

# Integration of gender, diversity and equal conditions in education, JMLIU

KTH Equality Office

2022

# KTH sustainability objectives and JML

- Objectives in education 2016-2020:
  - KTH shall increase all employees' and students' knowledge of and involvement in issues relating to sustainable development.
  - Sustainable development shall be integrated into all educational programs at all levels so that students can contribute to the sustainable development of society after graduation.
- JML is integrated in the revised KTH sustainability objectives 2020-2025



# Content: Track 1 at basic- and advanced levels

- Meaning of gender equality (jämställdhet) and equality (jämlighet)
- Expressions of (gender) inequalities
- How (gender) equality is related to sustainable development
- How (gender) inequalities can impact technological and societal development
- Work for change, legislation that requires proactive measures
- Gender sensitive and inclusive pedagogy (addition academic teaching)
- Gender in research, theory and method (addition third cycle level)
- Life long learning

# Design

- Design means that there is a clear structure for when and how JML is integrated in the programmes, includes examination and that there is a clear structure for follow-up through programme analyses in the quality assurance system.
- Entry points:
  - Social sustainability, sustainable development, sustainability
  - Ethics
  - Innovation
  - Design
  - Leadership, management, project management
  - Engineering science
  - Theory of science and methodology

# Implementation

Implementation means that teachers practice gender-sensitive and inclusive pedagogy and promote a gender-equal (jämställd) and egalitarian (jämlik) educational environment free from discrimination, e.g. through routines and information on how to report and proactively counteract harassment and sexual harassment

# Reactions

- Isn't this a bit superficial? Is there no progression?
- I'm not an expert in this!

# Expectations on teachers in Track 1

- Understand and support JMLIU
- Communicate basic knowledge, facts and relation to sustainable development
- Provide some examples of relations, preferable within one's subject
- Encourage students' curiosity
  
- Not to convey gender theories
- Not to explain complex relations but instead encourage further studies, e.g. readings, courses

# Introductory texts

- Equality and gender
- Structure, culture and work for change in organizations
- Technology, engineers and gender: a historical perspective
- Environment, climate and gender equality
- Technology, design and gender equality
- Leadership, entrepreneurship and gender equality
- Scientific knowledge and gender (third cycle level)

# Film series - Do you want to know more?

On how gender is related to technology, society, sustainability and work for change with subtitles in English:

1. On the concepts of equality and gender
2. On how gender inequality is done in everyday life
3. On work for change towards increased gender equality
4. On architecture and gender equality
5. On science and gender equality
6. On history of technology and gender equality
7. On environment, climate and gender equality
8. On design and gender equality
9. On leadership and gender equality

# Other material

- The Necessities Bag (Necessären)
- Quiz for learning and examination
- Voice-over presentation
- PPT prototype, with space for own examples
- Suggested readings
- Examination suggestions

# Support in development

- Communities of practice
- Individual support
- Thematic workshops, e.g. on pedagogy, resistance

Contact persons:

Lotta Delin

Roh Petas

# Some web-based resources

- The Necessities Bag: <https://www.kth.se/en/om/equality/utbildning/necessaren-larande-for-jamstalldhet-mangfald-och-lika-villkor>
- EIGE: <https://eige.europa.eu/>
- Gendered Innovations: <https://genderedinnovations.stanford.edu/>

# Goal 5 Gender equality

- Gender equality means fair distribution of power, influence and resources
- A life free from violence and discrimination is a basic human right
- Political, economic and social equality between women and men contributes to all dimensions of sustainable development



# Goal 10 Reduced inequalities

- An egalitarian society builds on the principle of equal rights and opportunities regardless of, for example, sex, ethnicity, religion, bodily ability, age, sexual orientation, economic or other status
- Equality reduces the risk for conflicts and promotes the opportunity for all humans to influence and participate in societal development



