



Orientation and action plan for gender mainstreaming and equal opportunities efforts at Örebro University for 2023–2025



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Introduction

This action plan details Örebro University's orientation in terms of gender mainstreaming and equal opportunities, the university's gender equality plan (GEP), and the method for working with accessibility and widened recruitment. These efforts are conducted from an intersectional perspective and consider multiple factors such as gender, disability, age and ethnicity. The action plan includes an explanation of the starting points, an account of the current situation and development needs, overarching principles for organisation and implementation, support for implementation, and the goals and activities for 2023–2025.

This action plan refers to efforts for:

Gender mainstreaming
Equal opportunities
Gender equality plan
Accessibility
Widened recruitment

The requirements and assignments relating to gender mainstreaming and equal opportunities efforts may be found in:

Starting points

This action plan takes into account several of Örebro University's government assignments regarding legislation, relevant international and regional goals and Örebro University's vision.

The requirements and assignments relating to gender mainstreaming and equal opportunities efforts may be found in:

- **Higher Education Act 1992:1434**
- **Gender equality policy sub-goals**
- **Recruitment targets for female professors (2021–2023 54%)**
- **Public service agreement**
- **Gender equality plan**
- **Agenda 2030 sub-goals**
- **Discrimination Act 2008:567**
- **Work Environment Act provisions**
- **UN Convention on the rights of persons with disabilities (bill 2008/09:28)**
- **Action plan for disability policy (bill 1999/2000:79)**
- **Region Örebro County's Strategy for gender equality 2021–2024**

The background to these is described briefly below.

Örebro University's vision

The university's vision states that research should be of high quality and create conditions for excellence and that doctoral students and junior researchers should have good opportunities for development and the acquisition of qualifications. Programmes are to be attractive to both national and international students, with a focus on sustainability. The study and work environment is to be characterised by gender equality, openness, trust and respect.

Legal requirements and governance

The requirements and expectations for work with gender equality and equal opportunities are detailed in several acts, regulations, and government assignments. As there is an overlap of assignments and remits, these are coordinated in accordance with the annual public service agreement, as described in the section on coordination of legal requirements and integration of perspectives (*samordning av lagkrav och integrering av perspektiv*, in Swedish).

According to the public service agreement for 2022, Örebro University is to continue its efforts on gender mainstreaming to contribute to the achievement of the gender equality policy goals (2016/17:10)¹. Areas raised as examples are equal opportunities for career paths, gender-based study choices and completion rates. Örebro University is to identify gender equality problems in its core activities to which the university can contribute solutions and report on the focus of its efforts with gender mainstreaming for the years 2023–2025. The university must also report on how gender equality is considered in the allocation of research funding.

The basis of gender mainstreaming is that a gender equality perspective is to be integrated into all day-to-day processes and permeate all work at the university. Gender equality must not be considered as a separate process, but as a regular element of the university's organisation, policy, work, research and teaching.

The work on equal opportunities must also be integrated into the day-to-day processes and must be incorporated in the systematic work environment management efforts where the university must ensure equal rights and opportunities according to the active measures prescribed in the Swedish Discrimination Act (2008: 567).²

Gender equality plan

As of 1 January 2022, a gender equality plan (GEP) is required and a criterion for universities to be able to apply for and receive funding via Horizon Europe. The following four criteria for a GEP are mandatory: a formal document adopted by university management and published on the university's website; specifically allocated resources with gender equality expertise to support the organisation in implementing the plan; gender-disaggregated statistics; and training on gender equality and gender bias for management and staff.

It is recommended the GEP addresses the following five areas: work-life balance and organisational culture, gender balance in leadership and decision-making, gender balance in recruitment and career opportunities, integration of gender equality and a gender perspective in education and research, and action against gender-based violence, including sexual harassment.

Örebro University meets all four requirements above based on how its work with gender equality and equal opportunities is organised. The university also meets the recommendations with its overarching goals for work on gender equality and equal opportunities. Appendix 1 illustrates which goals and activities meet which requirements.

