

**Action plan for the integration of equal  
opportunities in Karolinska Institutet's education  
2021-2022**



**Karolinska  
Institutet**



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## **Organisation and responsibility**

**The University Council and President** have the ultimate responsibility for ensuring targeted equal opportunities work at KI.

**The Vice-President** has overall operational responsibility for ensuring equal opportunities at KI.

**The Academic Vice-Presidents** for research, doctoral education, and first and second cycle educations are responsible for ensuring equal opportunities in each operational area.

**Heads of department, administrative managers, the University Director and the Chief Librarian** are responsible for conducting targeted work to ensure equal opportunities on their respective departments, the university administration and the library.

**The Faculty Office at the Central Administration** has the function of coordinating work on equal opportunities in the form of a gender equality strategist and an equal opportunities coordinator.

## Background

The aim of the action plan is to create better conditions for a strategic, targeted, and well-integrated work with equal opportunities at all levels of education. Integrating equal opportunities and gender equality into all levels of education is an obvious part of how Karolinska Institutet (KI) should work based on applicable laws and regulations. The Higher Education Act (1992:1434, Chapter 1, section 5) states that gender equality should be promoted. The Discrimination Act (SFS 2008:567) requires higher education institutions to work actively to identify and eliminate the risks of discrimination and harassment. Higher education institutions shall also work to promote equal opportunities to ensure that everyone's equal rights and opportunities are met. The ordinance on the responsibility of government authorities for the implementation of a disability policy (SFS 2001:526) gives state authorities a particular responsibility to make their activities accessible.

The integration of equal opportunities is also in line with KI's Strategy 2030 (Ref. 1-928/2017) and related operational plan (Ref. 1-462/2019). KI also has a gender mainstreaming plan (Ref. 1-971/2020), as well as an action plan for widening access and participation (Ref. 1-922/2020). These documents contain regulations and goals that structure the work for equal opportunities in education.

In addition to the above, the action plan in question is based on a review conducted by the Swedish University Chancellor's Office (UKÄ) of the quality assurance work at KI (The Assessment Group's statement reg. no. 411-00483-18 dated 2020-03-31). The Assessment Group concludes that the work carried out by KI regarding gender equality is not satisfactory. The strengths that have been identified are that KI "works at an overall level to integrate gender equality by offering educations, seminars and workshops", and KI "has organised and implemented a number of educational activities for development of skills in the field internally". However, gender equality is often lacking at the level of programmes and courses. The Assessment Group suggests that KI "systematises and disseminates the good work being carried out within parts of the university". The recommendation of the Assessment Group is: "It is recommended that the university systematically ensure that gender equality is taken into account in a clearer and more concrete way at all levels, in content, design and implementation of the education."

The review conducted by UKÄ only covers the area of gender equality. KI, however, uses equal opportunities as an umbrella term to denote all work to promote equal rights, equal opportunities and responsibilities, as well as to counter all forms of discrimination, harassment, victimisation and exclusion. This also includes working to actively promote and widen access and participation. Gender equality as a part of equal opportunities means that the grounds upon which the Discrimination Act is built, as well as an individual's social background, are dealt with through the work done to provide for equal opportunities.

Integration of equal opportunities in KI's education shall take place at three levels:

- Content means that equal opportunities is an area of knowledge that is taught and where students are examined.
- Implementation means that equal opportunities characterise the pedagogy so that teaching becomes inclusive and accessible
- Design means that there is a structure for how and where equal opportunities shall be integrated, and that there is progression.

### **Evaluation of the work in progress**

Below is an overview of the measures that have been carried out during the period 2017-2020. The review focuses on the work at central level, with some impact in the work with courses and programmes. A more detailed analysis will be carried out as part of the work of integrating equal opportunities throughout all levels of education. The work being carried out in the educational programmes and departments needs to be more clearly organised and structured, in order to later form the basis for further work. However, this forms a part of the activities in the action plan.

### **Equal opportunities in courses and programmes**

The area equal opportunities and gender equality are analysed in the departments' annual report of the educational assignments. The report for 2019 shows that there are major variations in how the departments work with equal opportunities in terms of the content and implementation of the education. Several courses have learning goals and assess students' knowledge of equal opportunities, while some do not see the relevance of equal opportunities in their courses. Some departments work with equal opportunities to a great extent and can set good examples.

### **Development work on the Medical programme**

In order to investigate the current situation regarding equal opportunities, a survey was carried out in 2017 where theme and course coordinators received a questionnaire on how different perspectives of equal opportunities were dealt with in the course, and where relevant, to specify how equal opportunities were included in the course.

