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KTH Equality Office

Plan for continued work for a gender equal KTH

This policy document has been adopted by decision of the president (Registration number V-2021-0209). This policy document applies from 22 March 2021 and is amended from 1 December 2022 (V- 2022-0650). This policy document contains guidelines for the organization, goals and activities for KTH's continued work with gender mainstreaming. Human Resources within organisational support and the KTH Equality Office are responsible for review and questions relating to this policy document.

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1 Introduction

1.1 Government assignment

In 2016, the government commissioned all universities and higher education institutions to create a plan to develop their gender mainstreaming work (Government Decision III:4, 2015-12-18). Based on this assignment, the president issued a decision on a plan to develop the university's gender mainstreaming work, *A Gender Equal KTH*, (Gender Mainstreaming KTH, JIKTH, V-2017-0469).

Through the appropriation directions for the financial year 2020 regarding universities and higher education institutions (Government Decision II:7, 2019-12-19), universities and higher education institutions were instructed to continue to develop their gender mainstreaming work based on an individual plan with development needs, goals and activities and to describe how equal opportunities are to be integrated and become part of the university's regular activities, for example, in the governance processes. Based on this assignment, the president issued a decision on a *Plan for continued work for a gender equal KTH in 2021-2022* (V-2021-0209).

Through the appropriation directions for the 2022 financial year regarding universities and higher education institutions (Government Decision I:12, 2021-12-16), higher education institutions were instructed to continue their gender mainstreaming work so that their activities contribute to achieving the national gender equality policy goals (Communication 2016/17:10). Based on this assignment, the president issued a decision on this revised *Plan for continued work for a gender equal KTH*.

1.2 The government's gender equality policy goals and KTH's goals for a gender equal KTH

The government's gender equality policy goals emphasize that women and men should have equal power to shape society and their own lives. The government has also established six sub-goals (Government communication 2016/17:10). Based on the gender equality sub-goals, *A Gender Equal KTH* means the following:

The Government's equal opportunity policy interim objectives	KTH's goals for <i>A gender equal KTH</i> based on the Government's gender equality sub-goals
An even distribution of power and influence	Equal representation in decision-making and deliberating bodies. Inclusive meetings.
Financial equality	Equal pay for equal work, equal pay for equivalent work and equal distribution of resources between the sexes.
Gender equality in education	Everyone should have the same opportunities and conditions when it comes to education, study choices and personal development, irrespective of gender.
Even distribution of unpaid home and care work	Irrespective of gender, everyone at KTH must be able to take responsibility for home and family and take the same responsibility for care work in the workplace.

Equality in health	Irrespective of gender, everyone at KTH shall have the same conditions for good health at work and be offered care on equal terms.
Men's violence against women must cease	Irrespective of gender, everyone at KTH has the same right and opportunity for bodily integrity, which means that discrimination, harassment, sexual harassment and victimisation are not accepted.

2 Organisation and tasks in the work to promote gender equality, diversity and equal opportunities

KTH's rules of procedure (V-2022-0397) state that under the president, the university's activities are organized into five schools and one organisational support function. Each school is led by a school director and receives operational support from a university director.

Each school director and the university director are responsible for organisation, planning and follow-up of their own organisation's work with gender equality, diversity and equal opportunities (JML). This responsibility includes decisions on measures relating to gender equality, diversity and equal opportunities.

In order to support the university's work with gender equality, diversity and equal opportunities, the following supporting organization has been assigned to assist in this effort and the following tasks have been allocated. Between the employer, KTH, and the employee organizations, there is also an organization, as well as established regulations, for collaboration on JML issues, which is not described in detail here. See the local collective agreement *Collaboration for development within KTH*.

2.1 Vice President for Gender Equality and Values (from 2017-2022)

Decision V-2016-1052 states that the vice president for gender equality and values shall be responsible for relevant and strategic issues within gender equality and values. This responsibility includes leading, coordinating and supporting the university's work to promote gender equality, diversity and equal opportunities.

