

Equality and diversity in the Swedish higher education institutes

Case study for KOTAMO-project

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Oxford Research AB

Norrländsgatan 11

111 43 Stockholm

Sweden

(+46) 8 24 07 00

office@oxfordresearch.se

www.oxfordresearch.se

Client

The Finnish Ministry of Education and Culture

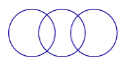
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Team

Amanda Kinnunen

Klaramaria Pollak



The venn-diagram is a stylistic representation of Oxford Research efforts to competences combine in research, strategy and communication, in providing knowledge for a better society.

Table of Contents

1. Introduction	3
1.1 KU - Redistribution of resources	7
1.2 A joint organisation of gender mainstreaming measures through the KTH Equality Office	11
Sources:	14
Interviews:	16

1. Introduction

1.1 The HEI structure

The Swedish HEI structure is divided in two categories, Universities and Higher Education Institutes. The main difference is that the former is authorised to define and execute their own doctoral programme, whereas the latter is required to apply for each new doctoral programme. Additionally, the financing of the universities is preponderant compared to the financing of Higher Education Institutes¹. The governance of the HEI structure is executed by the government and the Ministry of Education, while the University Chancellor's Office is the state authority that inspect the HEI structure. The main funders of research in Sweden are state agencies, public foundations, and private financiers². *The Swedish Research Council* is the largest governmental research funding body among the state agencies and public foundations, they pay out almost 6,7 billion to research each year³. *The Swedish research Council* is accompanied by e.g., *Formas*, *Forte*, *Mistra* and *Vinnova*. There are also extensive private research funding bodies such as *the Wallenberg Foundations* which alone contributed with 2,3 billion euros 2,4 billion SEK to research in 2020⁴. Other important private research funding bodies are *the Swedish Foundation for Strategic Research*, *the Ragnar Söderberg foundation* and *the Swedish cancer Society*⁵.

1.2 Gender equality in higher education

One of the sub targets of the of Swedish national gender equality policy is to achieve a gender equal education, meaning that men and women shall have equal possibilities and terms in education, direction of education and personal development. The Swedish law on Higher education §5 further states that gender equality is supposed to be monitored and promoted in the HEIs⁶. Furthermore, all public universities and higher education institutes have since 2016 been assigned by the government to gender mainstream their institutions within the programme called “Gender mainstreaming in Higher Education Institutes and

¹ Swedish Higher Education Authority, 2021. <https://www.uka.se/om-oss/hogskolebloggen/anders/2021-03-16-hogskola-eller-universitet.html>

² Uppsala University, 2020.

<https://mp.uu.se/web/info/forska/forskningsfinansiering/forskningsfinansiering/svensk-finansiering>

³ Swedish Research Council, 2021. <https://www.vr.se/english.html>

⁴ The Wallenberg Foundations, 2021. <https://www.wallenberg.org/en>

⁵ Uppsala University, 2020.

<https://mp.uu.se/web/info/forska/forskningsfinansiering/forskningsfinansiering/svensk-finansiering>

⁶ Swedish Higher Education Authority, 2021, p 10. <https://www.uka.se/fakta-om-hogskolan/om-jamstalldhet.html>

Universities” (“JiHU”). Institution-specific implementation is discussed later on in this study⁷.

Since 1997, an aim of the Swedish government has been that all universities and institutes of higher education shall have certain target goals regarding the percentage of women and men among recruited professors. The current aim of the government is that 50% of the newly recruited professors should be women by 2030⁸.

Research funding bodies have also contributed to increasing gender equality in research. *The Swedish Research Council* is instructed by the Government to integrate perspectives of gender equality in their task and to promote gender equality distributing research funding⁹. Generally, measures on gender equality in universities and higher education institutes have focused on quantitative goals to increase more gender equal representation in universities and higher educational institutes¹⁰.

Although the ambition to increase gender equality in the academia has been on the agenda for decades in Sweden but terms of employment, possible career ways and access to research funding is still not equal. Generally, women in research face more challenges in all scientific fields than men. One reason is that women to a greater extent are active in scientific fields where the possibility to gain research merits is lower while the research fields where men are active offer more time to conduct research. However, career development differs between men and women in research regardless of field¹¹. In 2021, 60% of the students at universities and higher education institutes were women but they are still a minority in the teaching- and research staff¹². In particular, women are still a clear minority among professor, and men are still a clear majority among professors.

