique identifier of the person collecting the data

Universe

Women in STEM

Source of information

As autimated in the electronic tool

Start_Date (Start_Date)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Continuous	Valid cases: 839
Format: numeric	Invalid: 0
Width: 11	Minimum: 1936946159000
Decimals: 0	Maximum: 2000392273000
Range: 1936946159000-2000392273000	Mean: 1977413919505.4
	Standard deviation: 21602791276

Description

The date of commencing data collction

Universe

Women in STEM

Source of information

As autimated in the electronic tool

End_Date (End_Date)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Continuous	Valid cases: 839
Format: numeric	Invalid: 0
Width: 11	Minimum: 1936950600000
Decimals: 0	Maximum: 2000394232000
Range: 1936950600000-2000394232000	Mean: 1977708216724.7
	Standard deviation: 21365736951.5

Description

Date when data collction exercise ends

Universe

Women in STEM

Source of information

As autimated in the electronic tool

IP_Address (IP_Address)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 839
Format: character	Invalid: 0
Width: 15	

Description

Generated from the data collection gadget used in data collection

Universe

Women in STEM

Source of information

As autimated in the electronic tool

Email Address (EmailAddress)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 839
Width: 10	
Decimals: 0	

Description

NA

Universe

Women in STEM

Source of information

As autimated in the electronic tool

First_Name (First_Name)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 839
Width: 10	
Decimals: 0	

Description

This is the first name of the participant filling the survey

Universe

Women in STEM

Source of information

As autimated in the electronic tool

Last_Name (Last_Name)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 839
Width: 10	
Decimals: 0	

Description

This is the last name of the participant filling the tool

Universe

Women in STEM

Source of information

As autimated in the electronic tool

Custom_Data_1 (Custom_Data_1)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 839
Width: 10	
Decimals: 0	

Description

This is for capturing additional contact information about the participant

Universe

Women in STEM

Source of information

As autimated in the electronic tool

Age (Age)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Continuous
Format: numeric
Width: 10
Decimals: 0
Range: 19-81

Valid cases: 839
Invalid: 0
Minimum: 19
Maximum: 81
Mean: 34.8
Standard deviation: 10.3

Description

The actual age of the participant

Universe

Women in STEM

Source of information

The woman in STEM

Pre question

Participant Characteristics

Literal question

How old are you?

Post question

Select your birthdate below

Interviewer instructions

Click or tap to enter your Birthdate

Gender (Gender)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 17

Valid cases: 839
Invalid: 0

Description

The participant view of their identity

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

How do you identify your gender?

Post question

Please tick the most appropriate responses.

Interviewer instructions

N/A

Nationality (Nationality)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 8

Valid cases: 839
Invalid: 0

Description

The country which the participant associates him/herself with

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

What is your nationality?

Post question

Please tick the most appropriate response

Interviewer instructions

Choose an item.

Current_residence_domicile_country (Current_residence_domicile_count)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 839
Format: character	Invalid: 0
Width: 12	

Description

The country where the participant resides, this might not necessarily be their country of nationality

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

What is your current residence/ domicile country?

Post question

Please select from the list below

Interviewer instructions

Choose an item

Living_setting (Living_setting)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 839
Format: character	Invalid: 0
Width: 21	

Description

Categorization of the current location of the participant relative to lifelihood metrices of categorizing towns

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Do you currently live in an urban or rural setting?

Post question

N/A

Interviewer instructions

N/A

Marital_status (Marital_status)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 839
Format: character	Invalid: 0
Width: 22	

Description

Participants' description of their status as either single(Never married), married, divorced, widowed, remarried

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Marital status.

Post question

N/A

Interviewer instructions

N/A

Disability_situation (Disability_situation)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 839
Format: character	
Width: 129	

Description

Participants description of whether they have disability status

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Please select all the disability situation(s) that affect you.

Post question

N/A

Interviewer instructions

N/A

Religion (Religion)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 839
Format: character	Invalid: 0
Width: 23	

Description

Participants states the religion they prescribe to or they associate themselves with

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Religion

Post question

N/A

Interviewer instructions

N/A

Average_family_income_per_year (Average_family_income_per_year)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 839
Format: character	Invalid: 0
Width: 38	

Description

Participants description of their total household income, this is given in form of a scale/ range and not the exact figure. The participants need to convert their total income into dolars.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Which of these describes your total household income?

Post question

N/A

Interviewer instructions

N/A

Refugee_internally_displaced_during_studies (Refugee_internally_displaced_du)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete

Format: character

Width: 3

Valid cases: 839

Invalid: 0

Description

Particicpant indicates whether or not they have been refugees or internally displaced within their original country or moved to another country during their studies

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

The participant indicates whether during their studies they have ever been a refugee or internally displaced person within their original country or moved to another country

Post question

N/A

Interviewer instructions

N/A

Refugee_internally_displaced_status (Refugee_internally_displaced_sta)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete

Format: character

Width: 3

Valid cases: 839

Invalid: 0

Description

Participant states whether they are currently refugees or internally displaced within or outside your country

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Currently, are you refugee or internally displaced within or outside your country?

Post question

N/A

Interviewer instructions

N/A

Effects_internally displaced_refugee_progress in studies (Effects_internallydisplaced_re)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete

Format: character

Width: 34

Valid cases: 43

Invalid: 0

Description

Seeks to understand whether the participant being internally displaced or being a refugee affected their progress in their studies and career

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

If yes, how has being internally displaced or being a refugee affected your progress in your studies and career?

Post question

N/A

Interviewer instructions

N/A

Mentoring (Mentoring)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 43
Format: character	Invalid: 0
Width: 34	

Description

Seeks to understand whether the participant being internally displaced or being a refugee affected their mentorship

Pre question

Participant Characteristics

Graduation_time (Graduation_time)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 43
Format: character	Invalid: 0
Width: 34	

Description

Seeks to understand whether the participant being internally displaced or being a refugee affected their progress in their graduation time

Pre question

Participant Characteristics

Cost_of_training (Cost_of_training)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 43
Format: character	Invalid: 0
Width: 34	

Description

Seeks to understand whether the participant being internally displaced or being a refugee affected their cost of training

Pre question

Participant Characteristics

Social_and_family_factors (Social_and_family_factors)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 43
Format: character	Invalid: 0
Width: 34	

Description
Seeks to understand whether the participant being internally displaced or being a refugee affected their social and family factors

Pre question
Participant Characteristics

Entry_to_STEM_career_recruitment
(Entry_to_STEM_career_recruitment)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 42
Format: character	Invalid: 0
Width: 34	

Description
Seeks to understand whether the participant being internally displaced or being a refugee affected their enrty into STEM career (recruitment)

Pre question
Participant Characteristics

Promotion_within_STEM_career (Promotion_within_STEM_career)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 42
Format: character	Invalid: 0
Width: 34	

Description
Seeks to understand whether the participant being internally displaced or being a refugee affected their promotion within STEM career

Pre question
Participant Characteristics

Other (Other)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 41
Format: character	Invalid: 0
Width: 34	

Description
Seeks to understand whether the participant being internally displaced or being a refugee affected their (any other factor not in the list)

Pre question

Kenya, Uganda, Tanzania, Rwanda, Burundi - Examining Participation and Quality of Experiences of Women in Science Technology
Engineering and Mathematics: Postgraduate Training Programs and Careers in East Africa, IDRC Women in STEM
Participant Characteristics

Discipline_Field of study (Discipline_Fieldofstudy)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 790
Format: character	
Width: 101	

Description

Participant states their discipline/background/field of study in Science, Technology Engineering and Mathematics (STEM). They indicate or slect where their degree lies in STEM programs.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

What is your field of study/ background/interest?