2.2 KTH Equality Office

The KTH Equality Office is a strategic resource for support and coordination for the university's work with gender equality, diversity and equal opportunities and values. The KTH Equality Office runs and supports the university's gender mainstreaming work and efforts to implement active measures according to the Discrimination Act, both for KTH as an employer and as an education provider.

The KTH Equality Office consists of teachers, researchers (including a special expert) and staff within operational support and is led by the vice-president for gender equality and values, or another individual appointed by the president, within the framework of the decisions made by the president. The teachers and researchers included in the Equality Office are scientific experts in gender research.

The KTH Equality Office is assigned tasks linked to JML partners in section 2.3.1 and to JML groups in section 2.3.3.

2.3 Equality, Diversity and Equal Opportunities (JMLA)

Each school director and the university director shall be the director of gender equality, diversity and equal opportunities (JMLA) for their own organisation. This task may be delegated to an individual who is a member of the organisation's leadership, for example, a deputy school director or head of department.

Each JMLA shall be responsible for leading and coordinating the JML work in the respective organisation in relation to the working environment and study environment,

- appoint at least one JML partner (see 2.3.1) from operational support,
- be included in the joint JMLA group (see 2.3.2), and
- establish at least one JML group in the respective organisation (see 2.3.3) in a way that is adapted for the organisation.

KTH recommends that the student association that has the status of a student union at KTH appoints an individual as the director of gender equality, diversity and equal opportunities.

2.3.1 JML-partner

The JML partner shall serve as operational support for JMLA in the effort to drive the university's JML work forward. The role is intended to link change processes and public authority in relation to JML with various functions and processes within the administration, primarily within HR, such as the working environment, recruitment, competence development and staff development.

Each activity's JML partner will be a part of the JML partner group, which is convened by the KTH Equality Office and aims to facilitate the exchange of experiences.

2.3.2 The JMLA group

The JMLA group is a strategic group tasked with handling JML issues. The group consists of the JMLA from each activity and is led by the vice president for gender equality and values.

The JMLA group meets regularly to coordinate operational development and gender mainstreaming. The group also discusses important issues and development areas and receives support through knowledge and experience exchange in its strategic work.

2.3.3 JML group

Each JMLA shall organize and lead a JML group with employees from their own organisations. The JML partner will be a part of the JML group.

The JML group meets regularly to handle issues relating to gender equality, diversity and equal opportunities within the respective organisations.

The JML groups receive support in their JML work from the KTH Equality Office through advice and direct efforts. The KTH Equality Office arranges trainings and workshops for the JML groups.

If necessary, JMLA and JML partners can initiate the formation of additional groups that are subordinate to the JML group.

3 Goals and activities through 2025

KTH has set the following goals for the period leading up to 2025:

- Collective organisation
- Knowledge and awareness
- Equal opportunities
- Inclusive cultures

The goals were first laid out in *A gender equal KTH (V-2017-0469)* and in the *Plan for continued work for a gender equal KTH in 2021-2022 (V-2021-0209)*. The goals continue to be a priority through the end of 2025.

3.1 Goal: Collective organisation

A comprehensive organisation refers to a systematic JML structure at KTH where discrimination legislation, work environment legislation, gender mainstreaming and core value work are linked together and run throughout KTH. See also section 2 for the organisational structure.

3.1.1 Activity: Further development of coordination and support in the JML work

The collective organisation aims to coordinate the development work and the preventive work in progress within the schools, the organisational support and the student union at KTH, as well as to provide support in this work. Through a unified organisation, balance and synergies between, on the one hand, initiatives for equal terms related to legislation, and on the other hand, equality integration such as organisational development and core value work, can be followed up and developed.

2021-2025: The Equality Office will further develop support for and coordination of the JML work.