However, the last 10 years have shown a positive development in some respects. Only 21% of the professors in Sweden were women in 2010 opposed to 31% in 2020¹³ This means an average annual increase of one percent point. Still, the gender distribution in

⁷ Swedish Gender Equality Agency, 2020, p 10 <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

⁸ Swedish Gender Equality Agency, 2020, p 9. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

⁹ Swedish Parliament, 2009. [Förordning \(2009:975\) med instruktion för Vetenskapsrådet Svensk författningssamling 2009:2009:975 t.o.m. SFS 2021:193 - Riksdagen](#)

¹⁰ Swedish Gender Equality Agency, 2020, p 9. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

¹¹ Swedish Research Council, 2021 p 9. <https://www.vr.se/analys/rapporter/vara-rapporter/2021-06-16-hur-jamstallt-ar-det-i-hogskolan-kvinnors-och-mans-forutsattningar-att-bedriva-forskning.html>

¹² Swedish Gender Equality Agency, 2020, p 6. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

¹³ Swedish Higher Education Authority, Appendix three, 2021.

professorial positions is unbalanced, and it takes longer for women to become professors than it takes for men¹⁴.

A report from the Swedish Research Council identifies two main reasons to this. Firstly, women are more likely than men to work in research fields characterized by a high proportion of teaching. This gives them fewer opportunities to gain scientific merit. In addition, in all subject areas, women respond that they have less time for research than their male colleagues¹⁵.

Notably, the percentage of women and men is almost even at the academic level just below professor, e.g. Women held 47% and men held 53% of the associate professorial positions in 2020¹⁶. The number of women in professorial positions is believed to continue to increase in several fields where positive development is already showing. Some scientific fields such as natural and engineering sciences have a very low number of women in professorial positions and is not expected to have such positive development.

Natural and technology fields have some of the largest economic resources among the academic fields, but the prognosis for women is still poor¹⁷. **The befördran (promotion) system in Swedish HE for professorships needs to be mentioned here.**

1.3 Equality and diversity in higher education

In 2000, a governmental report, *Diversity in Higher Education* (SOU 2000:47) was presented. The aim was, among other things, to increase the diversity of ethnic background among teachers and research staff. This started a process to establish action plans for ethnic diversity at institutions for higher education¹⁸. The Swedish Discrimination Act (2008:567) demands equal treatment of all employees in all organizations. This has further enabled resources and plans for equal treatment, regarding both social and ethnic equality at faculties and departments. Whereas the the Swedish University Act (1992:1434) since 2001 has appointed universities and higher education institutes to increase diversity among students, often done with an initiative called “broadened recruitment”, no equal measure has been taken on staff level¹⁹.

¹⁴ Swedish Research Council, 2021. <https://www.vr.se/aktuellt/evenemang/evenemangsarkiv/2021-06-16-jamstalldhet-i-hogskolan---ar-vi-pa-ratt-vag.html>

¹⁵ Swedish Research Council, 2021. <https://www.vr.se/aktuellt/evenemang/evenemangsarkiv/2021-06-16-jamstalldhet-i-hogskolan---ar-vi-pa-ratt-vag.html>

¹⁶ Swedish Higher Education Authority, Appendix three, 2021.

¹⁷ Kristina Nordqvist, 2012 p 65. Genusstrukturer inom det akademiska fältet i Sverige.

¹⁸ The department of Education, 2000, p 15.

¹⁹ Swedish Higher Education Authority, 2020. [Breddad rekrytering i UKÄ - granskar, analyserar och utvecklar högskolor och universitet \(uka.se\)](https://www.uka.se/aktuellt/breddad-rekrytering-i-uka-granskar-analyserar-och-utvecklar-hogskolor-och-universitet)

To assess today's situation regarding equality and diversity among research- and teaching staff in higher education, this case study will rely on two variables: the length of parent's education (measured from the parent with the longest education) and if people are foreign-born (the person is either born outside of Sweden or has two parents that are born outside of Sweden). The last-mentioned category also includes guest researchers without Swedish citizenship.