Post question

N/A

Interviewer instructions

N/A

Highest_level_of_education_completed
(Highest_level_of_education_compl)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 790
Format: character	Invalid: 0
Width: 59	

Description

Participants states the highest level of education they have completed or attained

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Select your highest level of education attained/ completed?

Post question

N/A

Interviewer instructions

N/A

Funding_for_highest_level_of_education_completed
(Funding_for_highest_level_of_edu)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 790
Format: character	Invalid: 0
Width: 14	

Description

Participant states how they funded their studies for their highest level of education completed

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

How did you fund your studies for your highest level of education completed?

Post question

N/A

Interviewer instructions

N/A

Currently_postgraduate_degree_student
(Currently_postgraduate_degree_st)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 779
Format: character	Invalid: 0
Width: 3	

Description

Participant states whether they are currently enrolled in any postgraduate degree programs as a student

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Are you currently enrolled in any postgraduate degree programs as a student?

Post question

N/A

Interviewer instructions

N/A

Postgraduate_degree_program_enrolled
(Postgraduate_degree_program_enro)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 455
Format: character	Invalid: 0
Width: 21	

Description

Participants states their type of postgraduate degree program you are enrolled in as a student, either masters or PhD

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Please select the postgraduate degree program you are enrolled in as a student?

Post question

N/A

Interviewer instructions

N/A

Registered_postgraduate_current_student (Registered_postgraduate_current_)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 441
Format: character	Invalid: 0
Width: 74	

Description

Participants states/specifies the name University where they are currently registered as a postgraduate student

Universe

Women in STEM

Source of information

STEM

Pre question

Participant Characteristics

Literal question

Please select the University where you are currently registered as a postgraduate student?

Post question

N/A

Interviewer instructions

N/A

Academic_year (Academic_year)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 441
Format: character	Invalid: 0
Width: 9	

Description

The participant states which academic year of study they are in. (1st, 2nd, 3rd, 4th e.t.c)

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Which academic year of study are you in?

Post question

N/A

Interviewer instructions

N/A

Study_mode (Study_mode)
File: IDRC Women in STEM Online Survey Dataset

Overview	

Type: Discrete
Format: character
Width: 9

Valid cases: 440
Invalid: 0

Description

The participant states whether they are studying full time or part time

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Are you studying full time or part time?

Post question

N/A

Interviewer instructions

N/A

Postgraduate_studies_current funding (Postgraduate_studies_currentfun)
File: IDRC Women in STEM Online Survey Dataset

Overview	

Type: Discrete
Format: character
Width: 14

Valid cases: 441
Invalid: 0

Description

Participant states how their postgraduate studies (current) are funded.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

How are your postgraduate studies (current) funded?

Post question

N/A

Interviewer instructions

N/A

Job_work_designation (Job_work_designation)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Overview	

Type: Discrete
Format: character
Width: 60

Valid cases: 752
Invalid: 0

Description

Participant states what best describes their job/work designation

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Which of the following best describes your job/work designation?

Post question

Select all that apply.

Interviewer instructions

N/A

Employer_University (Employer_University)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Overview	

Type: Discrete
Format: character
Width: 79

Valid cases: 280
Invalid: 0

Description

Participants states the name of their employer/University from the dropdown

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Select your Employer University from the dropdown

Post question

N/A

Interviewer instructions

N/A

Position_at_the_University (Position_at_the_University)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 285
Format: character	Invalid: 0
Width: 59	

Description

Participant states their currently position at the University or in research

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

What is your current position at the University?

Post question

N/A

Interviewer instructions

N/A

Duration_in_your_current_position (Duration_in_your_current_positio)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 284
Format: character	Invalid: 0
Width: 16	

Description

Participants selects an optio n of what closely describes the duration of how long they have been in their current position.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

How long have you been in your current position?

Post question

N/A

Interviewer instructions

Choose an item.

Name_your_research_organization (Name_your_research_organization)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 108

Valid cases: 80

Description

Participant states the name of their research organization

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

Name your research organization

Post question

N/A

Interviewer instructions

N/A

Current_position_research (Current_position_research)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 81
Format: character	Invalid: 0
Width: 39	

Description

The participant describes their current position in research

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

What is your current position in research?

Post question

N/A

Interviewer instructions

N/A

Duration_in_current_position (Duration_in_current_position)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 81
Format: character	Invalid: 0
Width: 16	

Description

Participant selects the option that correctly describes the duration duration of how long they have been in their current position

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

How long have you been in this position?

Post question

N/A

Interviewer instructions

Choose an item.

Current_position_discipline_cluster_subfield_STEM (Current_position_discipline_clus)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 466
Format: character	
Width: 172	

Description

Participants selects an option from a list of options which closely describes their discipline/program cluster/subfield within STEM in their current position

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Participant Characteristics

Literal question

In your current position, which of the following best describes your discipline/program cluster/ subfield within STEM?

Post question

N/A

Interviewer instructions

Choose an item.

Formal_academic_supervision_relationship (Formal_academic_supervision_rela)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 724
Format: character	Invalid: 0
Width: 3	

Description

Participant indicates whether they are in a formal academic supervision or not.

Universe

Women in STEM

Source of information

Women in STEM

Literal question

Are you in a formal academic supervision relationship?

Post question

N/A

Interviewer instructions

N/A

Role (Role)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 477
Format: character	Invalid: 0
Width: 10	

Description

For the participants who said they were in a formal academic supervision they indicate or select which role they played

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

If yes, what is your role?

Post question

N/A

Interviewer instructions

N/A

Gender_of_your_supervisor (Gender_of_your_supervisor)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 254
Format: character	Invalid: 0
Width: 39	

Description

The participants who are supervisee select the gender of thir supervisors

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

How would you describe the gender of your supervisor(s)?

Post question

N/A

Interviewer instructions

N/A

Gender_of_your_supervisee (Gender_of_your_supervisee)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 166
Format: character	Invalid: 0
Width: 39	

Description

The participants who are supervisors select the gender of thir supervisees

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

How would you describe the gender of your supervisee(s)?

Post question

N/A

Interviewer instructions

N/A

Gender_supervisor_supervisee_quality_supervisor_supervisee (Gender_supervisor_supervisee_qua)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 468
Format: character	Invalid: 0
Width: 22	

Description

Participant selects an option which matches their experience and the gender of their supervisor or supervisee affected the quality of their supervisor-supervisee relationship.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

From your experience, how has the gender of your supervisor or supervisee affected the quality of your supervisor-supervisee relationship?

