

## ABSTRACT

- Title: The Pedagogy of Gender Equality Work. Dilemmas and Paradoxes in Gender Equality Work at a Swedish Company and University.
- Language: Swedish
- Keywords: Gender equality, pedagogy, organisation, power, gender structures, conditions.
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In Sweden, gender equality policy has been used for decades to increase the equality between men and women. Every organisation in Sweden is legally obliged to work with issues concerning gender equality. The study presented here is about how gender equality policy is implemented in two different organisations, a private company and a university. The study specifically investigates how certain strategies on improving gender equality are performed and conditioned. Focus is on the pedagogical process; what is called the pedagogy of gender equality work. This concept, the pedagogy of gender equality work, aims to make the pedagogical process visible.

In this study, different theoretical perspectives, concepts and focuses have been tried out, varied and used in order to analyse the complexities in gender equality work. My theoretical framework is inspired by both organisation theory, sociology of education and feminism. Three main concepts have been used: *Organisational concept* (central ideas and goals); *position* (power structures); and *gender* (how gender and gender order is produced and used). To investigate how these organisations work with gender equality interviews, observations, a small survey and text analysis have been used.

In these organisations the gender equality work is conditioned in both similar and various ways. For example, the university tends to be more open to conflicts than the company. The company on the other hand, is more likely than the university, to emphasise the importance of increasing women's social skills in order to improve gender equality. Both organisations are using a hierarchical structure in organising the work. This structure is here exposed as a way of governing and controlling the work.

Finally, the results illustrate how these strategies on improving gender equality are steered and conditioned in accordance with specific organisational concepts and structures. Both organisations emphasise: Consensus, individuality, neutral knowledge and neutral work, and gender differences. These conditions reveal several pedagogical dilemmas and paradoxes. For example, the agents that are working with gender equality are often putting emphasis on the importance of general agreement (consensus) *as well as* the individual responsibility. Furthermore, the gender equality work is often presented as important even if it is at the same time regarded as having been forced on the organisation and even unnecessary. Thus, gender equality work is complex and inconsistent, produced neither to necessarily change men and women's conditions nor to prevent dominating power structures. My results illustrate that gender equality work is performed for a variety of reasons and with different goals, even if the general ambition seems to be to make these organisations more successful.