3.1.2 Activity: Follow-up of JML in KTH's sustainability goals and climate goals

The UN's global goals for sustainable development include goals for gender equality (the fifth goal) and goal for reducing inequality (the tenth goal). JML is integrated in KTH's sustainability goals 2021-2025 and climate goals 2021-2045. The KTH Equality Office and the KTH Sustainability Office collaboratively work on this integration effort so that follow up is performed for both the individual goals and the relationship between these goals. Gender equality (goal 5) and equality (goal 10) are sustainability goals in themselves and are particularly important for the effort to integrate JML, and at the same time, are a means for achieving sustainability in a broader sense.

2021-2025: The Equality Office will work in collaboration with the KTH Sustainability Office to continuously follow up the work to clarify the integration of JML in the university's sustainable development work.

3.1.3 Activity: Continued development of union collaboration on JML

Since 2020, the KTH Equality Office and the central collaboration group have been working to develop the structure for union cooperation on JML issues at KTH in accordance with the *Local agreement on cooperation* at KTH.

2021-2025: The KTH Equality Office will continue work to further develop the collaboration around JML with the unions at KTH.

3.2 Goal: Knowledge and awareness

Knowledge and awareness means that the knowledge and awareness of gender and gender equality, as well as JML issues in general, increases throughout the organisation, especially in leadership development and education programmes.

3.2.1 Activity: Integration of JML in education (JMLIU)

KTH has set a goal for knowledge and awareness of gender and gender equality to be integrated into all educational programmes, so that after graduation, students are able to contribute to a more gender equal society.

The content of the programmes must convey knowledge about JML so that students know what the concepts of gender equality and equality mean, how they are linked to sustainable development, how gender inequality and inequality can be expressed, and that gender equality and equality require change management. In order for students to receive interpretations and explanations of knowledge about JML, it is often appropriate for knowledge from gender research to be conveyed. In the teaching and learning in higher education programmes, knowledge about JML and gender-conscious and inclusive pedagogy must be conveyed.

When designing courses and study programmes, there must be a clear structure for when and how the integration takes place in each programme and a clear structure for follow-up via programme analyses in the quality system.

When implementing courses and study programmes, teachers must work for a gender-equal and equal educational environment free from discrimination, for example, through procedures and information in order to counteract harassment and sexual harassment and by practising gender-conscious and inclusive pedagogy as part of the work with KTH's ethics and values.

2021: The Director of First and Second Cycle Education and the Director of Third Cycle Education at each school shall jointly identify ten degree programmes that will integrate JML in 2021. Support for programme directors and teachers during implementation is offered through 'Necessären' (web-based resource) and other educational materials (see 2.3.2 below), higher education teaching courses and workshops.

2022-2025: Further development of the work to integrate JML in all of KTH's education programmes based on the follow-up of results from the previous year's activities through KTH Equality Office's own follow-ups and regular quality assurance system. Continued support for teachers will be offered through Necessären (web-based resource) and other educational material (see also 3.3.2 below), higher education teaching courses and workshops, as well as the KTH Library. This support is offered by the KTH Equality Office in collaboration with the Department of Learning in Engineering Sciences and the Department of Industrial Economics and Management (INDEK) at the School of Industrial Engineering and Management. Activities are updated and developed according to the needs of the respective organisation.

3.2.2 Activity: Training for JML groups

In addition to operational support, trainings and workshops are conducted on a continual basis in order to support the JML work for the JML groups in the schools.

2021-2025: The KTH Equality Office will conduct training and workshops for JML groups to support the JML work.

3.2.3 Activity: The integration of JML in training for recruitment committees and the promotion committee. Training for recruitment committees and the promotion committee is carried out continuously. An important aim of integrating JML into education is to increase the level of knowledge in conjunction with the employment and promotion of teachers. The trainings are arranged by the Faculty Council and Human Resources in collaboration with the KTH Equality Office and the researchers participating in the programme.