Post question

N/A

Interviewer instructions

N/A

Formal_academic_and_career_mentorship_relationship (Formal_academic_and_career_mento)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 707
Invalid: 0

Description

Particpant states whether they are in academic or career mentorship relationship or not

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

Are you in a formal academic and career mentorship relationship?

Post question

N/A

Interviewer instructions

N/A

Role2 (Role2)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 6

Valid cases: 386
Invalid: 0

Description

For the participants who indicated that they were in a mentorship relationship they state what role they play in that relationship

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

If yes, what is your role?

Post question

N/A

Interviewer instructions

N/A

Gender_of_your_mentee (Gender_of_your_mentee)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 35

Valid cases: 218
Invalid: 0

Description

For participant who are mentors, they choose the gender of their mentees

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

How would you describe the gender of your mentee(s)?

Post question

N/A

Interviewer instructions

N/A

Gender_of_your_mentor (Gender_of_your_mentor)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 168
Format: character	Invalid: 0
Width: 35	

Description

For participants who indicated that they were mentees they select the gender of their mentors

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

How would you describe the gender of your mentor(s)?

Post question

N/A

Interviewer instructions

N/A

Effect_gender_mentor_mentee_quality_mentor-mentee
(Effect_gender_mentor_mentee_qual)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 268
Format: character	Invalid: 0
Width: 83	

Description

Participant selects an option which matches their experience indicating how the gender of their mentor or mentee affected the quality of their mentor-mentee relationship

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

From your experience, how has the gender of your mentor or mentee affected the quality of your mentor-mentee relationship?

Post question

N/A

Interviewer instructions

N/A

Mentorship_affect_progress_career_STEM (Mentorship_affect_progress_caree)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 238
Format: character	
Width: 244	

Description

Participant describe how their being in a mentoring relationship affected their progress in their career in STEM

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

Describe how has your being in a mentoring relationship affected your progress in your career in STEM?

Post question

Please type a short answer in the spaces below

Interviewer instructions

N/A

Being_mentorship_relation_affect_progress_Choice of career path (Being_mentorship_relation_affect)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 230
Format: character	
Width: 244	

Description

Participant describe how their being in a mentoring relationship affected their progress in choice of their career path

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

Describe how has your being in a mentoring relationship affected your progress in your choice in career path?

Post question

N/A

Interviewer instructions

N/A

Being_mentorship_affect_progress - Access_funding (Being_mentorship_affect_progress)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 233
Format: character	
Width: 244	

Description

Participant describe how their being in a mentoring relationship affected their progress in accessing funding

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Supervision and mentorship relationships

Literal question

Describe how has your being in a mentoring relationship affected your progress in accessing funding?

Post question

N/A

Interviewer instructions

N/A

Being_mentorship_affect_progress-Other (BG)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 202
Format: character	
Width: 142	

Description

Particpant describe how their being in a mentoring relationship affected their progress in (other areas - to be specified by the participant)

Universe

Women in STEM

Source of information

Women in STEM

Literal question

Describe how has your being in a mentoring relationship affected your progress in (other specify)?

Post question

N/A

Interviewer instructions

N/A

Students_distribution_enrolled_course_discipline (Students_distribution_enrolled_c)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 39	

Description

Particpant chooses an option that closely describes the distribution of students enrolled in their course/discipline

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, how would you describe the distribution of students enrolled in your course/ discipline?

Post question

N/A

Interviewer instructions

N/A

Currently more men than women occupying entry positions in my discipline (Currentlymorementhanwomenoc)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Particpant chooses an option that closely describes the distribution of students enrolled in their course/discipline and aggrees with the statement that: there are currently more men than women occupying entry/ assistant/ junior positions in my discipline's faculty/ department/ school

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about gender distribution in various faculty positions in your discipline's faculty. Please indicate the extent to which you agree or disagree with each statement

Post question

There are currently more men than women occupying entry/ assistant/ junior positions in my discipline's faculty/ department/ school

Interviewer instructions

N/A

Currently more women than men occupying entry positions in my discipline (Currentlymorewomenthanmenoc)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Particpant chooses an option that closely describes the distribution of students enrolled in their course/discipline and aggrees with the statement that: There are currently more women than men occupying entry/ assistant/ junior positions in my discipline's faculty/ department/ school

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about gender distribution in various faculty positions in your discipline's faculty.Please indicate the extent to which you agree or disagree with each statement

Post question

There are currently more women than men occupying entry/ assistant/ junior positions in my discipline's faculty/ department/ school

Interviewer instructions

N/A

Currently more men than women occupying lecturer positions in my discipline (BK)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant chooses an option that closely describes the distribution of students enrolled in their course/discipline and aggrees with the statement that: There are currently more men than women occupying lecturer positions in my discipline's faculty/ department/ school.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement

Post question

There are currently more men than women occupying lecturer positions in my discipline's faculty/ department/ school.

Interviewer instructions

N/A

Currently more women than men occupying lecturer positions in my discipline (BL)

File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant chooses an option that closely describes the distribution of students enrolled in their course/discipline and aggrees with the statement that: There are currently more women than men occupying lecturer positions in my discipline's faculty/ department/ school.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement

Post question

There are currently more women than men occupying lecturer positions in my discipline's faculty/ department/ school.

Interviewer instructions

N/A

Currently more men than women occupying professor positions in my discipline (BM)

File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant chooses an option that closely describes the distribution of students enrolled in their course/discipline and aggrees with the statement that: There are currently more men than women occupying professor positions in my discipline's faculty/ department/ school.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement

Post question

There are currently more men than women occupying professor positions in my discipline's faculty/ department/ school.

Interviewer instructions

N/A

Currently more women than men occupying professor positions in my discipline (BN)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant chooses an option that closely describes the distribution of students enrolled in their course/discipline and aggrees with the statement that: There are currently more women than men occupying professor positions in my discipline's faculty/ department/ school.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement

Post question

There are currently more women than men occupying professor positions in my discipline's faculty/ department/ school.

Interviewer instructions

N/A

An equal number of men and women occupying all positions in my discipline (Anequalnumberofmenandwomen)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant chooses an option that closely describes the distribution of students enrolled in their course/discipline and aggrees with the statement that: There is an equal number of men and women occupying all positions in my discipline's faculty

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about gender distribution in various faculty positions in your discipline's. Please indicate the extent to which you agree or disagree with each statement

Post question

There is an equal number of men and women occupying all positions in my discipline's faculty

Interviewer instructions

N/A

Domestic responsibilities affect on Progress in your studies (Domesticresponsibilitiesaffect)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant picks an option from the list of options that closely describes how their domestic responsibilities affected their progress in studies

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

How have your domestic responsibilities affected your progress in the following areas?

Post question

Domestic responsibilities affect on Progress in your studies

Interviewer instructions

N/A

Domestic responsibilities affect on Your research and publication (BQ)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant picks an option from the list of options that closely describes how their domestic responsibilities affected their progress in studies

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

How have your domestic responsibilities affected your progress in the following areas?