¹ Public service agreement 2022 ([Regleringsbrev 2022 Myndighet universitet och högskolor - Ekonomistyrningsverket \(esv.se\)](#)) (in Swedish)

² [Discrimination Act \(2008:567\) Swedish Code of Statutes 2008:2008:567 to SFS 2017:1128 – Swedish Parliament](#)

Accessibility work

The premise for Sweden's disability policy is the UN Convention on the rights of persons with disabilities (bill 2008/09:28)³ and the national action plan for disability policy (Government bill 1999/2000:79).⁴

As a public authority, Örebro University is responsible for designing activities, premises and information in an accessible way. Furthermore, as an employer and education provider, the university is responsible for carrying out active measures to counteract inadequate accessibility in accordance with the Discrimination Act (2008:567).

This document covers the overarching goals for the work on accessibility and active measures. Accessibility at the university is considered in the annual work with active measures, which includes identifying risks and obstacles.

Promote and widen recruitment

The requirement to work with widening recruitment is found in the Higher Education Act⁵, which states that higher education institutions (HEIs) must actively promote and widen recruitment.

At Örebro University, the controller for gender equality and equal opportunities coordinates work at the strategic level, while the Centre for Academic Development is responsible for the course *Perspectives on higher education* for teachers. Gender-disaggregated statistics for students and study choices are gathered and presented in the annual report. At the university-wide level, there are several such initiatives, *Funka*, *Linje 14*, *Lyktan*, *Studentrekrytering* and *Snabbspåret*.

Work conducted at the faculty, school and division level is performed according to the specific needs and conditions arising from the work with active measures. This is documented within the framework of active measures and in the strategic planning process.

Region Örebro County's strategy for gender equality 2021–2024

The aim of Region Örebro County's Strategy for gender equality⁶ is to concretise and structure efforts to fulfil the gender equality policy goals in the county during the specified period. Efforts are carried out according to regional goals for the six gender equality policy goals, and through four agreed-upon orientations and approaches that will mainly be applied to achieve the goals: *regional collaboration and networking*, *gender mainstreaming action plans and strategies*, *training and skills-building activities* and *an intersectional and norm-*

³ [konvention-om-rattigheter-for-personer-med-funktionsnedsattning.pdf \(regeringen.se\)](#) (in Swedish)

⁴ [Regeringens proposition 1999/2000:79](#) (in Swedish)

⁵ [Higher Education Act \(1992:1434\) SFS 1992:1434 to SFS 2021:1282 – Parliament Chapter 1, Section 5](#)

⁶ [Örebro-lans-strategi-for-jamstalldhet-2021-2024.pdf \(lansstyrelsen.se\)](#) (in Swedish)

critical approach. Örebro University works with goal 3 – *Equal education* based on all four orientations and approaches.

External monitoring and trends

The importance of gender equality and equality, as well as the relationship between these, is highlighted by the Swedish Gender Equality Agency and the Equality Ombudsman. Via a partnership agreement, they aim to explore how these perspectives can be coordinated to facilitate more efficient methods. National coordination is encouraged.

The research bill for 2021–2024⁷ emphasises equal career opportunities and equal opportunities to acquire further qualifications, along with an equal allocation of research funding. HEIs must create equal opportunities for women and men at all levels of education and in research.

In an international perspective, the gender equality position is increasingly monitored through Horizon Europe's request of a GEP. Horizon Europe also considers ranking systems regarding gender equality efforts. Equal pay and career paths, widened recruitment to education and female-dominated occupations, are also emphasised. This international focus harmonises well with Swedish legislation.