The development work has, among other things, led to the following:

- A decision that all teachers within the programme board and the programme council must undergo web training on norms and equal opportunities linked to the care situation.
- Work on the courses' learning goals and the broken-down learning goals has been carried out.
- A matrix for integrating equal opportunities into the course programme has been developed.

### **Support from KI centrally**

Questions about gender equality, gender and equal opportunities are included in several of KI's pedagogical courses provided for clinical supervisors/teachers, as

well as teachers at all levels. In order to become a main supervisor for a doctoral student at KI, doctoral supervisor training is compulsory, and this includes mandatory elements about gender equality and equal opportunities. There are also courses on accessibility, as well as course templates based on principles in compliance with universal design for learning.

The Central Administration offers training on equal opportunities within the framework of leadership and personnel training. In the past, courses for students were also held.

The web-based course Equal opportunities covers legislation, discrimination, harassment, and victimisation. It is open to all students, doctoral students, and employees. The course for supervisors of doctoral students includes a module on equal opportunities. The doctoral supervisor training also includes the course Bias in assessment. Members of KI's assessment groups shall undergo the web course. It is a recommendation that the assessors involved in processes for KI's doctoral funding programme attend the course.

[On KI's website](#) you will find information and literature relating to inclusive and norm-critical pedagogy, as well as information on how equal opportunities can be integrated into teaching.

Each semester, open lectures on gender equality and equal opportunities are arranged for different groups of employees. Some have touched on pedagogy and equal opportunities. Examples of other educational activities carried out include:

- Course for clinical supervisors at on-site training (VFU), 3 times per semester.
- Basic course - Teaching and learning in higher education (GHPD-Grundläggande högskolepedagogik) – temporary efforts on gender and equal opportunities.
- Presentations on equal opportunities and the Discrimination Act aimed at students in educational programmes
- Teacher's day in the medical programme on equal opportunities and global health regarding examinations and case reports in collaboration with the Unit for Teaching and Learning (UoL – Enheten för undervisning och lärande).
- Teaching in the Glocal University TGU.
- Due to the covid-19 pandemic, which has meant that many of the courses have been conducted on distance, KI has supported, among other things, the Go Online course where themes that deal with inclusion are dealt with.

### **Materials to support equal opportunities in education:**

The guide "Medical Education Guide No. 9: The Guide for the implementation of an equal opportunities perspective for KI's educational programmes" developed within the framework of the HOLK project 2009-2011 provides tips on how to integrate equal opportunities into the courses:

<https://medarbetare.ki.se/media/78615/download>

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The "Report on learning goals with regard to equal opportunities in the medical programme" (ref. 1-147/2020 – in Swedish) by Mia von Euler and Marie Dahlin provides practical tips on how to integrate equal opportunities into courses.

At the University Library there is a special book collection for employees and students, the norm-critical collection, to make literature in the field available.

Overall, there are many ongoing efforts being made, but as UKÄ notes, a thorough systematic approach is lacking.

## **Developments 2021-2022**

### **Goals and strategy**

The goal with KI's education is as expressed in Strategy 2030: "We must also ensure that our educational programmes provide the knowledge about gender, power, and equal opportunities that is fundamental to equity in healthcare" (Strategy 2030). The operational plan describes goals that are well in line with the ambition to integrate equal opportunities into the education such as:

*KI's students have knowledge about power relationships between genders and equal opportunities in order to be better prepared for professional life*

*KI is free from discrimination, victimisations, and harassment*

*KI's educational activities are characterised by well-developed modern pedagogics*

*Students feel secure in their study environments and are well-prepared for their future professional responsibilities*

The present action plan brings together the focus of KI's ambitions in relation to the goals:

- KI's teachers and supervisors have good knowledge of equal opportunities and should be able to translate this knowledge into teaching and supervision.
- KI has a good study environment that is free from discrimination and harassment.
- KI's teaching and study environment is inclusive and accessible.
- KI's students and doctoral students have sufficient knowledge of equal opportunities for their studies so that they will be able to work on equal terms in their future workplaces.

The strategy to achieve the goals is to work in a manner that is integrated, structured and strategic with the content, design, and implementation of the educational programmes.

- KI shall continue to work on the strategic educational efforts that are already being implemented for specific target groups, and work to reach more target groups.
- The educational efforts shall be built into systematic work that takes equal opportunities into account in the content, design, and implementation of the educational programmes.

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- The work shall be carried out in cooperation with and within the framework of KI's various operational units responsible for parts of the assignment.