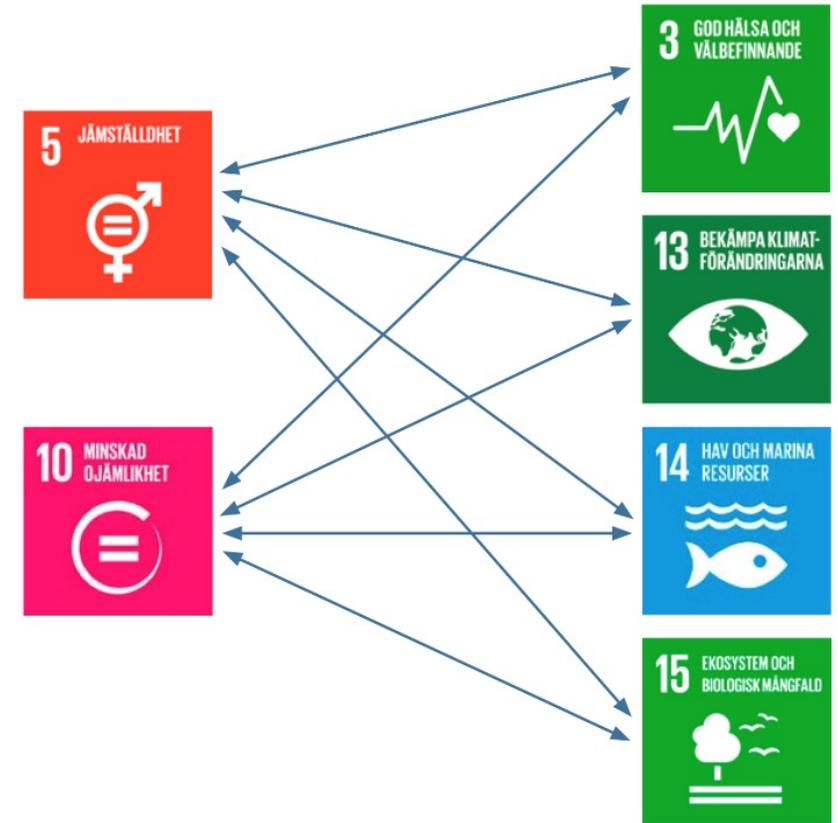
# Examples of expressions of inequalities

- Statistical and other empirical research demonstrates recurrent patterns of difference in terms of:
  - presence in labor market
  - wages, income and capital
  - representation in decision-making positions
  - access to spaces/rooms
  - access to technology
  - distribution of responsibility for unpaid labor
  - exposure to violence
  - degree of inclusion in majority culture
- Gender theory provides explanations to structural and cultural patterns



# Goals 5 and 10 are linked to environmental goals

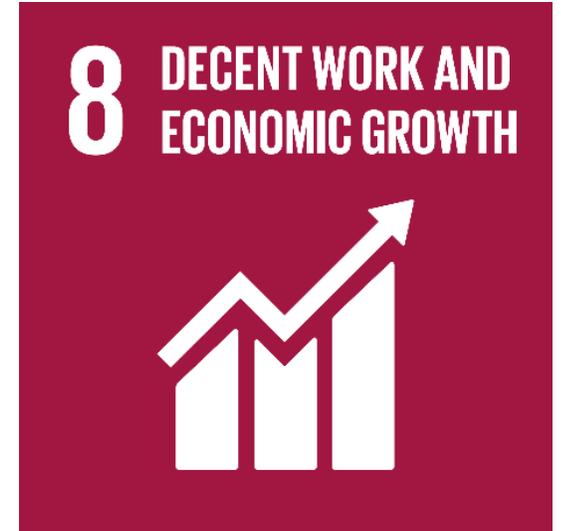
- The poorest in society are the most affected by climate change and other forms of disasters due to, among other things, fewer financial assets and fewer opportunities in labour market
- Almost no goal conflicts
- Example: women prioritize environmental issues, both in terms of values and in action, to a larger extent than men. Moreover, women are more risk-averse than men. A more equal gender distribution in decision-making bodies will lead to decisions that to a larger extent reduce pollution



Source: Naturvårdsverket 2019

# Goals 5 and 10 linked to economic goals

- Equality has a positive effect on the economic growth of a nation due, to among other things, increased access to labour and more efficient use of competence (Tillväxtverket 2019)
- Example: in developing countries, women will invest a larger share of household income than men in the welfare of the family, the health and education of children, and their financial choices will improve household savings (OECD 2012)
- Example: in organizations, gender equality and equality are often seen as means to achieve other goals such as quality, efficiency and growth (Tillväxtverket 2019)



# Impact on technological development

Examples of technological development that reproduce inequalities:

- Facial recognition systems
- Air-bags
- Knee prostheses

Questions to pose:

- Who develops technology?
- For whom is technology developed?
- Who is advantaged, who is disadvantaged?

**Studie visar: Ansiktsgenkänning funkar bra - så länge du är vit och man**  
2018-02-12 09:21 Av: Simon Campanello

**Medicintekniska hjälpmedel inte alltid anpassade för kvinnor**  
Olikheterna uppmärksammas i Stockholm idag på konferensen Sex, drugs and medical devices.

En knäprotes som bara provats på män kanske inte är anpassad för kvinnors fysiologi. Arkivbild: Mostphotos

Att läkemedel ofta bara är utprovade på män är ett känt fenomen som diskuterats i många år. Mer okänt är att samma sak egentligen gäller för mängder av olika medicintekniska hjälpmedel som knäproteser, stentar och andra produkter som används som reservdelar i människokroppen.