Current situation and development areas

Identifying gender equality and equal opportunity problems

Analyses of gender equality at Örebro University show that there is both horizontal and vertical gender segregation. Women and men are present in our various schools, both as students and staff and at various levels within them. The higher up the academic ladder, the fewer women, despite the fact that the majority of students are women. About 67% of professors are men, while the majority of lecturers, administrative staff and managers are women. In addition, women as a group have significantly higher sick leave than men as a group.⁸

Örebro University's student population is 62% women and 38% men, a level that has remained relatively constant over many years. In addition, two-thirds of students at the master's level are women. Study choices are also largely gendered in terms of application patterns for the university's ten most popular programmes. Only 21.9% of university students attend gender-balanced courses.⁹

Although the university's employee survey from 2022 shows that the incidence of discrimination, harassment and victimisation has decreased significantly from 2018 to 2022,

⁷ [Forskning, frihet, framtid – kunskap och innovation för Sverige \(regeringen.se\)](#) (in Swedish)

⁸ Annual Report – [Örebro universitets årsredovisning 2021 \(oru.se\)](#) (see graph 3:1 and table 3:1) (in Swedish)

⁹ Annual Report – [Örebro universitets årsredovisning 2021 \(oru.se\)](#) (see tables 2:3 and 2:14) (in Swedish)

almost half of those who considered themselves subjected to it still hesitate to seek support or consider the support received as insufficient.

The survey also shows that only about 70% of employees agree with the statement that women and men are equally treated, with 10% of employees strongly disagreeing. Predominantly women consider themselves unequally treated. Among the examples given in the survey of unequal treatment among female employees are poorer salary development or salary level, poorer development opportunities, poorer opportunities for promotion, unequal treatment in the recruitment of staff, in appointments to projects/working groups, in the allocation of internal funds, and the existence of a culture that means that women feel left out. The most frequent comment in the free text responses was that women take on/are expected to take on more of the “academic housekeeping”¹⁰ and/or tasks that are not as useful from a career-building perspective as other tasks.

In 2021, Örebro University participated in a national prevalence study¹¹ that measured the incidence of gender-based vulnerability and sexual harassment. Results indicate patterns that show gender-based vulnerability and differences in how men and women are treated. Men experience greater support at work and in their studies from their manager/supervisor/teacher, while women experience greater support from colleagues. A larger proportion of men than women consider themselves treated fairly, paid attention to and believe that their immediate manager/supervisor/teacher is willing to listen to their problems regarding work or studies. Women respond to a greater extent that they find support in colleagues and that it is their colleagues that are willing to listen to their problems. In general, results show that women to a slightly higher degree are subjected to insults, sexual innuendo and comments, and they report slightly poorer well-being. Being subjected to sexual harassment was highest among doctoral students. Furthermore, results show that there is rude conduct within the organisation that can be considered to fall within the scope of abusive expressions or treatment.

The university’s results on the Gender Equality Agency-initiated self-assessment of its gender mainstreaming work¹² show that the university needs to continue working with the responsibility for gender mainstreaming at various levels within its organisation. Work needs to be systematically conducted within education, research supervision, and research.

Results of the Swedish Agency for Participation’s annual survey show that there is still potential for development in ensuring accessibility for all at Örebro University. The university received the following recommendations: to increase knowledge about accessibility in its

¹⁰The term was coined by American scholars to describe largely invisible tasks in academia that are primarily performed by women and that take time away from regular duties, in Sweden see Kalm, S. (2019) on academic housekeeping: “*Om akademiskt hushållsarbete*”, Sociologisk Forskning, vol 56.

¹¹ [National study on gender-based violence in academia, Karolinska Institutet \(ki.se\)](https://www.ki.se/press/nyheter/2022-08-24-national-study-on-gender-based-violence-in-academia)

¹² [Vägledning – stöd för att planera, organisera och följa upp arbetet med jämställdhetsintegrering | Jämställdhetsmyndigheten \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se) (pp. 42–44, in Swedish)

activities and to include accessibility aspects in its systematic work environment management and in recruitment efforts.

