



HÖGSKOLAN  
DALARNA

# **Gender Mainstreaming Plan 2022-2026 Dalarna University**

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## Introduction and Mission

The Council of Europe defines gender mainstreaming as “the (re)organisation, improvement, development and evaluation of policy processes, so that a gender perspective is incorporated in all policies at all levels and at all stages by the actors normally involved in policymaking.”<sup>1</sup> This “definition” encapsulates the approach that Dalarna University seeks to incorporate into its gender mainstreaming work.

Since equality between women and men is generated where decisions are made, where resources are allocated, and where norms are established, the gender equality perspective must be made clear in this part of university activities as well as in formal decision-making, in the preparation of matters, and in academic leadership.

## Gender Equality Promotes Academic Core Values and State Sector Core Values

The University is guided by both academic and state sector core values. Academic core values have a foundation in meritocratic principles that aim at objectivity and fairness as a basis for, for example, promotion or appointment. The corresponding core values of the state sector strive for objectivity and impartiality and are expressed in, for example, the rules on conflict of interest and the principle of merit and skill. Despite the fact these core values aim at objectivity in action, treatment, and decision-making in the organisation, there may be underlying and often unconscious notions of gender that affect men’s and women’s opportunities. The work with gender mainstreaming should therefore be seen as contributing to quality at the University, with organisational learning and critical review of norms and values as tools.

## Background in Sustainable Development Work at Dalarna University 2021–2026

Gender equality work is one part of Dalarna University’s overall work in the area of sustainable development. Eight overall sustainability goals are defined in the Dalarna University document titled Goals for Sustainable Development at Dalarna University 2021-2026: number 5 discusses Gender Equality:

*DU must be an equal, inclusive, accessible and responsible university, where everyone has the same opportunity to have power and influence. DU must ensure an environment free from discrimination against individuals or activities, and we must offer support and provide what is needed for students to succeed in their studies.*

The plan for gender mainstreaming links directly to 5.4 in the sustainability plan (earlier version), which instructs the Office of Human Resources (in the form of a prioritised quality assignment in the regular operational cycle process) to:

*Carry out an analysis of the current situation with regard to gender equality and equal opportunities based on existing documentation, such as the previous plan for gender mainstreaming, as well as experiences from ongoing and previous initiatives. Examples of areas to focus on are work environment, study environment, research environment, career paths, and recruitment processes.*

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<sup>1</sup> Council of Europe, gender mainstreaming: Conceptual framework, methodology and presentation of good practices, 1998

*Based on the analysis, areas that need to be changed are identified and supporting documentation for measures is developed.<sup>2</sup>*

In addition to the above-mentioned sustainability goals, a number of internal policy documents relate to gender equality issues for students and employees.<sup>3</sup>

## Gender Mainstreaming Mission and Gender Equality Policy Goals

The ongoing work with gender mainstreaming is included in the 2022 appropriation directions of the Government (*regleringsbrev för universitet och högskolor*):

*Higher education institutions (HEIs) must continue their work with gender mainstreaming so that they can contribute to achieving gender equality policy goals (2016/17:10)<sup>4</sup> on matters such as equal career opportunities, gendered study choices, and student completion. All HEIs must continue to work according to a plan that is specific for their HEI and that relates to development needs, goals, and activities that they intend to work with. They must also describe how gender mainstreaming is to be part of everyday operations – for example, in their management processes. /.../ HEIs must also give an account of how they give due consideration to gender equality when allocating research funds.<sup>5</sup>*

## Legal Requirements

The Discrimination Act requires active measures against all forms of discrimination and includes requirements for systematic work to detect and remedy shortcomings in terms of both employment and education.<sup>6</sup> These include prohibition on discrimination and reprisals, as well as requirements to promote gender balance in different employment categories and in management positions.<sup>7</sup> The Higher Education Act, the Higher Education Ordinance, and the Employment Ordinance also discuss equality. The law defines gender in terms of woman or man. The prohibition of discrimination based on gender also applies to those who have changed or who are planning to change their gender.<sup>8</sup>

## Current Situation and Reflection

Currently, analysis and follow-up of gender mainstreaming are carried out at a central level (the Diversity Coordinator and the Office of Human Resources) and also in each respective academic environment, and in education and research.

## Current National Situation and Background

The fact that employment conditions and career paths in academia are affected by unequal structures and norms that have consequences for women's and men's career development is made evident in a report from the Swedish Research Council, which uses statistics, surveys, and interviews from 2020–2021.<sup>9</sup> The report shows that the path to becoming a professor is longer for women and that women in

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<sup>2</sup> <https://www.du.se/globalassets/local/om-oss2/hallbar-utveckling/goals-for-sustainable-development-2021-2026.pdf>

<sup>3</sup> Dalarna University policy documents <https://www.du.se/sv/om-oss/hogskolan-dalarna/styrdokument/>

<sup>4</sup> <https://www.regeringen.se/regeringens-politik/jamstalldhet/mal-for-jamstalldhet/>

<sup>5</sup> <https://www.esv.se/statsliggaren/regleringsbrev/?rbid=22434>

<sup>6</sup> The Discrimination Act [https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/diskrimineringslag-2008567\\_sfs-2008-567](https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/diskrimineringslag-2008567_sfs-2008-567)

<sup>7</sup> [https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/diskrimineringslag-2008567\\_sfs-2008-567](https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/diskrimineringslag-2008567_sfs-2008-567)

<sup>8</sup> Diskrimineringsombudsmannen

<sup>9</sup> *How gender equal is higher education? Women's and men's opportunities to conduct research* VR2106 ISBN 978-91-88943-44-6

all subject areas report having less research time than men. Women are also more likely than men to state that they “*are not seen, invited, heard, read or referred to*”. The report further shows that women, to a greater extent than men, feel that they lack mentor support and that the work environment is inadequate.

In the discussion about gender equality within academia, “academic housekeeping” is sometimes highlighted as time-consuming and non-meritorious, and something that risks harming a person’s academic career.<sup>10</sup> There may be a gender imbalance when it comes to those who regularly take notes at meetings, organise the Christmas party, are part of a group that works with equal treatment, and so forth. However, such imbalance can also be found in the distribution of meritorious assignments.

