



# GENDER EQUALITY POLICIES IN HIGHER EDUCATION:

# LEARNING FROM EXPERIENCE FOR SUSTAINABLE IMPLEMENTATIONS

# COP LAC – ACT ON GENDER

Área de género y sexualidades  
(rango de Secretaría ). PIO

Dirección de Igualdad de Género.  
Plan de Desarrollo Institucional.  
2017-2026

Dirección Gral. Promoción  
y Protección de DD HH  
Protocolo prevención  
e intervención ante  
situaciones de violencia y  
discriminación por género  
y orientación

Programa Nacional de  
Igualdad de Géneros en  
CTI

Plan de Igualdad  
de Género  
2019/2021.  
Comisión para su  
elaboración  
(2017).

Comité Impulsor del  
Movimiento  
HeForShe  
(ElesporElas) ONU,  
2019

Portfolio de género  
(2014)

Cátedra UNESCO de  
Igualdad de Género  
en instituciones de  
educación superior  
(2014)

Comisión  
interdisciplinaria del  
Observatorio Violencia  
Laboral y de Género

Oficina de Equidad de  
Género

Dirección de Género y Diversidad  
Sexual (2018). Programa contra la  
Violencia de Género

Cátedra abierta de género y  
Sexualidades. Protocolo  
prevención e intervención  
ante situaciones de violencia  
género.

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RIO GRANDE  
DO SUL-  
Brasil

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TECNOLÓGICO  
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RICA

CONSEJO  
NACIONAL DE  
INVESTIGACIONES  
CIENTÍFICAS Y  
TÉCNICAS-  
Argentina

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SAN MARTÍN-  
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Argentina

# Enabling conditions

- Increase in female enrollment in Higher Education institutions (last 3 decades) (women: 55% students).
- Gender Studies courses or seminars in many universities since the early 80.
- Regional growth of the feminist movement. Activism against gender-based violence, for legal abortion, GLBT marriage and gender identity laws.
- Increase and active participation of the student movement demanding public education, against discrimination and participation in institutional decisions.
- Promotion of gender equality in national and regional Agendas (ECLAC) and conventions. Many laws on women's rights and gender equality have been passed in many countries.
- Research and education programs on gender studies (some countries).
- Exchange of information between LA and European Universities.



# Structural obstacles

- **Limited and/or decreasing budgets for higher education and research, particularly, in gender studies.**
- **Changes in educational policies due to changes in governmental ideologies.**
- **Universities based on elitist and conservative values.**
- **Growth of conservative groups against feminism “gender ideology”.**
- **The tendency towards privatization of HE and the adoption of corporate values and goals.**
- **Prevalence of power relations and patriarchal biases in institutional cultures.**
- **Persistence of traditional educational practices, limited experience in multi and interdisciplinary work.**
- **International competition between universities for their position in regional and international rankings, fear of putting their prestige at risk.**

