

# I Meet up on Equality and diversity in external quality assurance

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- What gender mainstreaming is
- Why incorporate the gender perspective in higher education
- How AQU Catalunya has done it

# A problem that DOES HAVE a name

## Women more likely to survive heart attack if treated by female doctor - study

US researchers say gender of ER doctor might affect female patients' chances of survival



▲ The research team looked at the patients' age, gender, other health issues, whether the patient had died during their hospital stay, and the gender of the emergency room doctor. Photograph: Juanmonino/Getty

## The deadly truth about a world built for men - from stab vests to car crashes

Crash-test dummies based on the 'average' male are just one example of design that forgets about women - and puts lives at risk



## Nasa cancels all-female spacewalk, citing lack of spacesuit in right size

Space agency blames shortage of outerwear after first-of-its-kind mission falls through



▲ Christina Koch was one of the astronauts due to take part. Only 11% of people who have been to space are women.

**Gender-blind university  
teaching and research**



**Gender-blind professional  
practice**

## What is gender mainstreaming?

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- **Gender blindness** is the failure to recognise that the roles and responsibilities of women/girls and men/boys are ascribed to, or imposed upon, them in specific social, cultural, economic and political contexts. Gender-blind projects, programmes, policies and attitudes do not consider these different roles and diverse needs.\*
- **Gender mainstreaming** applies to all levels of public policy. It involves taking into consideration the differences between men and women when analysing, planning, designing and implementing policies, considering the way in which different measures, situations and needs affect men and women.

\* EIGE (2016), *Gender Equality Glossary and Thesaurus*,  
<http://eige.europa.eu/rdc/thesaurus/terms/1157>

# Why: a matter of (e)quality (I)

The principle that men and women are effectively equal has been established internationally:

## International

- **2030 Agenda.** Sustainable Development Goals (SDG), a series of 17 priorities which constitute a roadmap for socially responsible universities:
  - **SDG 5** focuses on gender equality and states the following: Achieving every Sustainable Development Goal depends on improving the lives of women, girls, men, and boys equally. But achieving gender equality demands urgent action to end harmful practices and violence against women and girls, and overcome the social, political, educational, and health barriers that deny them equal rights and opportunities.

## Europe

- The **communiqué of the 2003 Ministerial Conference in Berlin** urged Member States to reorganise bachelor's degree courses in order to reduce gender inequality.
- **Social dimension, of the European Higher Education Area**, has the potential to promote equality, fairness and inclusion in higher education. It establishes the need to train students in competences and skills that would enable them to deal with economic and social change and become aware of the values associated with equality between men and women.

## Spain

- **Organic Law 3/2007, on the effective equality of women and men**, establishes that in higher education support should be given to teaching and research regarding the meaning and scope of equality between women and men.
- **Organic Law 4/2007, on universities**, emphasises that universities must respect equality between women and men and recommends the development of programmes dealing with gender equality.
- **Royal Decree 1393/2007, on the structure of official university studies**, recognises that one of the principles guiding the development of programmes of study is that "any professional activity must consider a respect for fundamental rights and equality between men and women".

## Why: a matter of (e)quality (II)

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### Catalonia

**Article 28.1 of Law 17/2015, on effective equality of women and men**, calls on universities to "introduce the mainstreaming of the gender perspective and of studies on the contribution of women throughout history in all areas of knowledge, academic activity and research, which must be included in the curriculum of bachelor degrees and postgraduate programmes “.

It also establishes that:

1. all university degrees must mainstream the gender perspective in the curriculum of all areas of knowledge and that gender-specific courses or modules must be created in the core curriculum.
2. Universities must guarantee that the faculty staff is trained in gender mainstreaming and women's studies.
- 3. Gender must be mainstreamed in the external quality assurance processes.**