## Current Local Situation and Background

In purely quantitative terms, or so-called representative gender equality, Dalarna University may at first glance appear to be somewhat equal (see Table 1). A principle of 40/60 as a means to indicate whether the gender distribution is representatively equal is considered reasonable here (i.e., if 40% are women and 60% are men, or vice versa, then the distribution is considered representatively equal). In its appropriation directions (*regleringsbrev*) for the 2021 financial year, Dalarna University has set a recruitment target for newly recruited professors of 49% women for the period 2021–2023. Women accounted for one of two newly recruited professors and three of four promoted professors in 2021.<sup>11</sup> However, this type of measure of gender equality can be deceptive, and at Dalarna University it is easy to establish that some environments are not gender equal in quantitative terms even though in general there are certain signals to suggest this.

At the University, attempts have been made to shed light on some of the processes where there is a risk of gender equality issues based on a national awareness of such issues – for example, the distribution of “academic housekeeping”. These attempts have shown that while there is a great focus on the planning of work hours, little time is spent on the follow-up of planned work. Work is planned using rough methods that do not include work that is not directly linked to teaching, research, or specified assignments. This makes it difficult to cover gender inequality issues in this area without gathering further information. Better follow-up of completed work would make it possible to identify gender inequality issues, such as the risk of excessive workloads, since in most discussions with teachers, the planned time has shown to correspond poorly with the work they do. Interviews have also been proposed as a way to understand the extent of non-scheduled work (academic housekeeping).

## Reflection

Representative gender equality is when the distribution of power should reflect the group that the power controls. However, the concept is problematic. It can be argued that representative gender equality does not say much about actual gender inequality. It is also important to note that “power lies in the decision-making process” and if representative gender equality is to have any value, the decision-making process must also be represented on an equal footing (not just representative gender equality where formal decisions are made). Knowledge of the problems that come with using representative gender equality and quantitative measures to highlight gender inequality is important and must be taken into account when statistics are being presented (see below).

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<sup>10</sup> <https://universitetslararen.se/2022/03/08/jamstalldhetsrapport-kvinnor-gor-det-akademiska-hushallsarbetet/>

<sup>11</sup> *Dalarna University's Annual Report 2021*

## Statistics – Current Situation

In overall statistics for Dalarna University, the distribution of women and men is notable in terms of students (62% women) and professors (39% women): see Table 1 (even if these are close to the level of between 40% and 60%). The corresponding statistics for each School can be found in Appendix 4.

**Table 1.** Figures from UKÄ’s collected data on higher education institutions in 2021

Dalarna University (December 2021)	Registered students	Lecturers ( <i>adjunkter</i> )	Senior Lecturers ( <i>lektorer</i> )	Career progression employment	Professors
Total Dalarna University	13 004	226	204	9	51
of which women	8 120	141	125	5	20
of which men	4 884	85	79	4	31
Percentage of women	62 %	62 %	61 %	56 %	39 %

The proportion of women decreases the higher up in the academic hierarchy you look. There are no formal differences between women and men when it comes to access to education and career development opportunities. Instead, attention needs to be paid to women’s and men’s different situations, opportunities, and conditions for education and career development. The opportunities for all individuals to pursue higher education and to have influence and power over the long term are important in a democracy. There are more female students than male students in higher education, while among doctoral students, the distribution between women and men is even. However, women are in the minority in higher positions in Sweden’s higher education institutions.<sup>12</sup> To a great extent, women and men take different study programmes, and few study programmes can be said to have an even gender distribution.

Analyses of the gender distribution of applicants among subsequent positions of employment show no differences between men’s and women’s opportunities for employment. Currently, Dalarna University meets the goals set for the recruitment of professors (a problematic claim, mind you, since few professors are recruited) and the professorship is to be regarded as quantitatively equal (48% women and 52% men at the end of 2021). However, there is a greater imbalance when it comes to senior lecturers, where the great majority are women. At the level of the School, there are large differences in gender distribution by subject area. There are, therefore, challenges with horizontal gender segregation, where gender-coded professions in, for example, technology and healthcare are reflected in a gender-coded way also within our organisation. This is why the issue of an even gender balance in all employment categories must be dealt with in the respective subject environment and School. Currently, the University has a quantitatively equal situation within management, both at the highest level of management and at the level of department and unit management.

One area to monitor is the allocation of internal research funding. At present, the five Schools work differently with the application process. An overall review shows that at present, gender equality aspects do not seem to be a criterion in the allocation of internal research funding, neither for the allocation of funds nor for the appointment of the group that allocates the internal research funding for each School. Some Schools have a standardised allocation of research funding for professors, docents,

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<sup>12</sup> *How gender equal is higher education? Women’s and men’s opportunities to conduct research* VR2106 ISBN 978-91-88943-44-6

and so forth, while other Schools have an application procedure for the allocation of funds. The differences between the Schools' processes for allocating research funding are considered to be greater than the differences between genders, and although possible, any relevant analysis of the allocation of research funding linked to any differences between women and men is difficult to make at the university-wide level.

Analyses of a national study on gender-based victimisation in academia show that there is a high level of this and that at Dalarna University, there are issues relating to the treatment of staff members. That said, significant differences between genders were not identified, which indicates work environment issues rather than gender equality issues. Nor can differences between genders be identified in an analysis of survey responses on sexual harassment.

The management structure at Dalarna University can be divided into four levels. The University's highest level of management (Senior Office of the Vice-Chancellor and University Director) has two women and three men. Four of the five Heads of School are women. Fifteen women and 14 men are directors of departments, both in the Schools and in Central Administration. In Central Administration, there are also four unit managers, three of whom are women.

The way we manage and follow up working hours may be linked to statistics on short-term sick leave since there is a culture and history of not taking sick leave when ill. Dalarna University's annual report highlights that in 2021, the total sick leave was higher for women (3.7%) than for men (2.7%). It is difficult to say whether this reflects true absence due to sickness. Better overall time-tracking could allow for this type of analysis and subsequent efforts to ensure a healthy and consistent workload.

## **Follow-Up and Analysis of Gender Equality Work**

### **Connection to the Operational Cycle Process**

A fundamental principle of the plan is that the work should be carried out as part of regular operations. This means that the proposed activities (below) must be reflected in work at the University that is part of the regular operational cycle. This work should also be included in *Goals for Sustainable Development* to maintain a clear link to the overall work for sustainable development. Each goal is operationalised through a series of proposed indicators and criteria, which are important if the follow-up of the achievement of goals is to be possible. Below is an overview of how the gender mainstreaming plan links to the sustainability goals and the operational cycle.