In 2022, Örebro University received recommendations from the Swedish Higher Education Authority (UKÄ) regarding its efforts to promote widened recruitment, following a self-evaluation carried out in 2021. The university was recommended to identify the student population more from a subject and activity-specific perspective, what local needs for widened recruitment exist, and to develop systematic analysis and follow-up measures at various levels.

Identified gender equality and equal opportunities problems

Based on the analyses above, and on external monitoring and legal requirements, the following gender equality and equal opportunities problems have been identified at Örebro University:

- There is gender segregation that leads to gender inequality in reference to the proportion of female professors, and a gender imbalance in various subjects where both men and women are underrepresented.
- There is perceived inequality in decision-making processes, such as the allocation of research funding, recruitment and in appointments to projects/working groups, especially among women.
- There is perceived unfairness and bullying, sexual harassment and inequality, especially among women and doctoral students.
- Knowledge about gender equality and equal opportunities needs to be disseminated systematically at all levels (education, research supervision, and research).
- The university's efforts with widened recruitment need to be further promoted based on local and organisation-specific challenges and needs.
- Work to ensure accessibility needs to be structured and included in the systematic work environment management efforts.

Action plan goals and activities

Goals and activities have been developed as a result of the gender equality and equal opportunities problems identified at Örebro University. The aim is to contribute to the gender equality policy sub-goals as well as relevant governance and legislation.

In the Gender Equality Agency's support material on *higher education institutions' follow-up of gender mainstreaming*,¹³ it is recommended that HEIs reflect on their planning of activities based on the Swedish Agency for Public Management's chain of results as presented below. This is a method for evaluating what intended effects the efforts may have. Örebro University

¹³ [Stödmaterial för lärosätenas uppföljning av jämställdhetsintegrering | Jämställdhetsmyndigheten \(jamstalldhetsmyndigheten.se\)](#) (in Swedish)

has used the method to describe how the university can contribute to the gender equality policy sub-goals.



Figure 1: The Agency for Public Management’s chain of results as presented in the Gender Equality Agency’s support material.

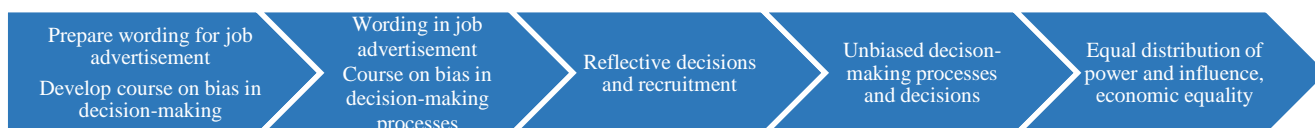
Goals, activities and presumptive results have been planned based on the chain of results. Assumptions have been made about what results the activities may lead to and, ultimately to which gender equality policy goal the efforts should contribute.

Overarching goals and chain of results for Örebro University

Overarching goals:

- The proportion of female professors increases over time where underrepresentation exists.
- The proportion of men and women increases over time where underrepresentation exists.
- Gender bias training is provided in decision-making processes to ensure unbiased decisions.

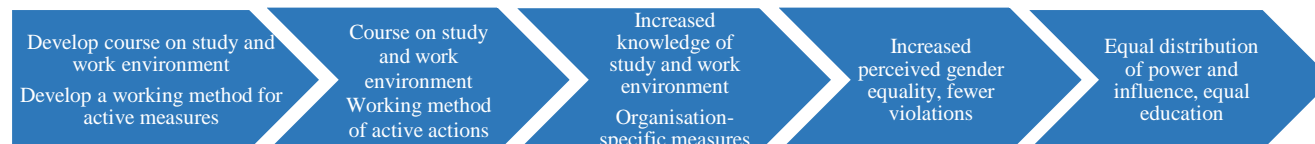
Chain of results:



Overarching goals:

- Work with active measures leads to an inclusive work and study environment with increases in perceived gender equality and fewer cases of abuse and discrimination.

