

What can Higher Education Institutions in Sweden learn from PLOTINA?

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Gender Equality in Sweden

Feminist government

- The objective of Swedish gender equality policy is that women and men shall have the same power to shape society and their own lives. With this as its starting point, the Government is working towards six sub-goals:
- **Equal division of power and influence.**
- **Economic equality.**
- **Equal education.** Women and men, girls and boys must have the same opportunities and conditions with regard to education, study options and personal development.
- **Equal distribution of unpaid housework and provision of care**
- **Equal health**
- **Men's violence against women must stop**

Gender Mainstreaming in Higher Education Institutions

In 2016, all publically funded Swedish higher education institutions, were given an assignment from the government, Gender Mainstreaming in Academia (GMA 2016-2019), which instructs the institutions to gender mainstream all of their operations according to individually developed **gender mainstreaming plan** with their intended gender mainstreaming efforts

Possible areas:

- Equal opportunities regarding research careers
- Recruitment from a gender perspective
- Counteract gender-based study choices
- Integrating a gender perspective in education and research

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Gender Mainstreaming in Higher Education Institutions

The Swedish Gender Equality Agency overall assessment indicates that the efforts made have resulted in an increased level of ambition, however...

- It is important to accurately "hit" the objectives with the efforts, but some universities had too general and overarching problem-descriptions and targets ("Gender-bound study-choices", "unequal career-paths", "gender equality") which might decrease the efforts "hit-rate"
- The gap between those who made the plans and those who were supposed to implement them has sometimes been large. Some institutions did not have resources, competence and time available for the activities in the gender equality plan.
- Most of the higher education institutions objectives were of a quantitative character, focusing on increasing the ratio of women (professors), equality of gender in recruitment groups, grading committees and expert groups.

- Students, PhD-students and administrative staff have been involved to a low degree at some universities, which creates challenges in the implementation phase.
- The follow-up of the work with gender-mainstreaming and the gender equality plans is by many institutions perceived as a challenge. There is a need in particular to develop both qualitative and quantitative indicators for the work with gender-mainstreaming.

PLOTINA FORMATIVE TOOLKIT

PLOTINA MONITORING TOOL



From gender equality plans to gender mainstreaming in HEIs quality systems and quality assurance processes

- The Swedish Higher Education Authority instructs all Higher Education Institutions to have a quality system and quality assurance processes for research and education.
- The Swedish Higher Education Authority reviews the HEIs' quality assurance processes. The model for reviewing higher education consists of the following six assessment areas:
 - governance and organisation
 - preconditions
 - design, implementation and outcomes
 - gender equality
 - ~~• student and doctoral student perspective~~
 - working life and collaboration.

Swedish Higher Education Authority 2019: Guidelines for reviewing the HEIs' Quality Assurance Processes

Assessment criteria: gender equality

- ✓ The HEI ensures through its quality work that **gender equality is factored into the content, design and implementation** of courses and programmes.
- ✓ Using information that is produced within the quality system, the HEI **identifies improvement needs and development needs**.
- ✓ The HEI has systematic procedures and processes for ensuring that **planned measures or implemented measures are appropriately communicated** to relevant stakeholders, both internal and external.

What to do next?

- Dissemination of PLOTINA to Sweden (and other countries) is of great importance
- New areas of research and development projects:
 - How can the Plotina formative toolkit and Plotina Monitoring tool etc be used to develop gender aspects in Higher Education Institutions quality systems and quality assurance processes?

Thank you for your attention!

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