Suggestions for activities to prevent gender inequality issues are listed and form part of the current sustainability goal. The distribution of activities is proposed and then taken further to the regular operational cycle process, where a decision is made on them and resources for them are allocated. Follow-up takes place as part of the regular operational cycle process. Feedback on goal achievement takes place through the management of the sustainability goals, and feedback on the relevance of the goals takes place through regular revision of the gender mainstreaming plan.

### **Measures Should Look at Everyday Practice and Processes**

Gender mainstreaming should not be reduced to a matter for experts or centrally placed functions to address. This would risk there being a perceived gap between those who define and follow up on gender equality work and other employees within the organisation. The point of departure should be inclusive processes, where everyone understands their role in gender equality work and plays an active role in the work both to highlight and to address gender equality issues. The involvement of staff and students at all levels is necessary for gender mainstreaming to mean a process of change that can challenge organisational practices and culture: it is work that extends from formal decision-making by management to issues of how individuals treat each other.



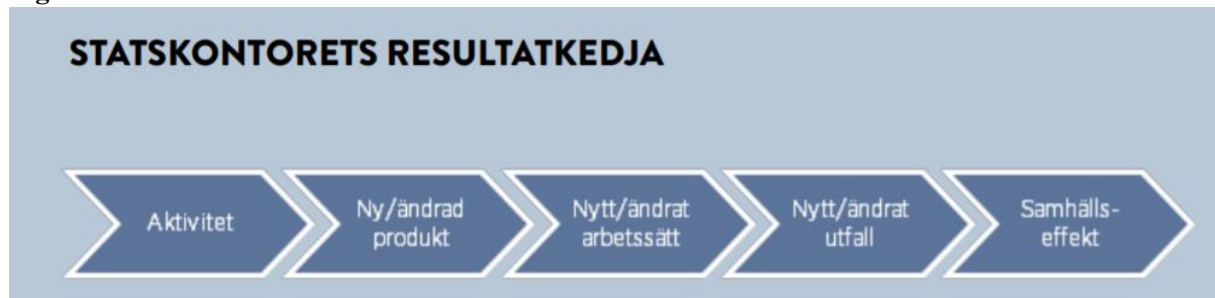
## Systematic Approach

The systematic approach of this plan is in line with the final report of the Swedish Agency for Public Management.<sup>13</sup> In some cases, the activities and assignments proposed involve changes to products, such as policy documents, and in other cases, changes to work procedures. The outcome should be measured by following the indicators proposed by the functions that are responsible for activities. The indicators can help to assess when the goal can be considered to have been met.

The follow-up of the goals can also be supplemented with additional indicators (see later in this document under the heading Internal Support and Coordination). Gender mainstreaming work aims to effect change in society and contribute to gender equality policy goals. The exact societal effects are complicated to measure and follow up and can be assumed to be more long-term in nature. That said, there is an underlying assumption in the strategy for gender mainstreaming that work at the University in the areas specified in the appropriation directions (*regleringsbrevet*) should also have an effect at the societal level.

An analysis of goal achievement will be explanatory: i.e., it will comment on the state of gender equality work. However, this is not the same as determining the exact impact of each measure or activity. In this context, there should be a great deal of reserve since several other, often external, factors can influence the issue of gender inequality and its development.<sup>14</sup>

Figure 1



## Quantitative and Qualitative Aspects

The logic behind the gender equality work is largely based on the idea that gender equality issues should be identified, addressed, and followed up as there are risks that hidden problems are not made visible and decisions on measures are thus misguided. An even gender distribution at higher education institutions or in a specific part of an organisation cannot be claimed to mean that gender equality issues do not exist. It is therefore important to draw attention to the risk of ending up in a “measurability trap” with a one-sided focus on administrative processes where the issue is to be resolved by management through goals and results.

Gender-disaggregated statistics can aim to highlight problem areas however, successful gender mainstreaming work needs to go beyond instrumental and quantitative approaches. Thus, the gender mainstreaming plan should not be limited to central follow-up and measurement of quantitative factors or representative gender equality. Qualitative dimensions of gender equality are complex to measure

<sup>13</sup> <https://www.statkontoret.se/publicerat/publikationer/publikationer/utvardering-av-regeringens-utvecklingsprogram-for-jamstalldhetsintegrering-i-myndigheter.-slutrapport/?publication=true> (1.4.2.)

<sup>14</sup> For more information on the analysis of goal achievement, see <https://www.esv.se/contentassets/4de5eccef0204843afb64aa33848c5a/maluppfyllelseanalys.pdf>

and follow up, and they are not easily compiled using gender-disaggregated statistics between the categories of women and men: they need to be included in the work.

Despite the clear limits of the gender equality work in the sorting of both students and staff into two binary gender categories, gender research and intersectional perspectives offer important analytical tools that can help us as an organisation to investigate and understand *in what way* and *in what contexts* gender is significant and also how this interacts with other forms of inequality, such as ethnicity, religion, class, sexual orientation, gender identity/expression, disability, and age that result in superiority and subordination in the system.

## Internal Support and Coordination

In addition to the departments and functions that are assigned responsibility for measures and duties, there is also university-wide support in this area of work.

*Dalarna University's Council for Sustainable Development* acts both to support (advisory function) and to follow up outcomes (controller function). This document sets out proposals on how to follow up on the achievement of the goals using both qualitative and quantitative indicators. In addition, the Council has the opportunity to suggest additions to these with the aim of achieving the overall goals for sustainable development.

Dalarna University's *Diversity Coordinator* is also an organisational support in these matters and can, for example, provide expertise to departments and functions that are assigned responsibility; that assist in educational initiatives; and that communicate with the Swedish Gender Equality Agency.

## Identified Focus Areas for the Period 2022–2026

### Reasoning and Principles

Several underlying arguments form the basis for the goals and activities in this plan. These are based on previous research and reports concerning gender mainstreaming, guidance from the Swedish Gender Equality Agency, and known gender equality issues within academia. For further reading and in-depth study, see Appendix 3.

In this plan, we have chosen four focus areas for 2022-2026. Focus Area 1 does not link to any identified gender equality issue. This goal concerns information and knowledge about the gender mainstreaming plan that are necessary for the work to be successful. Focus Areas 2-4 are directly linked to identified gender equality issues. The goals under each focus area aim to describe what is being sought.