2021-2022: The Equality Office, together with the dean, shall carry out a review of the application process and assessment from a gender equality point of view. This may include interviews with previous applicants for advertised positions and promotions, and follow-up interviews with members and operational support staff, as well as observations at recruitment committee and promotion committee meetings.

2023-2025: Analysis of the results of an investigation that is to be carried out in 2022 by the KTH Equality Office in collaboration with the dean on the application process and assessment from a gender equality perspective shall serve as the basis for continued development work in the recruitment committees and the promotion committee. Training for members will be further developed and implemented continuously.

3.2.4 Activity: Training in JML for employees

Open training initiatives for all employees are carried out continuously to contribute to an increased basic knowledge of JML and the grounds of discrimination and to contribute to work with ethics and values. The KTH Equality Office offers target group-focused trainings and arranges the Equality Forum, which is an arena for open seminars that was created in 2022, where both employees and students can participate. The KTH Equality Office will regularly arrange the Equality Forum and shall include various themes related to the university's JML work.

2021-2022: Develop information and training materials about KTH's JML work and continue to implement competence-enhancing training initiatives each semester in the form of open lectures and seminars on themes based on the grounds of discrimination. The activities are carried out by the Equality Office in collaboration with work environment managers, safety representatives and union representatives.

2023-2025: Target group-focused trainings that are carried out in collaboration with other functions at KTH are further systematized and digitalised during the period.

2023-2025: The Equality Forum continues to serve as an arena where JML work at KTH is regularly conveyed to employees and students. The forum is also an arena where external lecturers are invited in to speak on relevant subject areas, for example, research or the grounds of discrimination. The activities are carried out by the KTH Equality Office in collaboration with work environment managers, safety representatives and union representatives. Relevant information about the university's JML work is also made available via the Internet.

3.3 Goal: Equal opportunities

This refers to various efforts for the purpose of creating equal opportunities with regard to salary, power and career. This includes continued work with faculty development from a JML perspective.

3.3.1 Activity: Integration of JML in leadership programmes and career support

The integration of JML into leadership programmes and career support is an important part of

the in-depth work on issues surrounding ethics and values.

2021-2025: Continued implementation of Partners in Learning (PIL), the career support programme for assistant professors, where JML is already integrated. The programme will be updated and developed continuously in a collaboration between the dean, the KTH Equality Office and researchers responsible for implementing the programme.

3.3.2 Activity: Network for gender research at KTH

The network for gender research at KTH contributes research-based knowledge in the work to integrate JML in first-cycle and third-cycle education programmes. The network was established in 2020 and functions as a scientific reference group in the work to integrate gender issues into the education programmes. The network supports the development of a gender perspective within the engineering sciences.

In 2020, the first step was taken to establish a network for gender research at KTH which (1) creates a scientific reference group in the work with integration in education, (2) is a support in the development of a gender perspective within the engineering sciences and (3) promotes scientific exchange between gender researchers at KTH.

2021: The network's researchers will produce educational materials and design guidelines that can contribute competence support in the integration of JML into education.

2022: The network's researchers will arrange workshops for employees at KTH to support the development of a gender perspective within the engineering sciences, in accordance with the development plan's wording that gender perspectives will be increasingly integrated into research.

2023-2025: The network serves as a reference group for the KTH Equality Office, which can provide advice and take on assignments to ensure that research-based support is provided for the integration of JML in the university's education programmes. Researchers can contribute educational materials, guidance and competence support in the integration of JML into the university's education programmes.

2023-2025: The network's researchers will arrange and offer annual workshops for employees at KTH to support the development of a gender perspective within engineering sciences, in accordance with the development plan's wording that gender perspectives will be increasingly integrated into research. The digital course on gender in research that has been developed (which is available to researchers in Canvas) is continuously developed by researchers in the gender network.

3.3.3 Activity: JML aspects in decision making

2023: A survey of managerial decision-making at different levels will be carried out that includes an assessment of how JML aspects are taken into account in both strategic and concrete decisions at KTH.