Chain of results:



Overarching goals:

- The equal opportunities and gender mainstream perspective is familiar to all students and staff to ensure high-quality education and research.

Chain of results:



Overarching goals:

- Örebro University suits all students, regardless of background, previous experience, gender or age.
- Örebro University is accessible to all.

Chain of results:



Principles of organisation and implementation

Coordination of legal requirements and integration of perspectives

As previously described, there are legal requirements and expectations concerning work with gender equality and equal opportunities. Örebro University focuses on the integration of related government assignments and focuses on coordination based on the common approach that is included in the active measures according to the Discrimination Act, to create a “perspective satisfaction” and to avoid negative “perspective crowding”.

Systematic work environment management is strongly linked to work with gender equality and equal opportunities. Work with active measures according to the Discrimination Act is to be included in the systematic work environment management efforts at Örebro University. This means that there are provisions included in the systematic model for when documenting and follow-up should take place, and with whom it should take place. University-wide efforts, for both staff and students based on work environment legislation, accessibility and discrimination legislation, are carried out by the joint health and safety committee.

The principles for these efforts are described in the annual planning cycle below, illustrating the systematic model applied.

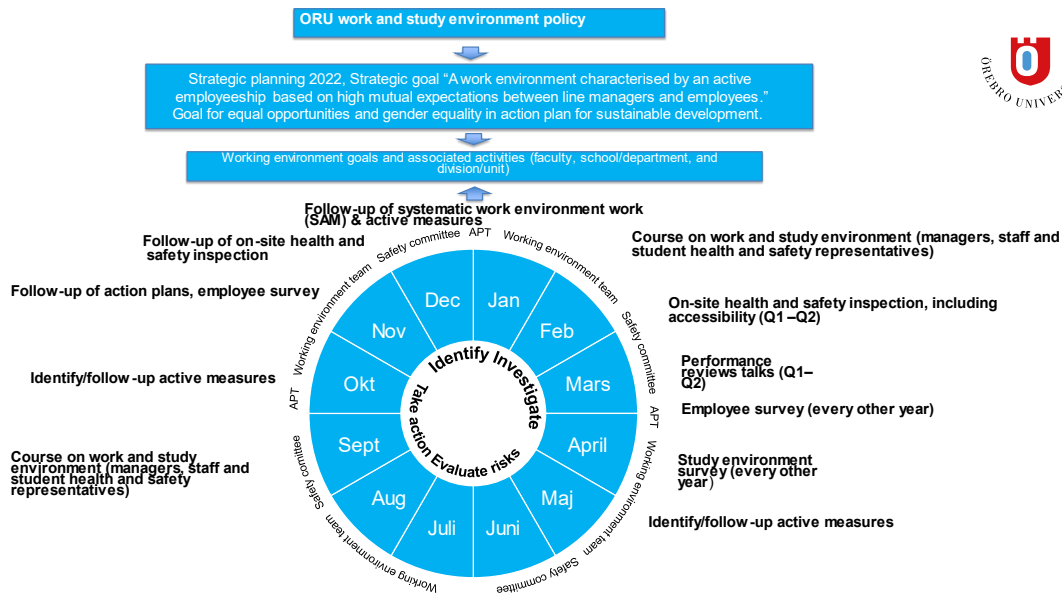


Figure 2: Annual planning cycle for systematic work environment management at Örebro University

For students, study environment efforts are carried out primarily within the framework of the work with active measures at the school and division levels. University-wide efforts for staff and students are handled by the joint health and safety committee. Accessibility is reviewed during on-site health and safety inspections.

As previously mentioned, most government assignments are coordinated within the work on active measures. Widened recruitment for students is handled under the area of *admissions and recruitment*. Widening participation and student completion are dealt with under the areas of *modes of teaching and organisation of courses and study programmes, examinations and assessments*, and *study environment*. Accessibility efforts are integrated into the work with active measures based on *disability* as grounds for discrimination and *inadequate accessibility* as the discrimination type.