# Towards a typology of strategies for developing gender equality policies and programs in HE



**STAIRS**



**PARACAIDIST**



**CONQUEROR**



**“EVANGELIZING”**



**THE PART FOR  
THE WHOLE**



**NETWORKING**

# Current institutional practices



**GOOD  
INTENTIONS**



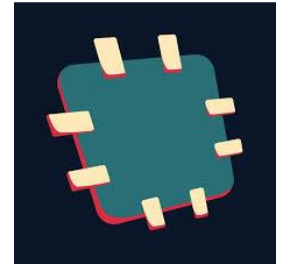
**FORMAL  
COMMITMENTS**



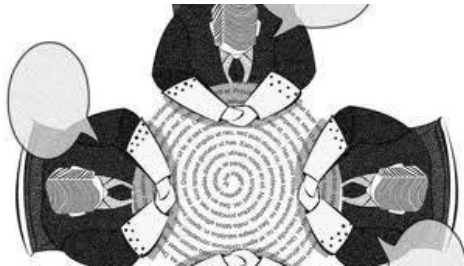
**INSTITUTIONAL  
IMAGE**



**VOLUNTEER  
WORK**



**PATCH**



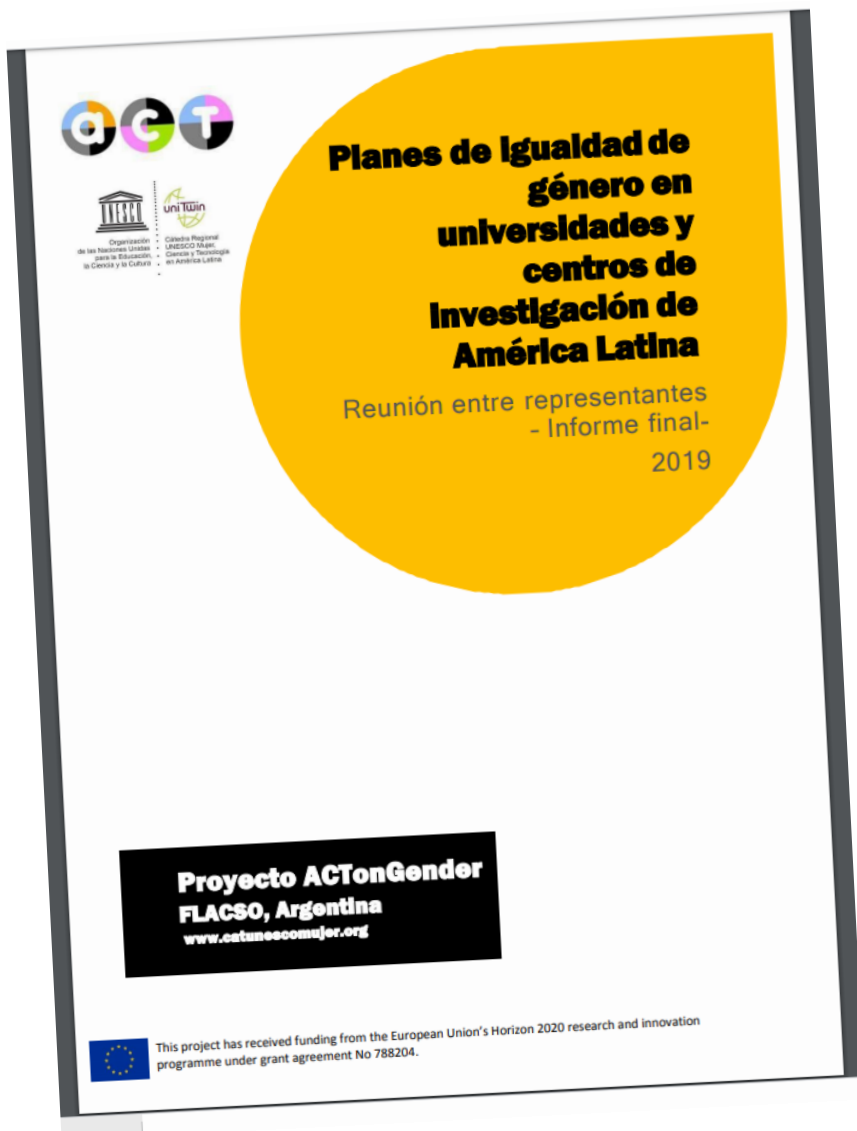
**BUREAUCRATIZATION**



**THE "LITTLE  
ROOM OF  
THEIR OWN"**



**CONVICTION AND  
COMMITMENT**



- A process under construction, advancing at different speeds according to the political, social and institutional contexts (budget assigned main limitation).
- Prevention and attention to gender-based violence and discrimination are at the core of the work (offices/commissions).
- Sensitizing students and teachers on gender inequalities: main objective.
- Few programs are implementing measures to reverse gender inequalities in aspects such as recruitment and promotion of women professors; equality in decision making positions, etc.
- Few initiatives aimed at mainstreaming gender in curriculum and teaching practices.

# Agreements on basic conditions for the institutionalization/mainstreaming gender and diversity equality in universities

- **Qualitative and quantitative assessments gender inequalities** in all sectors (students, faculty, administrative staff).
- **Update information** on educational and professional trajectories of women, men and LGBTBI people in all careers; norms, procedures and results of calls; composition by gender and working conditions of non-teaching staff, among other aspects.
- Regular **monitoring and evaluation** of the policy or action plan.
- **Qualitative research about gender codes and biases in the institutional culture.**
- **Awareness raising and training activities aimed at all members of the educational community and research centers.**



# Some conditions to strengthen the institutionalization of gender equality policies in Universities

- To be attentive to **demands and proposals** towards universities that arise from the feminist and diversity movements.
- Raise awareness and encourage the integration of the **gender equality approach in research and in curriculum contents of all disciplines**.
- Analyze the **advantages and limitations** of gender equality seals given to Universities and research centers.
- **To ensure appropriate budgets for gender equality teams.**
- **Encourage interdisciplinary teamwork** with gender researchers and specialists in HE policies.