Post question

Domestic responsibilities affect on Your research and publication

Interviewer instructions

N/A

Domestic responsibilities affect on Your work promotion (BR)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant picks an option from the list of options that closely describes how their domestic responsibilities affected their progress in studies

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

How have your domestic responsibilities affected your progress in the following areas?

Post question

Domestic responsibilities affect on Your work promotion

Interviewer instructions

N/A

Domestic responsibilities affect on Completion of Masters or PhD degree (BS)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 621
Format: character	Invalid: 0
Width: 26	

Description

Participant picks an option from the list of options that closely describes how their domestic responsibilities affected their progress in studies

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

How have your domestic responsibilities affected your progress in the following areas?

Post question

Domestic responsibilities affect on completion of masters or PhD degree

Interviewer instructions

N/A

equal number of men and women enrolled (BT)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 376
Format: character	Invalid: 0
Width: 36	

Description

Participant picks an option from the list of options that closely describes how their domestic responsibilities affected their progress in studies

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the distribution of students enrolled at Master's level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement

Post question

There is an equal number of men and women enrolled in courses at Master's level in my discipline/faculty.

Interviewer instructions

N/A

More men than women enrolled in courses at Master's level in my discipline (Morementhanwomenenrolledin)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 36

Valid cases: 372
Invalid: 0

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of students enrolled for masters level courses in their discipline.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the distribution of students enrolled at Master's level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.

Post question

There are more men than women enrolled in courses at Master's level in my discipline/faculty.

Interviewer instructions

N/A

More women than men enrolled in courses at Master's level in my discipline (Morewomenthanmenenrolledin)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 36

Valid cases: 374
Invalid: 0

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of students enrolled for masters level courses in their discipline.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the distribution of students enrolled at Masters level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.

Post question

There are more women than men enrolled in courses at Masters level in my discipline

Interviewer instructions

N/A

An equal number of men and women enrolled in courses at PhD level in my discipli (BW)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 362
Format: character	Invalid: 0
Width: 26	

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of students enrolled for PhD level courses in their discipline.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the distribution of students enrolled at PhD level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.

Post question

There is an equal number of men and women enrolled in courses at PhD level in my discipline/faculty.

Interviewer instructions

N/A

More men than women enrolled in courses at PhD level in my discipline (BX)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 359
Format: character	Invalid: 0
Width: 26	

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of students enrolled for PhD level courses in their discipline.

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the distribution of students enrolled at PhD level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.

Post question

There are more men than women enrolled in courses at PhD level in my discipline/ faculty

Interviewer instructions

N/A

More women than men enrolled in courses at PhD levels in my discipline (BY)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 362
Format: character	Invalid: 0
Width: 26	

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the distribution of students enrolled at PhD level courses in your discipline. Please indicate the extent to which you agree or disagree with each statement.

Post question

There are more women than men enrolled in courses at PhD level in my discipline

Interviewer instructions

N/A

equal number of men and women enrolled (BZ)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 361
Format: character	Invalid: 0
Width: 26	

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of Masters students who have graduated in their discipline/faculty.

Universe

WOmen in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the gender distribution of Masters students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.

Post question

There is an equal number of men than women who have graduated in courses at Masters level in my discipline

Interviewer instructions

N/A

More men than women who have graduated at Masters level (Morementhanwomenwhohavegra)
File: IDRC Women in STEM Online Survey Dataset

Overview	

Type: Discrete

Format: character

Width: 26

Valid cases: 358

Invalid: 0

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of Masters students who have graduated in their discipline/faculty.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the gender distribution of Masters students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.

Post question

There are more men than women who have graduated in courses at Masters level in my discipline

Interviewer instructions

N/A

More women than men who have graduated at Masters level (Morewomenthanmenwhohavegra)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete

Format: character

Width: 26

Valid cases: 361

Invalid: 0

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of Masters students who have graduated in their discipline/faculty.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the gender distribution of Masters students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.

Post question

There are more women than men who have graduated in courses at Masters level in my discipline

Interviewer instructions

N/A

Equal number of men and women who have graduated at PhD level (Equalnumberofmenandwomenwh)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 26

Valid cases: 359
Invalid: 0

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of PhD students who have graduated in their discipline/faculty.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the gender distribution of PhD students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.

Post question

There is an equal number of men than women who have graduated at PhD level

Interviewer instructions

N/A

More_men_than_women_graduated_at_PhD_level (More_men_than_women_graduated_at)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 26

Valid cases: 360
Invalid: 0

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of PhD students who have graduated in their discipline/faculty.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the gender distribution of PhD students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.

Post question

There are more men than women who have graduated at PhD level

Interviewer instructions

N/A

More_women_than_men_who_graduated_PhD_at_level (More_women_than_men_who_graduate)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 26

Valid cases: 361
Invalid: 0

Description

Participant picks/chooses an option to show the extent to which they agree or disagree with various options depicting the distribution of PhD students who have graduated in their discipline/faculty.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

Below are a number of statements about the gender distribution of PhD students who graduated in your discipline/faculty. Please indicate the extent to which you agree or disagree with each statement.

Post question

There are more women than men who have graduated at PhD level

Interviewer instructions

N/A

Female_potential_supervisors (Female_potential_supervisors)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 548
Invalid: 0

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

There are enough potential supervisors who are female mentors role models

Interviewer instructions

N/A

Few_female_role_models_in_STEM (Few_female_role_models_in_STEM)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 549
Invalid: 0

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

There are a few female role models in STEM

Interviewer instructions

N/A

Few_female_mentors_in_STEM (Few_female_mentors_in_STEM)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 548
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

There are few female mentors in STEM

Interviewer instructions

N/A

Few_opportunities_for_women_leaders (Few_opportunities_for_women_lead)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 550
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

There are few opportunities for women leaders

Interviewer instructions

N/A

Women_not_encouraged_to_join_STEM_disciplines (Women_not_encouraged_to_join_STE)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 549
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

Women are not encouraged to join STEM disciplines

Interviewer instructions

N/A

Few_pathways_for_women_to_pursue_STEM_related_careers (Few_pathways_for_women_to_pursue)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 549
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

Pathways for women to pursue STEM related careers are few

Interviewer instructions

N/A

Cultural_influence_on_womens_leadership (Cultural_influence_on_womens_lea)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 547
Invalid: 0

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

Culture influences decisions around a women's place in leadership

Interviewer instructions

N/A

Scarce_recruitment_opportunities_for_women (Scarce_recruitment_opportunities)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 549
Invalid: 0

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

Recruitment opportunities are scarce for women

Interviewer instructions

N/A

Only_men_considered_for_promotion (Only_men_considered_for_promotio)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 550
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

Only men are considered for promotion

Interviewer instructions

N/A

No_women_role_models (No_women_role_models)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 550
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

There are no women role models

Interviewer instructions

N/A

Few_opportunities_for_women_researchers (Few_opportunities_for_women_rese)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 548
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

There are few opportunities for women in research

Interviewer instructions

N/A

Effective_policies_promoting_participation_of_women (Effective_policies_promoting_par)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 549
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

There are effective policies that encourage or promote the participation of women in my discipline

Interviewer instructions

N/A

Leadership_roles_designed_to_attract_only_men (Leadership_roles_designed_to_att)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 549
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

Leadership roles are designed to attract only men

Interviewer instructions

N/A

Organizations_institutions_gender_biased (Organizations_institutions_gende)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 547
Format: character	Invalid: 0
Width: 3	

Description

Particpants pick a statements that reflect the true situation they encountered while pursuing a career in STEM in their specific discipline based on their experience

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

From your experience, which of the following statements reflect the true situation you encountered while pursuing a career in STEM in your specific discipline?