For staff, parts of the gender equality work are conducted within the framework of the systematic work environment management efforts where work with active measures is included, such as salary surveys and reporting of sick leave. This work includes a gender equality perspective and is presented based on gender-disaggregated statistics. The annual salary survey is carried out in cooperation with employee organisation representatives and documented together with the follow-up of active measures. Work with equal career paths based on gender-equal salaries and allocation of internal funding is handled in the area of *salaries and terms of employment*. Recruitment goals for professors and work with unbiased recruitment and decision-making processes are addressed under *recruitment and promotion*. Accessibility efforts are integrated into the work with active measures based on *disability* as grounds for discrimination and *inadequate accessibility* as the discrimination type.

At a university-wide level, work with gender equality and equal opportunities is organised based on a focus on study and work environment issues and transparent systematic processes. Strong preventive and promotion efforts for fair decision-making processes are of the utmost importance. Well-managed and systematically organised efforts lay the foundation for gender equality and equal opportunities at our university. The relationship between the various government assignments is summarised in the following table.

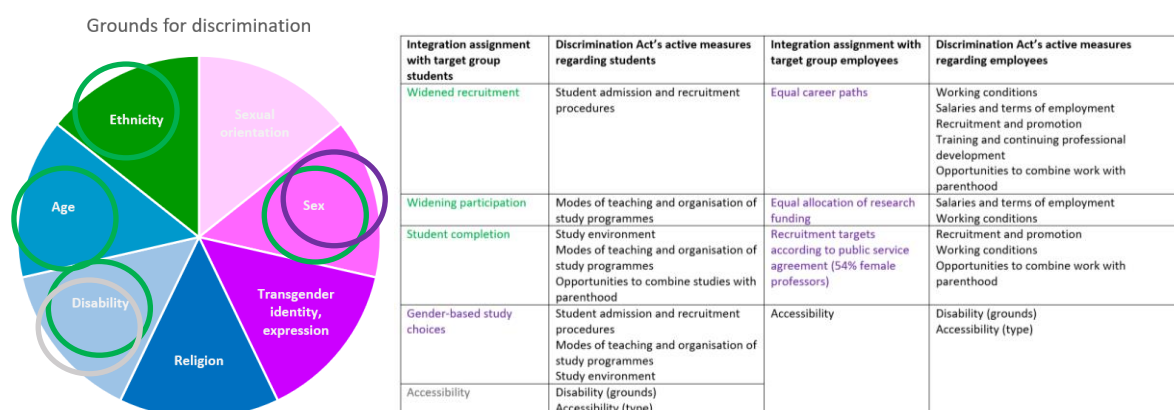


Figure 3: Integration of perspectives into the work of active measures

Goals follow-up

Goals are followed up in general by the controller for gender equality and equal opportunities using statistics and survey data and are reported in accordance with the annual planning cycle for the university's budget and planning, risk analysis and annual report. Activities are reported in our strategic plan, risk analysis, and activities report using the strategic planning tool, PUB.

All operations are backed in their work by our support functions and are offered the activities linked to their respective overarching goals. Activities are not aimed at all staff, but at various staff groups based on function and need. Certain activities, such as work with active measures, are mandatory based on legal requirements. Other activities, such as courses on work and study environment, are aimed towards new managers. Some courses, such as *Perspectives on higher education*, is a qualifying course for teachers and therefore compulsory. In addition, organisation-specific activities based on organisation-specific needs and conditions must be carried out according to the procedures for strategic planning in PUB and the activities report, with the overarching activities as a knowledge base.

Activities, responsibility and follow-up for each goal

Below is a description of the action plan's goals broken down into activities, where the responsibility lies and follow-up.