### Focus Area 1. Knowledge About Gender Equality Mainstreaming *Kunskap och kompetens om jämställdhetsintegrering*

#### General Description

A prerequisite for successful gender mainstreaming is the internal establishment of information and increased knowledge. The plan and the ongoing work need to be communicated and made available. Relevant target groups need to have good knowledge about what is expected as well as tools so that they can identify gender inequality issues, work preventively, and implement planned measures in the best possible way.

The responsible function for each respective activity is decided upon in conjunction with the establishment of operational assignments.

### Local Description

Improvements are needed to the systematic approach at Dalarna University to provide internal training and education on gender mainstreaming for new employees. This also applies to new work roles/duties: for example, as a member of a committee or as a manager or director.

### Goals (what change is sought and for whom)

- Information about gender mainstreaming and gender mainstreaming work should be available to both staff and students.
- Directors, managers, employees, and students must have good knowledge and understanding of gender mainstreaming and their responsibility in gender mainstreaming work so that they can react and act on gender inequality issues.

### Responsible for the Implementation of Activities

The function responsible for each activity is decided in conjunction with the establishment of operational assignments within the framework of the regular operational cycle.

### Follow-up and Indicators (follow-up of gender equality work through activities)

The department responsible for each respective activity within the framework of the regular operational cycle is also responsible for setting relevant indicators to enable follow-up of the activity and to check that it has been carried out with the purpose of achieving the goals of the gender mainstreaming work.

## Focus Area 2. Gender Equal Career Opportunities

### *Lika möjligheter till karriärvägar*

### General Description

Research shows that women tend to take on more responsibility for tasks that are not meritorious for their future careers.<sup>15</sup> It is therefore reasonable to assume that unequal structures and norms for terms of employment and career paths within academia may have consequences for women's and men's careers.

### Local Description

There is no reason to believe that Dalarna University differs at any significant level in terms of the results of the national study on gender equality in higher education, which was conducted on behalf of the Swedish Research Council.<sup>16</sup> At Dalarna University, gender equality perspectives are not taken into account in the allocation of research time and conditions for research in work planning or in the appointment of assignments within academia. The extent to which there is follow-up of planned working hours is low, and actual hours worked can differ significantly from those that were planned. Academic housekeeping is invisible in both the planning and follow-up of working hours. Follow-up of gender equality aspects linked to career development opportunities as a teacher at Dalarna University is therefore difficult, and the follow-up system is itself an area that requires development.

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<sup>15</sup> The Swedish Research Council report titled *How gender equal is higher education? Women's and men's opportunities to conduct research*

<sup>16</sup> The Swedish Research Council report titled *How gender-equal is higher education? Women's and men's preconditions for conducting research*

A greater focus on follow-up of time instead of detailed time management would provide better opportunities to identify and prevent gender inequality issues and the risk of excessive workloads, and also enable early interventions.

**Goals (what change to achieve and for whom)**

- Management staff, other employees, and students who have a direct impact on decision-making should have an understanding of how underlying norms and attitudes can be important in the assessment of competence and credentials.
- The gender equality aspect must be taken into account in the workforce planning process and the allocation of funding.
- Work duties that contribute to a low level of merit should be made clear during planning and follow-up.
- Every member of teaching staff must take equal responsibility for work duties that are non-meritorious.
- Career support and skills development must be systematised and be available to all employees in the organisation.
- Recruitment and promotion must be based on the needs of the university and well-known, clear criteria.
- Meritorious assignments and work duties must be distributed equally.

**Responsibility for Activity Implementation**

The function responsible for each activity is decided in conjunction with the establishment of operational assignments within the framework of the regular operational cycle.

**Follow-Up and Indicators (follow-up of gender equality work through activities)**

The department responsible for each activity within the framework of the regular operational cycle is also responsible for setting relevant indicators to enable follow-up of the activity to see that it has been carried out for the purpose of achieving the goals of the gender mainstreaming work.

## Focus Area 3. Gender-Equal Study and Work Environment *Jämställd studie- och arbetsmiljö*

### General Description

Perceptions of gender in relation to different types of work can create unequal working conditions for women and men. Women are overrepresented in Swedish sickness statistics.<sup>17</sup>

### Local Description

Women are overrepresented in sickness statistics in terms of total sickness absence at Dalarna University.<sup>18</sup> It also appears that a slightly higher proportion of the University's fixed-term positions of employment are held by women.<sup>19</sup>

A study on victimisation and sexual harassment among university students shows no differences between women and men.<sup>20</sup> The University's frequent employee surveys show no differences between women and men in terms of workload. However, differences between how each gender perceives and complains about exposure to discrimination and victimisation can be noted.<sup>21</sup>

The recent study on *sexual harassment and gender-based vulnerability*<sup>22</sup> (which is aimed at both staff and students) pointed out that Dalarna University has challenges in terms of bullying and clear signs of shortcomings in how people are treated. However, it is not possible to see any significant differences between how men and women responded.

### Goals (what change to achieve and for whom)

- No student or employee at Dalarna University should be at risk of being the subject of harassment, discrimination, or other form of victimisation.
- Efforts to prevent sick leave will continue. Additional focus will be placed on understanding the causes of female employees' sick leave, and the results will be implemented in the preventive work.

### Responsibility for Activity Implementation

The function responsible for each activity is decided in conjunction with the establishment of operational assignments within the framework of the regular operational cycle.

### Follow-Up and Indicators (follow-up of gender equality work through activities)

The department responsible for each activity within the framework of the regular operational cycle is also responsible for setting relevant indicators to enable follow-up of the activity to see that it has been carried out for the purpose of achieving the goals of gender mainstreaming work.

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<sup>17</sup> Ongoing cases of sickness with sickness benefit or rehabilitation allowance, 65% women, Swedish Social Insurance Agency Dec.2021

<sup>18</sup> See Dalarna University's Annual Report 2021 (total sickness absence 2.7% men, 3.7% women)

<sup>19</sup> Of DU fixed-term positions of employment (168), 61% were women 2021-12-31 (63% women 2022-04-12)

<sup>20</sup> Student survey 2018 and 2020

<sup>21</sup> Personal dialogue with coordinators at Dalarna University

<sup>22</sup> Report: *Enkätstudie om genusbaserad utsatthet och sexuella trakasserier i svensk högskolesektor*  
<https://ki.se/media/246914/download>

## Focus Area 4. Gender Equality in Education

### *Jämställd utbildning*

#### **General Description**

One gender equality policy goal emphasises how women and men, girls and boys are to have the same opportunities and conditions when it comes to education, study choices, and personal development. It is difficult to influence the impact of norms and gender codes on gendered study choices, but in all educational contexts, there is opportunity to work to change norms and gender codes in the long term. There is also a great risk of the consolidation of norms and gender codes within education.