Post question

Organizations or institutions are gender biased

Interviewer instructions

N/A

Changing_perception_towards_women (Changing_perception_towards_wome)
File: IDRC Women in STEM Online Survey Dataset

Overview	

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 1-5

Valid cases: 537
Invalid: 302

Description

Participant chooses a number from a scale of 1-5 (1= Least and 5= Most important), to indicate the extent the strategies mentioned can be used to maximize the engagement of women in STEM training at Masters and PhD levels

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?

Post question

Changing perception, attitudes, behaviours, norms, and stereotypes towards women in STEM in society

Interviewer instructions

N/A

Engaging_girls_&_women_STEM_careers (Engaging_girls__women_STEM_care)
File: IDRC Women in STEM Online Survey Dataset

Overview	

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 1-5

Valid cases: 537
Invalid: 302

Description

Participant chooses a number from a scale of 1-5 (1= Least and 5= Most important), to indicate the extent the strategies mentioned can be used to maximize the engagement of women in STEM training at Masters and PhD levels

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?

Post question

Engaging girls and women in STEM primary and secondary education and in bachelors careers

Interviewer instructions

N/A

Attracting_retaining_women_STEM
(Attracting_retaining_women_STEM)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 537
Format: numeric	Invalid: 302
Width: 10	
Decimals: 0	
Range: 1-5	

Description

Participant chooses a number from a scale of 1-5 (1= Least and 5= Most important), to indicate the extent the strategies mentioned can be used to maximize the engagement of women in STEM training at Masters and PhD levels

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?

Post question

Attracting and retaining women to STEM higher education

Interviewer instructions

N/A

Gender_equality_in_career_progression
(Gender_equality_in_career_progre)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 537
Format: numeric	Invalid: 302
Width: 10	
Decimals: 0	
Range: 1-5	

Description

Participant chooses a number from a scale of 1-5 (1= Least and 5= Most important), to indicate the extent the strategies mentioned can be used to maximize the engagement of women in STEM training at Masters and PhD levels

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?

Post question

Ensuring gender equality in career progression for scientists and engineers

Interviewer instructions

N/A

Promoting_gender_dimension in research (Promoting_gender_dimensioninre)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 537
Format: numeric	Invalid: 302
Width: 10	
Decimals: 0	
Range: 1-5	

Description

Participant chooses a number from a scale of 1-5 (1= Least and 5= Most important), to indicate the extent the strategies mentioned can be used to maximize the engagement of women in STEM training at Masters and PhD levels

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?

Post question

Promoting the gender dimension in research content, practice and agendas

Interviewer instructions

N/A

Gender_equality_STEM_policy making (Gender_equality_STEM_policymaki)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 537
Format: numeric	Invalid: 302
Width: 10	
Decimals: 0	
Range: 1-5	

Description

Participant chooses a number from a scale of 1-5 (1= Least and 5= Most important), to indicate the extent the strategies mentioned can be used to maximize the engagement of women in STEM training at Masters and PhD levels

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?

Post question

Promoting gender equality in STEM-related policy-making

Interviewer instructions

N/A

Gender_equality_in_science and technology based entrepreneurship and innovation (Gender_equality_in_scienceandt)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 537
Format: numeric	Invalid: 302
Width: 10	
Decimals: 0	
Range: 1-5	

Description

Participant chooses a number from a scale of 1-5 (1= Least and 5= Most important), to indicate the extent the strategies mentioned can be used to maximize the engagement of women in STEM training at Masters and PhD levels

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Status of Gender Equality

Literal question

On a scale of 1-5 (1= Least and 5= Most important), to what extent can the following strategies be used to maximize the engagement of women in STEM training at Masters and PhD levels?

Post question

Promoting gender equality in science and technology-based entrepreneurship and innovation activities

Interviewer instructions

N/A

Response (Response)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 520
Format: character	Invalid: 0
Width: 17	

Description

Participant indicates whether COVID-19 pandemic affected their work, research progress or deadline for submission of thesis in that given moment

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Has the current COVID-19 pandemic affected your work, research progress or deadline for submission of thesis?

Post question

Response

Interviewer instructions

N/A

Open Ended Response (OpenEndedResponse)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 320
Format: character	
Width: 244	

Description

Participant explains if they had incated "Yes" to whether COVID-19 pandemic affected their work, research progress or deadline for submission of thesis in that given moment

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Has the current COVID-19 pandemic affected your work, research progress or deadline for submission of thesis?

Post question

If yes, please explain

Interviewer instructions

Open-Ended Response

Effect of COVID19 on obtaining research funding (EffectofCOVID19onobtainingr)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 517
Format: character	Invalid: 0
Width: 17	

Description

Participant indicates whether or not the then prevailing COVID-19 pandemic affected their opportunities to obtain research funding

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Has the current COVID-19 pandemic affected your opportunities to obtain research funding?

Post question

Effect of COVID-19 on obtaining research funding

Interviewer instructions

N/A

Open ended Response2 (OpenendedResponse2)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 205
Format: character	
Width: 244	

Description

Participant had indicated "Yes" on whether or not the then prevailing COVID-19 pandemic affected their opportunities to obtain research funding

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Has the current COVID-19 pandemic affected your opportunities to obtain research funding?

Post question

If yes, please explain

Interviewer instructions

Open-Ended Response

COVID19 pandemic caused you to work from home (COVID19pandemiccausedyoutow)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 512
Format: character	
Width: 210	

Description

Participant indicate whether the then prevailing COVID-19 pandemic caused him/her to work from home

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Has the current COVID-19 pandemic caused you to work from home?

Post question

COVID-19 pandemic caused you to work from home

Interviewer instructions

N/A

Going into your university or work office (Goingintoyouruniversityorw)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete

Format: character

Width: 18

Valid cases: 513

Invalid: 0

Description

Participant indicates the frequency of going into your university or work office during the time of COVID-19

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Are you going into your university or work office at the moment?

Post question

Going into your university or work office

Interviewer instructions

N/A

Working from home effect on progress in Supervision related factors (Workingfromhomeeffectonprog)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete

Format: character

Width: 3

Valid cases: 503

Invalid: 0

Description

Participant indicates working from home affect their progress in the Supervision related factors

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Did working from home affect your progress in the following areas?