The academic vice-presidents for first and second cycle educations, and for postgraduate educations have the main responsibility for the integration of equal opportunities within KI's courses and programmes. Support is provided by the coordinators for equal opportunities, the gender equality strategist at the Faculty Office and International Relations, the Unit for Education and Equal Opportunities (FIR-ULV), and UoL.

## **Activities**

Developments for 2021-2022 shall focus on strengthening and developing the work that has already been done, developing teacher training methods, and developing forms of knowledge exchange.

## **Evaluation and reference group**

To work strategically with the integration of equal opportunities in the education in a comprehensive and systematic manner, an evaluation of how equal opportunities have been integrated into the content, design and implementation of the programmes shall be carried out. In addition, the conditions for teachers to integrate equal opportunities into teaching need to be examined. The evaluation shall be carried out by UoL in consultation with the equal opportunities coordinators and the gender equality strategist at FIR-ULV, as well as in consultation with representatives for KI's educations. Educations at first and second cycle involve consultation with GUA (Heads of undergraduate education) and PD (programme directors). The doctoral level involves consultation with the chairman for the course and programme committee, for the content for the doctoral education courses, the directors of studies and the vice-rector for doctoral educations, for other aspects of doctoral education.

Based on the results of the evaluation, a plan shall be made for how and where the integration of equal opportunities shall take place. UoL, the equal opportunities coordinator and the gender equality strategist at FIR-ULV are responsible for the planning in consultation with the programme and education managers at the various educational levels.

A reference group consisting of pedagogical developers, teachers/ supervisors from all levels of education, as well as students, is created so that the development work shall be based on existing needs, the knowledge that exists and that it is relevant in practice. The coordinator for equal opportunities at FIR-ULV is responsible for the group.

## **Integration of equal opportunities into KI's educational programmes**

UoL has launched a project to integrate knowledge based on Agenda 2030's goals, including equal opportunities. This is part of the skills-enhancing efforts to be carried out for teachers. Several activities will be carried out within this framework. The equal opportunities coordinator and the gender equality strategist at FIR-ULV is responsible for collecting, structuring and making available relevant training, knowledge and information on equal opportunities.



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Project manager responsibility for the entire project lies with UoL. In 2021, focus will be made on evaluation and planning.

The coordinator for equal opportunities and the gender equality strategist at FIR-ULV shall prepare for the long-term work and at the same time shall start other activities that can be integrated into Agenda 2030 in KI's educational programmes.

A knowledge bank of equal opportunities for teachers is developed where literature, films, tips, case and teaching examples and more are gathered.

A written guide and a template for a workshop on how teachers can work with equal opportunities in learning outcomes, teaching and examinations shall be developed.

Comprehensive methodological materials and a quick reference guide for teaching and mentoring in an inclusive and accessible manner shall be developed.

Inspiring and knowledge-sharing lectures and seminars shall be arranged at least three times during the validity period of the action plan. In connection with this, at least three pedagogical meetings shall be arranged for teachers from all educational levels who are interested and at least one representative from each programme at first and second cycle level. The focus of the pedagogical meetings shall be equal opportunities. Equal opportunities coordinator and gender equality strategist at FIR-ULV is responsible for implementation.

The coordinator for equal opportunities and the gender equality strategist at FIR-ULV will continue with lectures and seminars for teachers on the different departments and programmes based on needs.

### **Other efforts**

Information regarding equal opportunities for students and doctoral students is designed in collaboration with student and doctoral student ombudspersons. Responsible are student and doctoral student ombudspersons with support from coordinators for equal opportunities and the gender equality strategist at FIR-ULV.

The integration of equal opportunities, knowledge of harassment and discrimination shall be incorporated into the introduction given to undergraduate and second cycle students during the first term. Responsible is the Unit for Education and Doctoral Education Support (UFS) with support from the coordinator for equal opportunities and the gender equality strategist at FIR-ULV.

### **Follow-up**

The follow-up complies with KI's coherent quality system, which aims to plan, implement, follow up, and then provide feedback to improve the integration of equal opportunities in the education. In the follow-up, both qualitative and quantitative changes should be found:

That follow-up studies show that systematic work with equal opportunities in education is ensured in the long term at the different levels of education.

That departments and programmes can demonstrate how they ensure that equal opportunities are included at first and second cycle level. It shall be demonstrated how equal opportunities permeates the content, implementation, and design of the educational programmes, as well as how progression is ensured.

That those responsible for doctoral educations can demonstrate that equal opportunities are included in the doctoral students' education.

That studies among teachers and supervisors can show that different knowledge-enhancing efforts on equal opportunities have reached all departments and programmes, and that equal opportunities forms a part of the education of doctoral students.

That studies among students show that they have knowledge of equal opportunities.