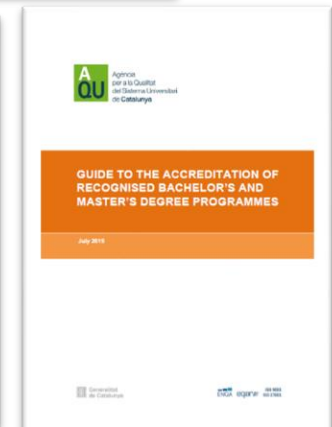
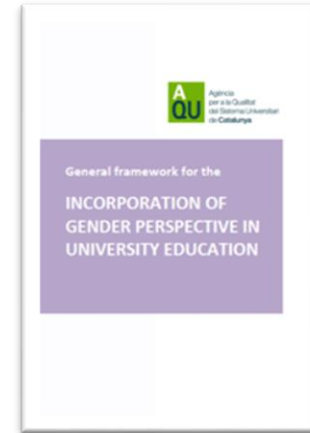
## Why: a matter of (e)quality (III)

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- Neither the European Standards and Guidelines produced by the European Association for Quality Assurance in Higher Education (**ENQA, 2015**) nor the Guidelines of Good Practice issued by International Network for Quality Assurance Agencies in Higher Education (**INQAAHE, 2016**) do not mention gender at all.
- **The report of Eurydice–EACEA 2019**, showed that references to the gender perspective in quality assurance agencies' guidelines are hardly found.
- Performance indicators related to gender equality are generally reduced to differences in male and female students' enrolment or employment rates.
- Consequences of omitting the gender dimension in the evaluation phase entails that gender equality goals are likely to remain invisible.
- In another words, **what is not measured is likely to evaporate from the institutional agenda.**

# AQU Catalunya timeline

- In 2016, the Women and Science Committee of the Inter-University Council of Catalonia required AQU Catalunya to become a full member and to adopt measures to comply with Act 17/2015.
- In 2017, AQU Catalunya set up a task force with gender experts - suggested by universities' equality units - and by quality assurance experts that elaborated the **General Framework for the Mainstreaming of Gender in the Higher Education Curriculum**.
- In 2019, AQU Catalunya included the gender perspective in its **validation** (ex-ante assessment) and **accreditation guides** of recognized Bachelor's and Master's degree programmes.





# How to introduce gender mainstreaming in teaching

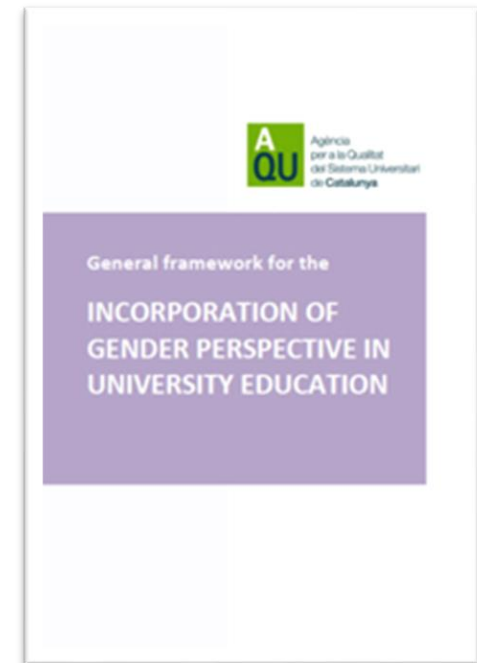
## *General framework for the incorporation of the gender perspective in university teaching*

### ■ Gender dimension in university studies

- What is teaching with a gender perspective?
- What benefits does the gender dimension play in teaching?
- How to integrate the gender dimension in teaching?

### ■ The gender perspective review in the programme assessment

- Diagnostic elements: institution, center, teaching staff
- Assessment indicators: verification and accreditation



# How to introduce gender mainstreaming in QA

**Ex-ante validation** requires new degrees to:

1. Specify how the gender perspective is incorporated in the competences, learning outcomes, and teaching and evaluation activities.
2. Explain how the internal quality system will guarantee that the gender perspective is mainstreamed in the design and development of the programme.
3. The syllabi strive for a gender-balanced bibliography, and that the content and language employed in teaching materials is gender-inclusive and avoids stereotypes.
4. Train students on how to conduct gender-sensitive research and on how the gender equality perspective will inform students' guidance services.