Post question

Supervision related factors

Interviewer instructions

N/A

Working from home affect your progress in Access to books_journals_internet_stud (Workingfromhomeaffectyourpr)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete

Format: character

Width: 3

Valid cases: 506

Invalid: 0

Description

Participant indicates working from home affect their progress in the Supervision related factors

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Did working from home affect your progress in the following areas?

Post question

Access to books, journals, internet, student seminars, other resources

Interviewer instructions

N/A

Working from home affect your progress in Delayed progression of academic calend (DI)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 506
Format: character	Invalid: 0
Width: 3	

Description

Participant indicates working from home affect their progress in the Supervision related factors

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Did working from home affect your progress in the following areas?

Post question

Delayed progression of academic calendar

Interviewer instructions

N/A

Working from home affect your progress in halted academic calendar (DJ)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 505
Format: character	Invalid: 0
Width: 3	

Description

Participant indicates working from home affect their progress in the Supervision related factors

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Did working from home affect your progress in the following areas?

Post question

Supervision related factors

Interviewer instructions

N/A

Working from home affect your progress in delayed progression of research projec (DK)

File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 505
Format: character	Invalid: 0
Width: 3	

Description

Participant indicates working from home affect their progress in the Supervision related factors

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Did working from home affect your progress in the following areas?

Post question

Supervision related factors

Interviewer instructions

N/A

Working from home affect your progress in halted research project (DL)

File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 505
Format: character	Invalid: 0
Width: 3	

Description

Participant indicates working from home affect their progress in the Supervision related factors

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Did working from home affect your progress in the following areas?

Post question

Supervision related factors

Interviewer instructions

N/A

Direct responsibilities caring for children (Directresponsibilitiescaringf)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 508
Format: character	Invalid: 0
Width: 17	

Description

Participant indicates whether or not they have any direct responsibilities caring for children

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Do you have any direct responsibilities caring for children?

Post question

Direct responsibilities caring for children

Interviewer instructions

N/A

Children under your care Under 5 Years (ChildrenunderyourcareUnder5)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 332
Format: character	Invalid: 0
Width: 9	

Description

Participant mentions the number of children they have under their care

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How many children do you have under your care?

Post question

How many children do you have under your care - Under 5 Years

Interviewer instructions

N/A

Children under your care between 6 to 12 Years (Childrenunderyourcarebetween)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 320
Format: character	Invalid: 0
Width: 9	

Description

Participant mentions the number of children they have under their care

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How many children do you have under your care?

Post question

How many children do you have under your care - 6-12 Years

Interviewer instructions

N/A

Children under your care between 13 to 17 Years (DP)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 310
Format: character	Invalid: 0
Width: 9	

Description

Participant mentions the number of children they have under their care

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How many children do you have under your care?

Post question

How many children do you have under your care - 13-17 Years

Interviewer instructions

N/A

Other domestic responsibilities (Otherdomesticresponsibilities)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 244

Valid cases: 450

Description

Participant states the other domestic responsibilities that they might have

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

What other domestic responsibilities do you have?

Post question

Other domestic responsibilities

Interviewer instructions

N/A

Domestic responsibilities changed since the COVID19 pandemic (Domesticresponsibilitieschange)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 24

Valid cases: 497
Invalid: 0

Description

Participant states how their domestic responsibilities have changed since the COVID-19 pandemic

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How have your domestic responsibilities changed since the COVID-19 pandemic?

Post question

Domestic responsibilities changed since the COVID-19 pandemic

Interviewer instructions

N/A

Domestic responsibilities changed since the COVID19 pandemic on progress in your (DS)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete
Format: character
Width: 26

Valid cases: 489
Invalid: 0

Description

Participant states how the change in their domestic responsibilities affected them in the given areas

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has this change in your domestic responsibilities affected you in the following areas?

Post question

domestic responsibilities changed since the COVID-19 pandemic - Progress in your studies?

Interviewer instructions

N/A

Domestic responsibilities changed since the COVID-19 pandemic Your research and (DT)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 486
Format: character	Invalid: 0
Width: 26	

Description

Participant states how the change in their domestic responsibilities affected them in the given areas

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has this change in your domestic responsibilities affected you in the following areas?

Post question

domestic responsibilities changed since the COVID-19 pandemic - Your research and publication

Interviewer instructions

N/A

Domestic responsibilities changed since the COVID19 pandemic on your work promot (DU)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 489
Format: character	Invalid: 0
Width: 26	

Description

Participant states how the change in their domestic responsibilities affected them in the given areas

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has this change in your domestic responsibilities affected you in the following areas?

Post question

Domestic responsibilities changed since the COVID-19 pandemic - Your work promotion

Interviewer instructions

N/A

Domestic responsibilities changed since the COVID19 pandemic on completion of Ma (DV)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 490
Format: character	Invalid: 0
Width: 26	

Description

Participant states how the change in their domestic responsibilities affected them in the given areas

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has this change in your domestic responsibilities affected you in the following areas?

Post question

Domestic responsibilities changed since the COVID-19 pandemic - Completion of Masters or PhD degree

Interviewer instructions

N/A

Easier to work from home (Easiertoworkfromhome)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 480
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

I find it easier to work from home

Interviewer instructions

N/A

Completing more tasks and meeting more deadlines than usual by working from home (Completingmoretasksandmeetin)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 480
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

I am completing more tasks and meeting more deadlines than usual by working from home

Interviewer instructions

N/A

My children are understanding and respect the time and space I need to work from (Mychildrenareunderstandingan)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 479
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

My children are understanding and respect the time and space I need to work from home

Interviewer instructions

N/A

My spouse is supportive when I am working from home (Myspouseissupportivewhenla)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 479
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

My spouse is supportive when I am working from home

Interviewer instructions

N/A

The organization I work for provides the necessary administrative and technical (TheorganizationIworkforprov)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 480
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

The organization I work for provides the necessary administrative and technical support I need to work from home

Interviewer instructions

N/A

My line manager or supervisor provides clear direction on daily or weekly tasks (Mylinemanagerorsupervisorpr)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 479
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

My line manager or supervisor provides clear direction on daily or weekly tasks

Interviewer instructions

N/A

My deadlines set by my line supervisor are reasonable and communicated well to m (Mydeadlinessetbymylinesupe)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 479
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

My deadlines set by my line manager/supervisor are reasonable and communicated well to me

Interviewer instructions

N/A

I have a good relationship with my line supervisor and we communicate frequently (Ihaveagoodrelationshipwith)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 480
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

I have a good relationship with my line manager/supervisor and we communicate frequently

Interviewer instructions

N/A

I am uncertain about progress of my project (Iamuncertainaboutprogressof)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 477
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

I am uncertain about progress of my research/project

Interviewer instructions

N/A

I am uncertain about progress of my career (EF)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 478
Format: character	Invalid: 0
Width: 26	

Description

Participant selects the response that best reflects their challenges during COVID-19 pandemic:

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Kindly select the response that best reflects your challenges during COVID-19 pandemic:

Post question

I am uncertain about progress of my career

Interviewer instructions

N/A

COVID19 pandemic affected your access to Computer or laptop (COVID19pandemicaffectedyoura)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 470
Format: character	Invalid: 0
Width: 19	

Description

Participant selects an option that describes how has the COVID-19 pandemic affected theirr access to these research tools

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has the COVID-19 pandemic affected your access to these research tools?