The content, design, and implementation of the programme affect students' knowledge and attitudes with positive or negative gender equality effects in their future lives. This may be the greatest impact Dalarna University can have on gender equality in society and is therefore a natural part of gender mainstreaming work here.

Research shows that there are differences in how students relate to what is communicated by men and women. Women are questioned to a greater extent than their male colleagues.<sup>23</sup> These are examples of structures that need to be broken down and that can be changed through long-term work to raise awareness and challenge notions of gender.

The fact that women are now in the majority among students in higher education<sup>24</sup> may in the long term change the gender equality situation in higher education as a result of new challenges.

#### **Local Description**

- As is the case with Sweden as a whole, Dalarna University has a higher proportion of female students in programmes in health and welfare, the humanities, the social sciences and teacher education, and a higher proportion of male students in certain technology programmes.
- A large Australian study shows that course evaluations often measure compliance with gender stereotypes and expected gender roles. Is there reason to believe that Dalarna University differs significantly from what is shown in the results of the Australian study? We may also need to raise awareness of this in order to prevent unequal treatment of female and male colleagues and teachers.
- Dalarna University already has activities that aim to counteract gender inequality in the content of its programmes and courses. There is a need to systematically increase awareness of gender equality: for example, in relation to reflection on speaking time (ref Genusmedveten pedagogik, Fredrik Bondestam); choice of course literature in the development of courses and programmes; and the composition of teacher and student groups that students will see during their studies.

#### **Goals (what change to achieve and for whom)**

- The design of a programme/course should be such that students acquire the knowledge required to counteract gender inequality in their future professional lives and in society in general upon completion of their studies at Dalarna University. A gender equality perspective must be integrated into the content and implementation of a programme/course. Both female

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<sup>23</sup> Adams, S., Bekker, S., Fan, Y. et al. Gender Bias in Student Evaluations of Teaching: 'Punish[ing] Those Who Fail To Do Their Gender Right'. High Educ 83, 787–807 (2022). <https://doi.org/10.1007/s10734-021-00704-9>

<sup>24</sup> Jämställdhetsmyndigheten.se, Update 21 March 2022

and male students should be aware of gender equality perspectives linked to their programme/course.

- There must be conditions that allow everyone who is both prepared and motivated to pursue higher education.

### **Responsibility for Activity Implementation**

The function responsible for each activity is decided in conjunction with the establishment of operational assignments within the framework of the regular operational cycle.

### **Follow-Up and Indicators (follow-up of gender equality work through activities)**

The department responsible for each activity within the framework of the regular operational cycle is also responsible for setting relevant indicators to enable follow-up of the activity to see that it has been carried out for the purpose of achieving the goals of the gender mainstreaming work.

## Appendices

### Appendix 1 Laws and Regulations

Discrimination Act (2008:567)  
Chapter 1 Introductory provisions

The purpose of the Act

The purpose of this Act is to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Act (2014:958).

The contents of the Act

#### Section 2

The first chapter of the Act contains definitions and other introductory provisions. The second chapter contains provisions on prohibitions against discrimination and reprisals. The third chapter contains provisions on active measures. The fourth chapter contains provisions on supervision. The fifth chapter contains provisions on compensation and invalidity. The sixth chapter contains provisions on legal proceedings.

The law is peremptory.

#### Section 3

A contract or agreement that restricts someone's rights or obligations under this Act is of no legal effect in that regard.

#### Discrimination

#### Section 4

In this Act discrimination has the meaning set out in this Section.

1. Direct discrimination: that someone is disadvantaged by being treated less favourably than someone else is treated, has been treated or would have been treated in a comparable situation, if this disadvantaging is associated with sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

2. Indirect discrimination: that someone is disadvantaged by the application of a provision, a criterion or a procedure that appears neutral but that may put people of a certain sex, a certain transgender identity or expression, a certain ethnicity, a certain religion or other belief, a certain disability, a certain sexual orientation or a certain age at a particular disadvantage, unless the provision, criterion or procedure has a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

3. Inadequate accessibility: that a person with a disability is disadvantaged through a failure to take measures for accessibility to enable the person to come into a situation comparable with that of persons without this disability where such measures are reasonable on the basis of accessibility requirements in laws and other statutes, and with consideration to



- the financial and practical conditions,
- the duration and nature of the relationship or contact between the operator and the individual, and
- other circumstances of relevance.

4. Harassment: conduct that violates a person's dignity and that is associated with one of the grounds of discrimination sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

5. Sexual harassment: conduct of a sexual nature that violates someone's dignity.

6. Instructions to discriminate: orders or instructions to discriminate against someone in a manner referred to in points 1–4 that are given to someone who is in a subordinate or dependent position relative to the person who gives the orders or instructions or to someone who has committed herself or himself to performing an assignment for that person.

Act (2014:958)

Sex (gender), transgender identity or expression, ethnicity, disability, sexual orientation and age

Section 5

In this Act, the following terms have the meanings set out in this Section:

1. Sex (gender): that someone is a woman or a man.
2. Transgender identity or expression: that someone does not identify herself or himself as a woman or a man or expresses by their manner of dressing or in some other way that they belong to another sex.
3. Ethnicity: national or ethnic origin, skin colour or other similar circumstance.
4. Disability: permanent physical, mental or intellectual limitation of a person's functional capacity that as a consequence of injury or illness existed at birth, has arisen since then or can be expected to arise.
5. Sexual orientation: homosexual, bisexual or heterosexual orientation.
6. Age: length of life to date.

A person who intends to change or has changed the sex they belong to is also covered by sex as grounds of discrimination.

Act (2014:958)

Chapter 2. Prohibition of discrimination and reprisals

Working life

Prohibition of discrimination

Section 1

An employer may not discriminate against a person who, with respect to the employer,

1. is an employee,

2. is enquiring about or applying for work,
3. is applying for or carrying out a traineeship, or
4. is available to perform work or is performing work as temporary or borrowed labour.

The prohibition of discrimination in the form of inadequate accessibility does not apply to a person enquiring about work.

A person who has the right to make decisions on the employer's behalf in matters concerning someone referred to in the first paragraph shall be equated with the employer.