2024: The results from the survey of managerial decision making at different levels will be analysed and, where relevant, used in the work to implement active measures and in leadership development.

3.4 Goal: Inclusive cultures

Inclusive cultures are based on an awareness of ethics and values, codes of conduct and how an inclusive culture can be promoted. It also includes awareness of the relationship between

sustainable development and JML issues, a clear zero tolerance policy towards harassment and discrimination and a transparency and clarity in communication with regard to JML work at KTH.

3.4.1 Gender and Change Management (GOFL)

The Gender and Change Management (GOFL) programme ran from 2017 to 2018 and included 18 women from KTH. The purpose was to enhance women's influence in KTH's gender equality work. The group subsequently functions as a strategic advisory group in JML issues at KTH. A follow-up study has shown a need to create a clearer form and continuity for the group's work.

2021: The Equality Office will design a support structure in change management for further development of the strategic group GOFL.

2022-2025: In 2022, an initiative was introduced by the president on female visiting professors (see section 2.2.2 in the operational plan for KTH in 2022) to create a more even gender distribution among professors. A development programme, including both new professors and other roles for the achievement of change (e.g. GOFL), will be linked to this initiative in 2023-2025, with the aim of providing support in the work to achieve more gender-equal and inclusive environments at KTH and to enhance the sustainability of the initiative. It is therefore important that work is carried out within the identified environments to create a more inclusive and gender equal culture.

3.4.2 Activity: Research and collaboration programme against sexual harassment and gender-based vulnerability

Together with Karolinska Institutet, Malmö University and the National Secretariat for Gender Research at the University of Gothenburg, KTH is a partner in the Research and collaboration programme against sexual harassment and gender-based vulnerability (the programme concluded in December 2022). The results from a study on the prevalence of gender-based vulnerability in the Swedish higher education sector, which was carried out by Statistics Sweden in 2021, were published and presented in 2022. The results serve as the basis for a number of initiatives and measures to promote preventive work to combat sexual harassment in academia, which is an issue that has been discussed at a number of seminars in the sector in 2022.

2021: The Equality Office will provide information about the prevalence study at KTH in order to achieve a high response rate.

2021: The Equality Office will ensure that data generated by the prevalence study on KTH are analysed by researchers at KTH.

2022: The Equality Office will initiate change projects for the development of an inclusive culture and zero tolerance for sexual harassment based on previous research and new data from the prevalence study as an important part of the in-depth work with ethics and values at KTH.

2023-2025: The Equality Forum (see section 3.2.4) will continue to spread information about the preventive work against sexual harassment. The KTH Equality Office will produce the support material that managers, heads of function areas and leaders at KTH need to facilitate the preventive work against sexual harassment.

The research seminars that have been carried out by the KTH Equality Office within the framework of the Research and collaboration programme against sexual harassment and gender-

based vulnerability will continue to be arranged in collaboration with actors working in the sector in order to utilise new and ongoing research on sexual harassment and gender-based vulnerability.

2023-2025: the KTH Equality Office will continue the change processes for the development of an inclusive culture and zero tolerance for sexual harassment that were initiated in 2022 as an important part of the in-depth work with ethics and values at KTH. This work is aimed at different target groups, for example, PhD students. Researchers in the gender network will provide support for this work.

3.4.3 Activity: JML educational activities for students

In order to increase the awareness of JML among students at all levels and to contribute to an inclusive educational environment free from discrimination, harassment, sexual harassment and victimization, the KTH Equality Office provides training annually to students who are involved in the student union. This work is done in a collaboration between the KTH Equality Office, the Training Support Department and the Student Union at KTH.

2021-2025: Continue and develop the work to increase awareness of JML among students at all levels, for example, by implementing various educational activities, coaching and mentoring opportunities for student sections, support in the development of activities for newly admitted students and the production of videos or other educational material.