Precis som med läkemedel är det därför inte säkert att det tekniska hjälpmedlet passar för de kvinnor som får dem inopererade.

Publiseringsdatum: 2013-10-14  
Skrivet av: Anders Olsson  
Konferensinfo: Konferensen Sex, drugs and medical devices hålls...

Felfrekvensen är mycket lägre hos vita män än hos kvinnor och mörkhyade personer. Det visar en ny studie där forskarna testat flera system för ansiktsgenkänning.

Image: nyteknik.se

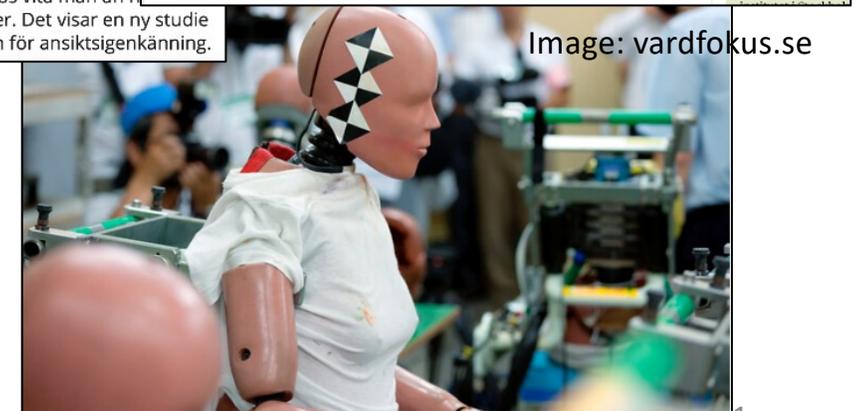


Image: vardfokus.se

Image: motormagasinet.se

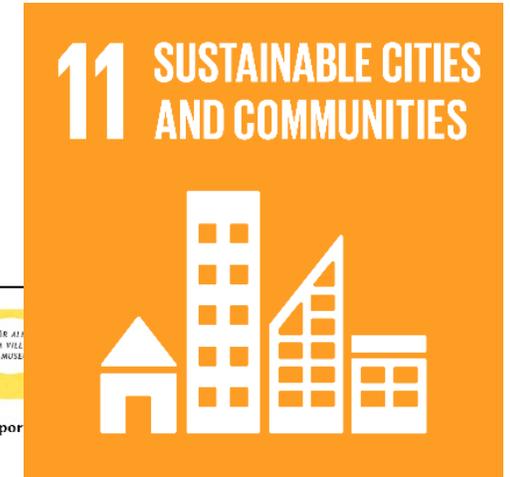
# Impact on societal development

Example: urban environment (Ceccato et al. 2019)

- Differences in the use of and experience of urban environments, e.g. women and men have different patterns of travel and spend time in different places; women report higher levels of fear and anxiety than men
- Differences in representation in planning processes

Questions to pose:

- Who is involved in development work?
- Whose needs are taken into account?
- Who is advantaged, who is disadvantaged?



# JML at KTH, D&I in business life

- At KTH, **JML** is the label for work for change:
  - **Gender equality**: equal power to shape society and one's own life regardless of gender
  - **Diversity**: appreciate differences without reinforcing stereotypes
  - **Equal opportunities/conditions**: having the same opportunities in terms of power and influence, income, education, health, bodily integrity and equal distribution of the responsibility for unpaid care work
- In business life, work for change is often labelled Diversity & Inclusion (**D&I**), and is often part of the sustainability agenda:
  - **Diversity**: diversity of social groups
  - **Inclusion**: a culture where everyone feels welcome, respected and involved regardless of group affiliation

# Discrimination legislation

Legislation prohibits six forms of discrimination:

- direct discrimination
- indirect discrimination
- inadequate accessibility
- harassment
- sexual harassment
- instructions to discriminate

7 grounds of discrimination:

- sex
- transgender identity or expression
- ethnicity
- religion or other belief
- disability
- sexual orientation
- age

Delar av mönster  
- en analys av upplevelser av diskriminering och diskriminerande processer

diskrimineringsombudsmannen

Vi arbetar för ett samhälle fritt från diskriminering.