Foreign-born people make up 37% of research- and teaching staff (2020) opposed to only 23% in 2010. Regarding professorial positions, foreign-born people hold 28% of these positions (2020) in contrast to 22% in 2010²⁰. People with a parent with post-secondary education are more likely to get a higher education²¹ and to attend a doctoral program which affect the representation of the future teaching- and research staff²². The length of parent's education also matters for what position a person will hold in the academia²³.

Gender mainstreaming in higher education institutes and universities - JiHU

The cases discussed below are part of "JiHU" (Gender Mainstreaming in Higher Education Institutes and Universities) – a national measure introduced by the Government, active between 2016-2019. All public universities and higher education institutes as well as Chalmers University and Jönköping University were appointed by the Government to gender mainstream their organization within the mission "JiHU" in 2016. This mission was initiated as a response to that academia was not gender equal. The Swedish Government stated that new measures that challenge norms, structures and values were needed. The JiHU mission is to focus on results and qualitative development to a greater extent than earlier measures. The mission can be seen as an attempt to increase the ambition to create a gender equal HEI structure.

Within JiHU, universities and HEIs must describe their development needs, goals and activities, and how they integrate gender equality as part of its regular operations, e.g., in management and governance processes. Measures and results are reported in the HEIs' annual reports. Since 2018, higher education institutions must also report on how they take gender equality into account when allocating research funding²⁴.

The Swedish Gender Equality Authority is the authority tasked with supporting universities and HEIs in JiHU. They supported in the planning, carried out competence-

²⁰ Appendix one.

²¹ Swedish Higher Education Authority, 2019. <https://www.uka.se/5.31b6e6d116bc108faa11739a.html>

²² Swedish Higher Education Authority, 2016, p 2.

<https://www.uka.se/download/18.7479bd181677dc2b4df17d7/1544533565159/2018-12-12-statistiskt-meddelande-hogskolenyborjare-2017-18-och-doktorandnyborjare-2016-17-efter-foraldrarnas-utbildningsniva.pdf>

²³ Swedish Higher Education Authority, 2021, annex 2.

²⁴ Swedish Gender Equality Agency, 2021, p 10.

enhancing activities and promoted exchanges of experience between higher education institutions. The support also involved monitoring the results and effects of the higher education institutions' gender mainstreaming assignments, as well as support in identifying and disseminating learning examples and making the results of the work visible and accessible²⁵.

Within JiHu, universities and higher education institutions received support in terms of planning and execution and had the possibility to take part in seminars to enhance competence on the subject. They did not receive any additional funding through JiHU. The Swedish Gender Equality Agency stated in 2019 that JiHU intensified the HEIs gender mainstreaming processes and strengthened their organisations working with gender equality. Due to the successful results, the JiHU mission was further prolonged by the Government after 2019.

This report focuses on how a Higher Education Institute, Kristianstad University (hereinafter KU), and a University, KTH Royal the Royal Institute of Technology (hereinafter KTH) carried out measures during 2016-2019. In the case of KTH the report describes additional equality and diversity measures taken by KTH alongside the gender equality measures.²⁶ In the case of KU, the report describes additional financial measures taken by the university alongside the gender equality measures. This is done as the interviewed representatives from KTH and KU described the processes as intertwined and dependent of each other.

1.1 KU - Redistribution of resources

Background: The measures carried out at KU were part of the Government initiated “JiHU”- program encouraging higher education institutes to work more actively towards equality and carry out gender mainstreaming measures.

All HEI's in Sweden received an addition in their annual regulation letter from the Government. A regulation letter is a letter of instructional character which describes how the institutions are to execute their appointed activities. The addition to their regulation letter instructed the HEI's to take the gender perspective into account when distributing research funding. It was partly up to KU to decide how to carry out the gender mainstreaming measures.²⁷

Parallel to the JiHu measures, KU carried out cost-saving measures to improve the financial situation and streamline the organization. At the time, KU had major economic

²⁵ Swedish Gender Equality Agency, 2022.

²⁶ Interview with representative of the gender equality, diversity and equal treatment measures at KTH.

²⁷ Swedish Gender Equality Agency, 2020, p 39. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

difficulties²⁸. As described later in the text, this led to KU taking measures that both implemented the equality plan but also led to financial savings.

Objectives: At KU the aim of the gender mainstreaming measures was to reach a gender equal distribution of research funding as the distribution was not gender equal. In 2016, 70% of all research funding was distributed to men.²⁹

1.2.1 Target Group

The case was initiated at state level but partly designed and fully applied at institutional level. The target group was research staff.