Post question

How has the COVID-19 pandemic affected your access to Computer or laptop

Interviewer instructions

N/A

COVID19 affected access to Reliable Internet (COVID19affectedaccesstoRelia)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 467
Format: character	Invalid: 0
Width: 19	

Description

Participant selects an option that describes how has the COVID-19 pandemic affected theirr access to these research tools

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has the COVID-19 pandemic affected your access to these research tools?

Post question

How has the COVID-19 pandemic affected your access to Reliable Internet

Interviewer instructions

N/A

COVID19 affected access to Assistive Technology (COVID19affectedaccesstoAssis)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 467
Format: character	Invalid: 0
Width: 19	

Description

Participant selects an option that describes how has the COVID-19 pandemic affected theirr access to these research tools

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has the COVID-19 pandemic affected your access to these research tools?

Post question

How has the COVID-19 pandemic affected your access to Assistive Technology

Interviewer instructions

N/A

COVID19 affected your access to Laboratory equipment (COVID19affectedyouraccessto)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 470
Format: character	Invalid: 0
Width: 19	

Description

Participant selects an option that describes how has the COVID-19 pandemic affected theirr access to these research tools

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has the COVID-19 pandemic affected your access to these research tools?

Post question

How has the COVID-19 pandemic affected your access to Laboratory equipment

Interviewer instructions

N/A

COVID19 affected access to University Library (COVID19affectedaccesstoUnive)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 468
Format: character	Invalid: 0
Width: 19	

Description

Participant selects an option that describes how has the COVID-19 pandemic affected theirr access to these research tools

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has the COVID-19 pandemic affected your access to these research tools?

Post question

How has the COVID-19 pandemic affected your access to University Library

Interviewer instructions

N/A

COVID19 access to Archives or special collections (COVID19accesstoArchivesorsp)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 468
Format: character	Invalid: 0
Width: 19	

Description

Participant selects an option that describes how has the COVID-19 pandemic affected theirr access to these research tools

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has the COVID-19 pandemic affected your access to these research tools?

Post question

How has the COVID-19 pandemic affected your access to Archives/special collections

Interviewer instructions

N/A

COVID19 pandemic affected your access to patients or research participants (EM)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete	Valid cases: 467
Format: character	Invalid: 0
Width: 19	

Description

Participant selects an option that describes how has the COVID-19 pandemic affected theirr access to these research tools

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

How has the COVID-19 pandemic affected your access to these research tools?

Post question

How has the COVID-19 pandemic affected your access to Access to patients/research participants

Interviewer instructions

N/A

Benefits to COVID19 for your work (BenefitstoCOVID19foryourwor)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete	Valid cases: 434
Format: character	
Width: 244	

Description

Participant indicates whether there have been any benefits to COVID-19 pandemic for your work

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

Have there been any benefits to COVID-19 pandemic for your work?

Post question

Any benefits to COVID-19 pandemic for your work

Interviewer instructions

N/A

Most challenging aspects of the COVID19 for your work
(Mostchallengingaspectsofthe)
File: IDRC Women in STEM Online Survey Dataset

Overview

Type: Discrete	Valid cases: 428
Format: character	
Width: 244	

Description

Participant indicates what have been the most challenging aspects of the COVID-19 pandemic for their work

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

What have been the most challenging aspects of the COVID-19 pandemic for your work?

Post question

Most challenging aspects of the COVID-19 pandemic for your work

Interviewer instructions

N/A

Ways you think your supervisor could support you manage the impacts of COVID19 o (Waysyouthinkyoursupervisorc)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 439
Format: character	
Width: 244	

Description

Participants indicates some ways they think their supervisor or line manager could support you or help you manage the impacts of COVID-19 on their research work

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

What are some ways you think your supervisor or line manager could support you or help you manage the impacts of COVID-19 on your research work?

Post question

Ways you think your supervisor or line manager could support you or help you manage the impacts of COVID-19 on your research work?

Interviewer instructions

N/A

Ways you think your supervisor could support you or help you manage the impacts (EQ)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 471
Format: character	
Width: 244	

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Interviewer instructions

N/A

Open_Ended_Response3 (Open_Ended_Response3)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 839
Width: 10	
Decimals: 0	

Description

Participant indicates what some ways they think what through supervisor or line manager could support their or help them tourt y manage the impacts of COVID-19 on their studies

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

What are some ways you think your supervisor or line manager could support you or help you manage the impacts of COVID-19 on your studies?

Post question

Ways you think your supervisor or line manager could support you or help you manage the impacts of COVID-19 on your studies

Interviewer instructions

N/A

Open_Ended_Response4 (Open_Ended_Response4)
File: IDRC Women in STEM Online Survey Dataset

Overview	
Type: Discrete	Valid cases: 407
Format: character	Invalid: 0
Width: 10	

Description

Participant indicates what some ways they think what through supervisor or line manager could support their or help them tour to manage the impacts of COVID-19 on their studies

Universe

Women in STEM

Source of information

Women in STEM

Pre question

Effect of the covid19 pandemic on women's progression

Literal question

(Optional) please provide your current email address if you wish to be conducted regarding this study

Post question

Open-Ended Response

Interviewer instructions

N/A

Field of education (Fieldofeducation)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview	
Type: Discrete	Valid cases: 87399
Format: character	Invalid: 0
Width: 44	

Description

This is an exhaustive classification of Science Technology Engineering and Mathematics (STEM) as provided by the International Standard Classification of Education (ISCED) 2011. ISCED classifies fields of education to include science field (life sciences and physical sciences, mathematics, statistics and computing), engineering field that includes construction, manufacturing and architecture. Other subfield/ subjects related to life sciences include agriculture, forestry, fishery and veterinary medicine and health sciences.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

Indicate the category under which the course/program falls either under Science Technology Engineering and Mathematics (STEM) classification.

Post question

N/A

Interviewer instructions

N/A

Gender (Gender)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview	
Type: Discrete	Valid cases: 89593
Format: character	Invalid: 0
Width: 5	

Description

Data custodian indicates the gender of the postgraduate students pursuing STEM (enrolled or graduated) courses/programs in IUCEA member universities from Kenya, Burundi, Rwanda, Tanzania and Uganda.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

Indicate the gender of the postgraduate student enrolled or graduated in STEM course/program in your university

Post question

N/A

Interviewer instructions

N/A

Year (Year)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview

Type: Discrete	Valid cases: 89593
Format: numeric	Invalid: 2
Width: 10	
Decimals: 0	
Range: 2010-2021	

Description

This reflects the year of postgraduate students enrollment or graduation as indicated in postgraduate students enrollment records and graduation list/booklets.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

State the year of enrollment or graduation

Post question

N/A

Interviewer instructions

N/A

Course (Course)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview

Type: Discrete	Valid cases: 89593
Format: character	Invalid: 0
Width: 7	

Description

The data custodian states the degree which the STEM postgraduate student was enrolled for or graduated for either masters or PhD

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

Is the program masters or PhD?