Goal	Activity	Responsible	Follow-up
The proportion of female professors increases over time where underrepresentation exists. The proportion of men and women increases over time where underrepresentation exists.	Wording in job adverts based on underrepresentation and recruitment goals.	Recruiting line manager	Gender distribution by category and employees.
	Course: <i>Unconscious bias in recruitment</i> .	HR and controller – course	Gender distribution by category and employees. Perceived gender equality and prevalence of discrimination in employee surveys.

Goal	Activity	Responsible	Follow-up
Provide gender bias training in decision-making processes to ensure unbiased decisions.	Course: <i>Bias in allocation of research funds and other decision-making processes</i> .	Controller – course	Gender distribution by category and employees. Allocation of research funding based on gender.

Goal	Activity	Responsible	Follow-up
Work with active measures leads to an inclusive work and study environment with perceived increases in gender equality and fewer cases of abuse and discrimination.	Overarching approach to active measures. Course: <i>Study and work environment for managers</i> .	Head of school – work Controller – method and documentation HR and controllers – course	Perceived gender equality and prevalence of discrimination in employee survey and study environment survey. Sick leave for men and women.

Goal	Activity	Responsible	Follow-up
Communicating equal opportunities and a gender mainstream perspective reaches all students and staff to ensure high-quality education and research.	Course: <i>Study and work environment for managers</i> .	HR and controller – course	Perceived gender equality and prevalence of discrimination in employee survey and study environment survey.
	Gender equality and equal opportunities – <i>Supervising research students</i> course.	HPC – course	
	Course: <i>Gender in research</i> – Grants Office.	Controller and educational developers – course	
	<i>Perspectives on higher education</i> – HPC course	HPC – course	Responses to study environment survey on perspectives in education.

Goal	Activity	Responsible	Follow-up
Örebro University is suited to all students, regardless of background, previous experience, gender or age.	Overarching approach for active measures.	Head of school – work Controller – method and documentation	The proportion of students on gender-balanced courses. Responses to study environment survey on discrimination in connection with student admission and recruitment.
Örebro University is accessible to all.			Responses to employee survey and study environment survey on accessibility and the prevalence of discrimination. Results of Agency of Participation’s (MFD) survey on accessibility.

Support for implementation

The university’s support functions are responsible for offering all activities. The aim is to offer a common knowledge base and orientation for the university while enabling and simplifying follow-up and evaluation of the results. Although faculties, schools and divisions incur no costs for the activities, instead these are met by the support functions, they are expected to set aside time for the activities, such as courses or required by law.

The goals reflect a common systematic approach over time. All activities will take place between 2023–2025. In the strategic planning process, faculties, schools and divisions may plan for specifically targeted efforts, based on their special needs and challenges, but that are linked to the goals.

The controller for gender equality and equal opportunities is a support function who work at a strategic level with knowledge and method assistance and support the organisation with documentation and workshops for the work with active measures. They also provide broad support in gender mainstreaming efforts. Educational developers at the Centre for Academic Development, offer support for teachers and educational leaders. This includes teaching and learning development and knowledge of different perspectives in gender mainstreaming in education.

Appendix 1: Goals and regulatory compliance

Based on the overarching goals and an integrated approach, the university complies with relevant legislation as follows:

Goal	Sub-goals/other legislation	
<ul style="list-style-type: none"> • The proportion of female professors increases over time where underrepresentation is exists. • The proportion of men and women increases over time where underrepresentation is exists. • Training on gender bias in decision-making processes is provided to ensure unbiased decisions. 	<ul style="list-style-type: none"> • Even distribution of power and influence. • Economic equality. • Gender equality plan (gender balance in leadership and decision-making, recruitment and career opportunities, training on gender bias). • Public service agreement 2022 (gender equal career paths). • Agenda 2030 No. 5.4, 5.5, 5.A. • Region Örebro County Target 3.3. 	
<ul style="list-style-type: none"> • The work with active measures leads to an inclusive work and study environment with increased perceived gender equality, and fewer cases of abuse and discrimination. 	<ul style="list-style-type: none"> • Equal health. • Men’s violence against women must stop. • Discrimination Act. • Work Environment Act provisions. • UN Convention on the rights of persons with disabilities. • Agenda 2030 No. 4.5, 4.A, 5.1, 5.2. • Gender equality plan (work-life balance and measures against gender-based violence). • Public service agreement 2022 (equal opportunities for career paths). 	
<ul style="list-style-type: none"> • Gender equality and equal opportunities for all students and staff to ensure high-quality education and research. 	<ul style="list-style-type: none"> • Equal education. • Higher Education Act (widened recruitment). • Discrimination Act. 	<ul style="list-style-type: none"> • Agenda 2030 no. 4. • Region Örebro County sub-goal 3.3.
<ul style="list-style-type: none"> • Örebro University suits all students, regardless of background, previous experiences, gender or age. 	<ul style="list-style-type: none"> • Gender equality plan (integration of gender and a gender equality perspective in education and research) • Public service agreement 2022 (gender-disaggregated study choices, completion rates). 	<ul style="list-style-type: none"> • Agenda 2030 no. 4, 10.1, 10.3. • Region Örebro County sub-goals 3.1, 3.3.
<ul style="list-style-type: none"> • Örebro University is accessible to all. 	<ul style="list-style-type: none"> • Discrimination Act. • Work Environment Act provisions. • UN Convention on the rights of persons with disabilities. • Agenda 2030 No. 4, 4.A, 16.7. 	

Appendix 2: Description of activities

Wording in job adverts based on recruitment goals:

Örebro University recommends the following wording in job advertisements:

Örebro University aims to improve the gender distribution among professors and encourages women/men in particular to apply.

Örebro University aims to improve the gender distribution in subjects where men/women are underrepresented and encourage women/men in particular to apply.

Course *Unconscious bias in recruitment* (for HR personnel):

This is an online course and can be found on Inforum. The course is primarily aimed at HR staff or other staff involved in recruitment (division managers, heads of subject, heads of school/deputy heads of school, academic appointments committee and faculty boards). The course takes about 1 hour to complete online and is available in both Swedish and English.

Course *Bias in the allocation of research funds and other decision-making processes*:

The course is conducted by the controller for gender equality and equal opportunities and offered each semester in cooperation with the faculties. The course is primarily aimed at staff who allocate funds or participate in other decision-making processes (faculty boards, heads of school/deputy heads of school, heads of subject, faculty office administrators, deputy deans and research and education committees). The course takes about 2 hours. This course is available in Swedish.

Overarching method for active measures:

The controller for gender equality and equal opportunities is responsible for ensuring that all schools have access to a workshop on the overarching method for and documentation of the work with active measures. Work is carried out annually by schools with the support of the controller.

Course on study and work environment for managers:

This course is for managers and is conducted in cooperation with Falck. It discusses study and work environments and how the university handles discrimination, harassment, sexual harassment and victimisation. The course is offered over one and a half days. This course is available in Swedish.

Gender equality and equal opportunities in the doctoral supervision course:

Gender equality and equal opportunities is discussed on the doctoral supervision course on two occasions per year, one in Swedish and the other in English. Topics covered are sustainable development and gender equality for future researchers and an in-depth consideration of gender equality and equal opportunities based on government assignments and university-specific results.



Gender in research – course via Grants Office:

This course is focused on the integration of a gender and gender equality perspective in research and on the requirements for a Gender Equality Plan. The course is aimed at those conducting research and applying for funding via Horizon Europe or other funding bodies. The course is given by the educational developers and the controller for gender equality and equal opportunities. The course is available in English.

Perspectives on higher education –course via Centre for Academic Development

This course is offered by the Centre for Academic Development. Participants work theoretically with perspectives such as widened participation, sustainable development, gender mainstreaming, equal treatment, accessibility, digitalisation and how these relate practically to different subject cultures, knowledge traditions, learning outcomes, integration and progression. The course is available in Swedish and English.