## Section 2

The prohibition in Section 1 does not prevent

1. differential treatment based on a characteristic associated with one of the grounds of discrimination if, when a decision is made on employment, promotion or education or training for promotion, by reason of the nature of the work or the context in which the work is carried out, the characteristic constitutes a genuine and determining occupational requirement that has a legitimate purpose and the requirement is appropriate and necessary to achieve that purpose,

2. measures that contribute to efforts to promote equality between women and men and that concern matters other than pay or other terms of employment,

3. the application of age limits with regard to the right to pension, survivor's or invalidity benefits in individual contracts or collective agreements, or

4. differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

Obligation to investigate and take measures against harassment

## Section 3

If an employer becomes aware that an employee considers that he or she has been subjected in connection with work to harassment or sexual harassment by someone performing work or carrying out a traineeship at the employer's establishment, the employer is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can reasonably be demanded to prevent harassment in the future.

This obligation also applies with respect to a person carrying out a traineeship or performing work as temporary or borrowed labour.

Information about qualifications

## Section 4

If a job applicant has not been employed or selected for an employment interview, or if an employee has not been promoted or selected for education or training for promotion, the applicant shall, upon request, receive written information from the employer about the education, professional experience and other qualifications that the person had who was selected for the employment interview or who obtained the job or the place in education or training.

Education

Prohibition of discrimination

## Section 5

A natural or legal person conducting activities referred to in the Education Act (2010:800) or other educational activities (an education provider) may not discriminate against any child, pupil or student participating in or applying for the activities. Employees and contractors engaged in the activities shall be equated with the education provider when they are acting within the context of their employment or contract.

Act (2014:958)

## Section 6

The prohibition in Section 5 does not prevent

1. measures that contribute to efforts to promote equality between women and men in admissions to education other than that referred to in the Education Act (2010:800),
2. the application of provisions that take account of age with regard to preschool education, preschool classes, compulsory schools, compulsory schools for pupils with learning disabilities, Sami schools, special schools or recreational school centres, or educational activities referred to in Chapter 25 of the Education Act, or
3. differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

Nor does the prohibition prevent a folk high school or a study association from taking measures that contribute to efforts to promote equal rights and opportunities regardless of ethnicity, religion or other belief.

Act (2010:861)

Obligation to investigate and take measures against harassment

## Section 7

If an education provider becomes aware that a child, pupil or student participating in or applying for the provider's activities considers that he or she has been subjected in connection with these activities to harassment or sexual harassment, the education provider is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can reasonably be demanded to prevent harassment in the future.

Information about qualifications

## Section 8

If an applicant has been refused admission to an educational programme, or has not been selected for a test or interview if such a procedure is used in the admissions process, the applicant shall, upon request, receive written information from the education provider about the education or other qualifications that the person had who was admitted to the educational programme or who was selected for the test or interview.

**AF Section 4 (1994:373)**

In addition to skills and merit, the authority should also take into account objective grounds that are consistent with general labour market, gender equality, and social/ employment policy goals.

**The Higher Education Act, Chapter 1, Section 5**

Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions.

**Higher Education Ordinance, Chapter 4, Sections 5-6**

Gender equal representation

Section 5

If a group of people must propose the applicants who should be considered for appointment to a teaching post, women and men must have equal representation in the group. However, this does not apply if there are special grounds. Ordinance (2010:1064).

Expert assessment

Section 6

When appointing a professor (including an adjunct professor), an expert assessment must be obtained regarding the applicant's expertise, unless this is obviously unnecessary for the appraisal of their expertise.

If an assessment is obtained from two or more people, men and women must be represented equally. However, this does not apply if there are special grounds. Ordinance (2010:1064).

**Appropriation Directions:** Recruitment targets for professors

**Organisational and social work environment (AFS 2015:4), provisions**

## Appendix 2 Internal Policy Documents

### **Equality Policy HDa 1.2–2016/19**

For Dalarna University, gender equality is an issue of both equity and quality. Work with equality is one aspect of university efforts to create a well-functioning workplace and study environment. Gender equality is thus an important factor in the efforts to ensure that all employees and students are able to perform to their best ability.

Foundational to the work at Dalarna University to promote equality are the following:

There will be no differences between genders in terms of employees' work conditions, wages, influence, career opportunities and ability to combine a professional career with home and family. All students must have the same rights, obligations and opportunities at Dalarna University, regardless of gender.

To understand the hurdles to equality and as such the measures that can be effective to deal with these, it is important to view the workplace and study environment at the University from the perspective of gender. The perspective of gender must also be considered in relation to educational content. Dalarna University must also strive towards the adoption of a norm-critical approach.

No student or employee at Dalarna University will be subjected to harassment, discrimination, or other form of victimisation because of their gender.

All areas of the University (university school, department, or equivalent) will seek to ensure a gender balance in the various employment categories and student categories. This must also be the case with programmes and freestanding courses.

Gender balance must be sought in decision-making contexts, as well as in work groups. Dalarna University must apply qualitative aspects of gender equality: that is to say, everybody's skills, experiences and values, regardless of gender, will be put to good use so as to benefit and shape the organisation.

### **Diversity Policy: DUC 2007/1912/10**

Equal treatment is best achieved when the work involved has a basis in human rights and where the focus is on preventing discrimination at the individual level and by countering the so-called structural discrimination that exists within society. Diversity work must have a human rights perspective, where the rights of and opportunities for the individual are central.

/.../ Harassment is not permitted. Discrimination is a form of harassment. If an employee or a student feels they are the victim of harassment, then there must be an investigation. When necessary, measures must be taken to prevent future harassment. Dalarna University will also be involved in preventive work, and this will be the case with both students and employees.

Dalarna University will work towards increased equality and diversity in its recruitment of both staff and students.

### **Rules: Discrimination, Harassment and Victimisation: DUC 2015/796/10.**

Direct or indirect discrimination, harassment and sexual harassment. Victimisation

### **Work Environment Policy: 2013/654/10**

The work environment must be characterised by “gender equality and mutual respect”.

**(Criteria for Salary Setting at Dalarna University) and *Policy för loner* (meaning *Policy for Salaries*), DUC/2022/664**

When all things are equal, men and women will have equal pay. Salary setting should be neutral in terms of ethnicity and should promote gender equality.

**Appointment Procedures for Teaching Staff at Dalarna University, C 2023/784**

Equal terms, equality and diversity must always be sought in the recruitment process. This means that all applications must be welcomed on equal terms and that the recruitment process must be free from discrimination. It also means striving to achieve an even gender distribution in all employment categories and equal representation in assessment groups.