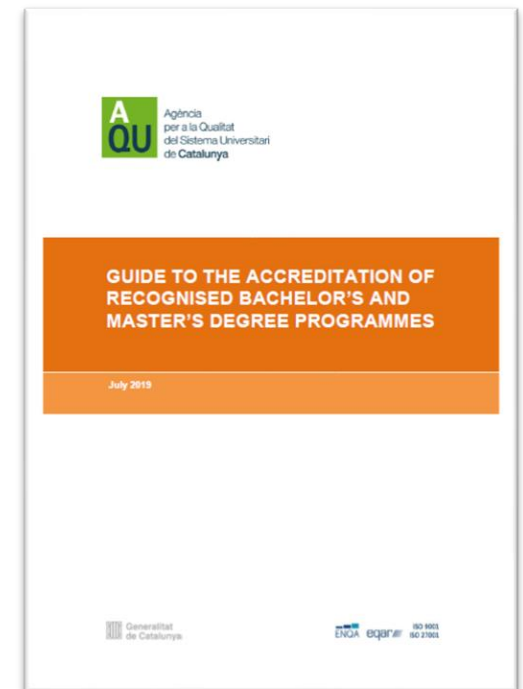


# How to introduce gender mainstreaming in QA

## The Guide to the Accreditation of Recognised Bachelor's and Master's Degree Programmes (July, 2019)

The analysis to be carried out in the degree should give answer to:

- Equity in **access**
- The gender perspective in the **design and implementation of the study plan**:
  - Skills
  - Subjects
  - Teaching material
  - Teaching staff
- Equity in the **achievement** of studies
- Equity in **graduation**
- Differences in **satisfaction** with studies taken according to gender
- Equity in **employability**



# Gender indicators across quality assurance standards (e.g., Accreditation guide)

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## 1. Quality of the training program

- Male and female students enlisted in the program.
- Actions undertaken to increase enrolment of students from underrepresented groups.
- Gender differences in student profiles: part-time/full-time, cutting marks, etc.
- Number and type of modules/courses that incorporate a gender perspective or are gender specific.
- Extra supply of gender-specific courses (e.g. minors).
- Training is provided on how to conduct gender-sensitive research.
- Teaching materials are gender-sensitive.
- Actions undertaken to make women's contributions to the discipline visible and to problematize the gender structure of the profession.

## 2. Relevance of public information

- Public availability of sex-disaggregated data.
- Program marketing materials (e.g., leaflets) and websites are free from gender stereotypes and use inclusive images and language.
- Course guides make explicit the gender competences and gender-sensitive learning outcomes included.
- The institution's gender equality policies are publicized (gender action plans, protocols against sexual harassment, etc.).

# Gender indicators across quality assurance standards (e.g. Accreditation guide)

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## 3. Efficacy of the program's internal quality assurance system

- Existence of mechanisms to guarantee and supervise the inclusion of a gender perspective in course guides and teaching materials.
- Gender mainstreaming is applied to the design, monitoring and modifications of the faculty or school's programs.
- The staff responsible for the program's internal quality assurance system has received training on gender mainstreaming.
- The internal quality assurance system incorporates a gender perspective (gender equality goals and actions are detailed, gender-sensitive indicators are used in monitoring reports, etc.).

## 4. Suitability of teaching staff for the training program

- Gender differences in faculty staff profiles.
- Gender differences in teaching load (number/type of courses and credits).
- Gender biases are taken into consideration when assessing staff performance (in student evaluations, in recruitment and promotion, etc.).
- Proportion of the program's faculty staff who have gender-equality training and/or have participated in gender-equality training sessions provided by the university.
- Number of gender-sensitive teaching innovation projects that the faculty staff participate in.

# Gender indicators across quality assurance standards (e.g. Accreditation guide)

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## 5. Effectiveness of learning support systems

- Sex-disaggregated data on international mobility of students.
- Sex-disaggregated data on international mobility of faculty staff.
- Gender-equality training provided to administrative staff.
- Adequacy of the number and type of library resources related to the discipline that are devoted to gender mainstreaming or gender studies.
- Existence of non-sexist signage in faculty or school premises (toilets, changing rooms, etc.).

## 6. Quality of program (learning) outcomes

- Gender differences in student retention and graduation rates.
- Gender differences in number of years needed to graduate.
- Gender differences in student employability rates after graduation.
- Gender differences in student satisfaction with programs.
- Students' satisfaction with the presence of a gender perspective in programs.

# Thank you!