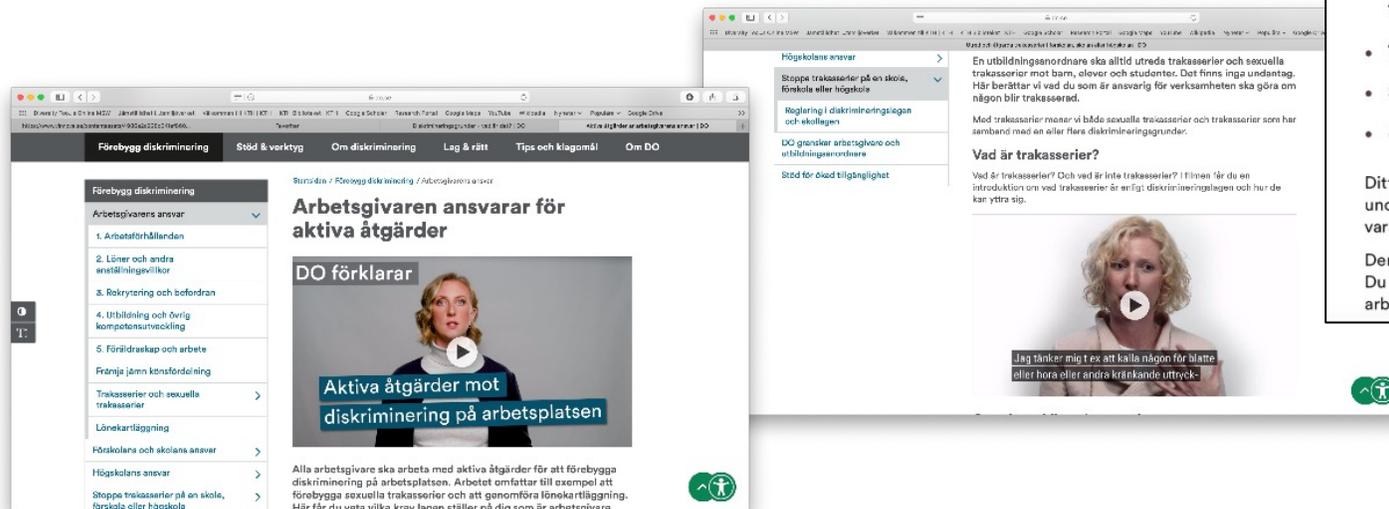
Vad är diskriminering?

DO förklarar  
Det finns en lag som förbjuder diskriminering

Rapport 2014:1

# Provisions on prevention measures

- Employers and education providers are required to take "active measures" to prevent discrimination
- The "Active measures" method entails continuously applying a four-step approach (investigate, analyse, take measures and monitor/evaluate) for the prevention of discrimination and promotion of equal opportunities



## Aktiva åtgärder i fyra steg – checklista för arbetsgivare

Alla arbetsgivare ska arbeta med aktiva åtgärder för att motverka diskriminering och främja lika rättigheter och möjligheter oavsett diskrimineringsgrund:

- kön
- könsidentitet eller könsuttryck
- etnisk tillhörighet
- religion eller annan trosuppfattning
- funktionsnedsättning
- sexuell läggning
- ålder.



Ditt arbete med aktiva åtgärder ska ske kontinuerligt i fyra steg: undersöka, analysera, åtgärda, samt följa upp och utvärdera. Det ska vara en ständigt pågående process.

Den här checklistan kan du använda när du går igenom de fyra stegen. Du får också några tips och exempel på frågor som du kan ha som stöd i arbetet.

# References used in examples

- Ceccato, V., Vasquez, L., Langefors, L., Canabarro, A., Petersson, R. (2019) *En trygg stadsmiljö: Teori och praktik för brottsförebyggande & trygghetsskapande åtgärder*. Stockholm: Institutionen för samhällsplanering och miljö, KTH,  
<https://www.boverket.se/globalassets/publikationer/dokument/2019/trygg-stadsmiljo.pdf>
- OECD (2012). *Closing the Gender Gap: Act Now*. Paris: OECD.  
<https://www.oecd.org/gender/Executive%20Summary.pdf>
- Naturvårdsverket (2019) Så hänger jämställdhet och jämlikhet ihop med miljömålen. En analys av ömsesidiga beroenden mellan olika hållbarhetsmål. Rapport 6856. Stockholm: Naturvårdsverket.  
<https://www.naturvardsverket.se/Documents/publikationer6400/978-91-620-6856-1.pdf?pid=23950>
- Tillväxtverket (2019) Att fortsätta välja jämställdhet.  
[https://tillvaxtverket.se/download/18.1580493316b902911f764e65/1562145795332/Att\\_forts\\_valj\\_a\\_jamstallldhet.pdf](https://tillvaxtverket.se/download/18.1580493316b902911f764e65/1562145795332/Att_forts_valj_a_jamstallldhet.pdf)