**Rules for the Appointment of Docents at Dalarna University, C 2022/205**

The Committee for Academic Appointments appoints, for each case, at least two external experts whose names are put forward by the Head of School. The experts must be docents and at least one must be a professor and be well acquainted with the subject. As far as possible, gender diversity should be considered with the appointment of experts.

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Two members are co-opted from the School concerned. The co-opted members are the Head of School or Deputy Head of School, and a collegial member of the Advisory Council to the School (*IL – institutionsledningsråd*) who is at least a docent, preferably a professor. Where possible, gender diversity should be considered with the appointment of special members.

**Teaching Excellence Framework (*Pedagogisk karriärstege*) HDa 1.2–2017/605**

(this document does not at all pertain to the issue of gender equality)

Principer för fördelning av forskningsanslaget; C 2021/605

(and C 2021/200, which is the decision of the Board)

The overarching *Principdokumentet* adopted by the Board discusses gender equality as follows:

**Gender Equality and Inclusion -- Considerations**

The Strategy for Dalarna University 2020–2026 states that DU will work actively to increase gender equality and diversity and equal opportunities for career paths. Gender equality issues are today seen as part of DU’s more extensive work on environmental and sustainability issues, where there is a special council for these issues, namely the Council for Sustainable Development. The Council comprises three groups that work to present goals for the work on environmental and sustainability issues. One of these groups works with gender equality and inclusion. The new sustainability goals are expected to be ready by early 2021. However, the group has already announced that one of the changes it wants to see is a more equal and equitable distribution of research funding.

In our work to develop a new system for the distribution of fixed research grants, this issue has also been addressed. The assignment is only to propose overarching principles for the allocation of research funding, limited to managing the distribution between what is referred to in the assignment as environments and not distribution within each environment. For this reason, we have found it difficult

to find how any allocation formula can in a good way be linked to the issue of gender equality and equal opportunities.

One way might have been, as in the case of attracting external research funding and publication measures, to use measures of how funds are distributed between men and women as well as some form of diversity measure as a basis for the distribution. However, we find this complicated, partly because some fields of education and research are strongly gendered, which makes it difficult to find simple models to make such a distribution reasonable. At the same time, we believe that this must nevertheless be a question linked to the distribution of research funds and that this work can best be carried out within the Schools since this is where funds are then linked to individual researchers.

We propose that all research funding that is received in a School must be associated with a responsibility and a duty to account for how the ambition for DU to become a more gender-equal authority, with equal opportunity, has been taken into account. Such a report should state which researchers have been granted funding and which have not been granted funding in relation to gender equality and equal opportunity issues.

## Appendix 3 Background Material and Further Reading

Alnebratt, Kerstin & Jordansson, Birgitta. (2011). *Jämställdhet, meritokrati och kvalitet - Ett triangeldrama i den akademiska vardagen*. Tidskrift för genusvetenskap. 10.55870/tgv.v32i2-3.3538.

Forssell, R., & Lindkvist Scholten, C. (2013). *Ambitiösa visioner - vaga må : att omsätta jämställdhetspolitik till praktik i vardagen*. Retrieved from Malmö högskola, Centrum för tillämpad arbetslivsforskning och utvärdering (CTA)

Jordansson, B., & Peterson, H. (2021). *Lokal styrning av jämställdhetsintegrering inom akademien*. Arbetsmarknad & Arbetsliv, 27(1), 7-25.

Jordansson, Birgitta & Peterson, Helen. (2019). *Jämställdhetsintegrering vid svenska universitet och högskolor. Det politiska uppdraget återspeglad i lärosätenas planer*. Women, Køn & Forskning. 28. 58-70. 10.7146/kkf.v28i1-2.116117.

Vetenskapsrådet (2021) *Hur jämställt är det i högskolan?* [ISBN 978-91-88943-44-6](https://doi.org/10.55870/tgv.v39i2-3.2809)

Wittbom, E. (2018). Jämställdhetsintegrering med styrning bortom New Public Management. Tidskrift för Genusvetenskap, 39(2–3), 93–114. <https://doi.org/10.55870/tgv.v39i2-3.2809>

[Jämställdhetsintegrering i högskolor och universitet 2019:2 \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se/2019/02/jamstalldhetsintegrering-i-hogskolor-och-universitet-2019-2)

[Vägledning – stöd för att planera, organisera och följa upp arbetet med jämställdhetsintegrering \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se/2019/02/vagledning-stod-for-att-planera-organisera-och-folja-upp-arbetet-med-jamstalldhetsintegrering)

[Jämställdhet i akademien \(2020:6\) | Jämställdhetsmyndigheten \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se/2020/06/jamstalldhetsintegrering-i-akademien-2020-6)

[Fortsatt integrering av jämställdhet i akademien \(2021:16\) | Jämställdhetsmyndigheten \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se/2021/06/fortsatt-integrering-av-jamstalldhetsintegrering-i-akademien-2021-6)

[Jämställdhetsintegrering i högskolor och universitet 2019:2 \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se/2019/02/jamstalldhetsintegrering-i-hogskolor-och-universitet-2019-2)

[Fortsatt integrering av jämställdhet i akademien \(2021:16\) | Jämställdhetsmyndigheten \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se/2021/06/fortsatt-integrering-av-jamstalldhetsintegrering-i-akademien-2021-6)

[stodmaterial-larosatenas-uppfoljning-av-jamstalldhetsintegrering-2021-06-30.pdf \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se/2021/06/stodmaterial-larosatenas-uppfoljning-av-jamstalldhetsintegrering-2021-06-30.pdf)

[Informella hierarkier, könade praktiker och ojämlikhet i akademien \(2021:5\) | Jämställdhetsmyndigheten \(jamstalldhetsmyndigheten.se\)](https://www.jamstalldhetsmyndigheten.se/2021/05/informella-hierarkier-konade-praktiker-och-ojamlikhet-i-akademien-2021-5)



Appendix 4 Current Situation and Statistics

Table 1.