Post question

N/A

Interviewer instructions

N/A

Program (Program)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview

Type: Discrete	Valid cases: 89593
Format: character	Invalid: 0
Width: 98	

Description

The data custodian gives finer details of the masters or PhD program in STEM being pursued as per the name of the program. This depends on what name the university decides to use.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

What is the name of the program as indicated in the enrollment list or the graduation list/booklet?

Post question

N/A

Interviewer instructions

N/A

Category (Category)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview	
Type: Discrete	Valid cases: 89593
Format: character	Invalid: 0
Width: 10	

Description

The data custodian at the university differentiates between the two dataset collected, enrollment and graduation.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

What is the category of the dataset, either enrollment or graduation?

Post question

N/A

Interviewer instructions

N/A

Type of institution (Typeofinstitution)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview	
Type: Discrete	Valid cases: 89586
Format: character	Invalid: 0
Width: 18	

Description

Data custodian differentiates between public and private universities

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

State the type of institution, public or private

Post question

N/A

Interviewer instructions

N/A

Institution Name (InstitutionName)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview	
Type: Discrete	Valid cases: 89593
Format: character	Invalid: 0
Width: 60	

Description

Data custodian indicates or captures the name of the institution/university from which the data was collected

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

State the name of the institution/university

Post question

N/A

Interviewer instructions

N/A

Country (Country)
File: IDRC Women in STEM Secondary data-Enrolment and Graduation

Overview	
Type: Discrete	Valid cases: 89593
Format: character	Invalid: 0
Width: 8	

Description

Data custodian indicates or captures the name of the country which hosts the University from which data was collected

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

State the name of the country which host the University from which the data was collected

Post question

N/A

Interviewer instructions

N/A

Field of Education (FieldofEducation)
File: IDRC Women in STEM Faculty Data

Overview	
Type: Discrete	Valid cases: 4195
Format: character	Invalid: 0
Width: 44	

Description

This is an exhaustive classification of Science Technology Engineering and Mathematics (STEM) as provided by the International Standard Classification of Education (ISCED) 2011. ISCED classifies fields of education to include science field (life sciences and physical sciences, mathematics, statistics and computing), engineering field that includes construction, manufacturing and architecture. Other subfield/ subjects related to life sciences include agriculture, forestry, fishery and veterinary medicine and health sciences.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

The data custodian indicate the category under which the STEM postgraduate course/program being taught falls either under Science Technology Engineering and Mathematics (STEM) classification.

Post question

N/A

Interviewer instructions

N/A

Gender (Gender)
File: IDRC Women in STEM Faculty Data

Overview	
Type: Discrete	Valid cases: 4195
Format: character	Invalid: 0
Width: 5	

Description

The data custodian indicates the gender of the faculty teaching STEM postgraduate courses/programs in IUCEA member universities from Kenya, Burundi, Rwanda, Tanzania and Uganda.

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

Indicate the gender of the faculty teaching postgraduate student in STEM course/programs in your university

Post question

N/A

Interviewer instructions

N/A

Academic Year (AcademicYear)
File: IDRC Women in STEM Faculty Data

Overview

Type: Continuous	Valid cases: 3297
Format: numeric	Invalid: 899
Width: 10	Minimum: 1984
Decimals: 0	Maximum: 2023
Range: 1984-2023	Mean: 2015.7
	Standard deviation: 3.4

Description

The data custodian indicates the respective academic year the faculty enumerated taught any postgraduate STEM course at the mentioned university

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

State the respective academic year the faculty enumerated taught any postgraduate STEM course at the mentioned university

Post question

N/A

Interviewer instructions

N/A

Qualification Level (Proffesor, Associate Proffesor, Senior Lecturer/ Lecturers (QualificationLevelProffesor)
File: IDRC Women in STEM Faculty Data

Overview

Type: Discrete	Valid cases: 2460
Format: character	Invalid: 0
Width: 20	

Description

Data custodian indicates the level or designation held by the faculty member teaching STEM postgraduate course/program

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

Indicate the level or designation held by the faculty member teaching STEM postgraduate course/program

Post question

N/A

Interviewer instructions

N/A

Courses Taught (CoursesTaught)
File: IDRC Women in STEM Faculty Data

Overview

Type: Discrete   Valid cases: 4195
Format: character
Width: 124

Description

Data custodian captures/list the STEM postgraduate programs/courses taught by the faculty member enumerated

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

State the STEM postgraduate course/program taught by the faculty member

Post question

N/A

Interviewer instructions

N/A

Type Of Institution (TypeOfInstitution)
File: IDRC Women in STEM Faculty Data

Overview	

Type: Discrete   Valid cases: 4195
Format: character   Invalid: 0
Width: 18

Description

Data custodian differentiates between public and private universities

Universe

Women in STEM

Source of information

Women in STEM

Pre question

N/A

Literal question

State the type of institution, public or private

Post question

N/A

Interviewer instructions

N/A

University (University)
File: IDRC Women in STEM Faculty Data

Overview	

Type: Discrete   Valid cases: 4195
Format: character   Invalid: 0
Width: 33

Description

Data custodian indicates or captures the name of the institution/university from which the data was collected

Universe

Women in STEM

Source of information

Women in STEM

| **Pre question** |
| N/A |

| **Literal question** |
| State the name of the University |

| **Post question** |
| N/A |

| **Interviewer instructions** |
| N/A |

Country (Country)
File: IDRC Women in STEM Faculty Data

| **Overview** | |
| Type: Discrete
Format: character
Width: 8 | Valid cases: 4195
Invalid: 0 |

| **Description** |
| Data custodian indicates or captures the name of the country which hosts the University from which data was collected |

| **Universe** |
| Women in STEM |

| **Source of information** |
| Women in STEM |

| **Pre question** |
| N/A |

| **Literal question** |
| State the name of the country which host the University from which the data was collected |

| **Post question** |
| N/A |

| **Interviewer instructions** |
| N/A |

Documentation

Questionnaires

IDRC Women in STEM Online Survey Tool.docx

Title	IDRC Women in STEM Online Survey Tool.docx
Author(s)	African Population and Health Research Center (APHRC)
Date	19/03/2025
Country	KENYA, UGANDA, TANZANIA, RWANDA, BURUNDI
Language	ENGLISH
Contributor(s)	APHRC, University of Oxford
Publisher(s)	APHRC
Filename	IDRC Women in STEM Online Survey Tool.docx

Other materials

Amended Research protocol APHRC_Participation and Experiences of Women in STEM.docx

Title	Amended Research protocol APHRC_Participation and Experiences of Women in STEM.docx
Author(s)	African Population and Health Research Center (APHRC)
Date	19/03/2025
Country	KENYA, UGANDA, TANZANIA, RWANDA, BURUNDI
Language	ENGLISH
Contributor(s)	APHRC, University of Oxford
Publisher(s)	APHRC
Filename	Amended Research protocol APHRC_Participation and Experiences of Women in STEM.docx