Dalarna University (December 2021)	Registered students	Lecturers ( <i>adjunkter</i> )	Senior lecturers ( <i>lektorer</i> )	Career progression positions	Professors
<b>Humanities and Art</b>	4 119	65	76		7
of which women	2 702	45	44		5
of which men	1 417	20	32		2
Women, percentage	66%	69%	58%		71%
<b>Social Sciences</b>	5 381	80	62	3	19
of which women	3 348	48	41	1	7
of which men	2 033	32	21	2	12
Women, percentage	62%	60%	66%		37%
<b>Medical and Health Sciences</b>	1 766	47	42	4	9
of which women	1 398	36	33	3	4
of which men	368	11	9	1	5
Women, percentage	79%	77%	79%		44%
<b>Technology and Engineering</b>	1 406	18	13	2	9
of which women	541	5	4	1	2
of which men	865	13	9	1	7
Women, percentage	38%	28%	31%	50%	22%
<b>Science</b>	332	16	11		7
of which women	131	7	3		2
of which men	201	9	8		5
Women, percentage	39%	44%	27%		29%

Table 2.

Bachelor of Arts in Pre-School Education	First-choice applicants	Admitted	Beginner	HST	Degrees
	HT 2020	HT 2020	HT 2020	2020/21	2020/21
Dalarna University	110	79	60	249.8	49

## Dalarna University, Gender Mainstreaming Plan 2022 - 2026

Women	101	72	54	235.3	47
Men	9	7	6	14.5	2
Women, percentage	92%	91%	90%	94%	96%

Master of Arts in Primary Education	First-choice applicants	Admitted	Beginner	HST	Degrees
	HT 2020	HT 2020	HT 2020	2020/21	2020/21
Dalarna University	181	134	93	377.2	125
Women	130	100	73	309.0	112
Men	51	34	20	68.2	13
Women, percentage	72%	75%	78%	82%	90%

Bachelor of Science in Engineering	First-choice applicants	Admitted	Beginner	HST	Degrees
	HT 2020	HT 2020	HT 2020	2020/21	2020/21
Dalarna University	81	80	59	140.7	108
Women	20	14	11	27.5	28
Men	61	66	48	113.2	80
Women, percentage	25%	18%	19%	20%	26%

Bachelor of Science in Nursing	First-choice applicants	Admitted	Beginner	HST	Degrees
	HT 2020	HT 2020	HT 2020	2020/21	2020/21
Dalarna University	373	134	108	497.1	137
Women	314	116	95	442.9	119
Men	59	18	13	54.2	18
Women, percentage	84%	87%	88%	89%	87%

Bachelor of Science in Social Work	First-choice applicants	Admitted	Beginner	HST	Degrees
	HT 2020	HT 2020	HT 2020	2020/21	2020/21
Dalarna University	204	78	69	196.0	51
Women	178	70	60	177.9	45

## Dalarna University, Gender Mainstreaming Plan 2022 - 2026

Men	26	8	9	18.1	6
Women, percentage	87%	90%	87%	91%	88%

Postgraduate Diploma in Specialist Nursing	First-choice applicants	Admitted	Beginner	HST	Degrees
	HT 2020	HT 2020	HT 2020	2020/21	2020/21
Dalarna University	122	101	54	62.3	100
Women	116	95	52	58.5	92
Men	6	6	2	3.8	8
Women, percentage	95%	94%	96%	94%	92%

Degree of Master of Arts/Science in (Upper-) Secondary Education	First-choice applicants	Admitted	Beginner	HST	Degrees
	HT 2020	HT 2020	HT 2020	2020/21	2020/21
Dalarna University	477	395	242	774.0	147
Women	335	293	181	570.1	100
Men	142	102	61	203.9	47
Women, percentage	70%	74%	75%	74%	68%

Postgraduate Diploma in Midwifery	First-choice applicants	Admitted	Beginner	HST	Degrees
	HT 2020	HT 2020	HT 2020	2020/21	2020/21
Dalarna University	116	16	15	39.7	25
Women	116	16	15	39.7	25
Men	0	0	0	0.0	0
Women, percentage	100%	100%	100%	100%	100%

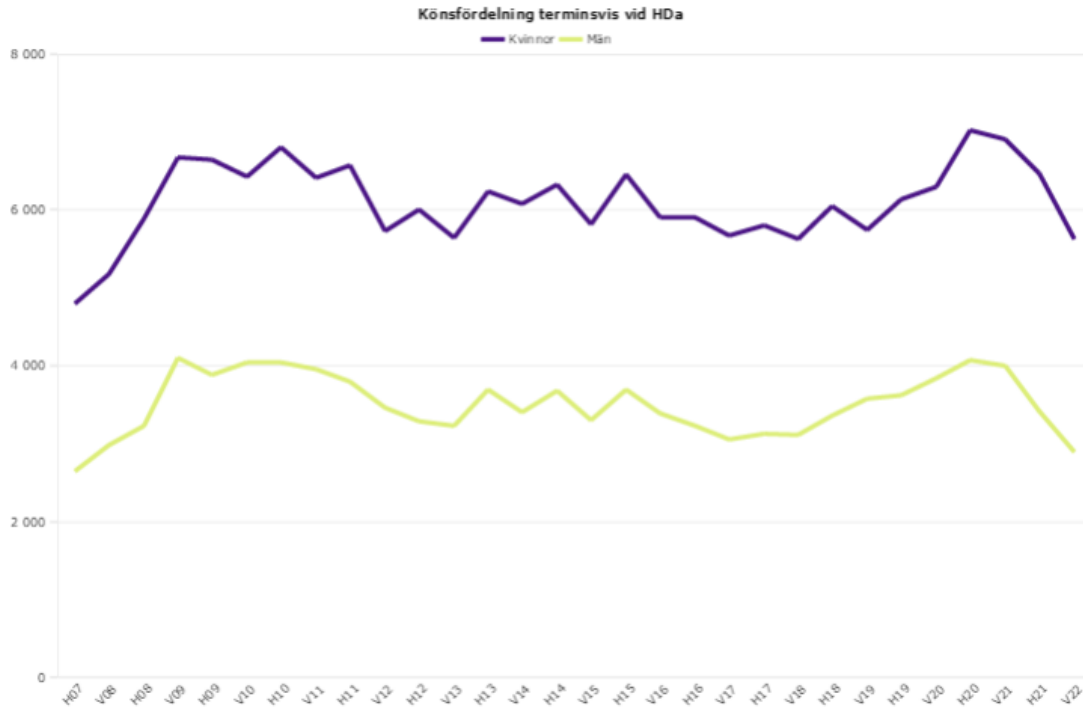


Figure x. Gender distribution by semester at Dalarna University (purple women, green men)