1.2.2 Actors involved

Various actors were involved. Swedish Council for Higher Education initiated the measures for financial improvement, which were carried out from the management of KU. The Government initiated the Gender mainstreaming measures. Each institution at KU had their own decentralized development unit which also accounted for gender equality, and the university had a centralized business controller with a coordinating role on gender mainstreaming.³⁰

1.1.1 Measures included

Gender mainstreaming plan: The first measure was the introduction of a gender mainstreaming plan in 2017 which was partly aimed to gender balance the research funding³¹. The gender mainstreaming plan enabled KU to see how the institutions own financial measures (not part of “JiHU” but carried out at the same time) contributed to gender equality. The gender mainstreaming plan further facilitated to invest available funds in gender mainstreaming projects³².

Financial measures: At the same time, KU cut the time available for research for professors, associate professors, and senior lecturers with half to release financial funding. Professors research time were adjusted from six to three months, while associate professors research time were changed from three to one and a half month, and finally senior lecturers research time were adjusted from two to one month³³.

²⁸ Swedish Gender Equality Agency, 2020, p 35 and 39.

<https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

²⁹ Swedish Gender Equality Agency, 2020, p 39. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

³⁰ Interview with representative on research KU.

³¹ Interview with representative on research KU.

³² Interview with representative on research KU.

³³ Interview with representative on research KU.

As a result, KU could distribute their funds in a new way, and with the new gender mainstreaming plan in place they could start to prioritize gender equality. The following measures were taken:

- The first of three financial measures carried out in 2016 was a 50% reduction of the distributed research time for professors, associate professors, and lecturers. This measure aimed to balance the research funding budget.
- The second measure (2017) was the introduction of “performance-based time” in the research funding distribution process. The idea was that funding should be distributed to the researchers’ that had the highest achievements, instead of being distributed based on academic title. This had earlier meant that researchers holding the same title always received equal funding. The research funding was now distributed based on the achievements from the three earlier years. Achievements were defined as scientific and popular scientific publications and achievements, doctoral student supervision, external research grants and other assignments taken within the university.
- The third measure (2018), distribution of research funds, was based on the comparison of the “performance-based time” and the time available to execute the research. Researchers’ achievements were now compared to the time they had to conduct the research. Introducing this measure KU wanted to prioritize giving funds to effective and high-quality researchers³⁴.

To take the work on gender equality further, a review of the system of merits used in recruiting processes was conducted with a gender perspective. The review showed that research merits were valued higher than teaching and collaboration with other parts of society in research. The system of merits was changed to value collaboration in research.

The economic resources that emerged were also used to introduce a support program for researchers. The program included career advice, mentors and writing support, workshops on how to apply for external research funding and support in scientific and pedagogical qualifications³⁵. A majority of the 12 researchers’ taking the programme have been women wishing to strengthen their careers. Among them five have been made docents³⁶.

1.1.2 Results and impact

The first measure introduced, a 50% reduction of the research time for professors, associate professors, and lecturers, resulted in a more balanced research budget.. It also marginally impacted the distribution of research funding between female and male

³⁴ Swedish Gender Equality Agency, 2020, p 40. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademien-20206>

³⁵ Swedish Gender Equality Agency, 2020, p 40. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademien-20206>

³⁶ Interview with representative on research KU.

researchers. Men's percentage of the research funding dropped from 70% to 65% and women's percentage changed from 30% to 35%³⁷.

The second measure, the introduction of "performance-based time" in the research distribution funding process, resulted in a 50% balance between women and men.

The third measure, the comparison between earlier years' achievements and the time available for the research conducted, further increased women's share of the distribution of research funding. Women now held 54% and men held 46% of the (internally distributed) research fundings. In 2019, women held 60% of the (internally distributed) research funding and men held 40% at KU.

Overall, there has been an increase of women in professorial positions at KU, from 27% (2016) to 39% (2019)³⁸ but it is not possible to accredit this to the measures. However, the representative of KU argues that the gender mainstreaming plan made it possible to discover the gendered effects in the financial measures, as well as to prioritize gender equality when funds were made available³⁹.

All the measures have been adopted as permanent since they are considered successful. The long-term effects of the gender mainstreaming measures combined with the financial measures are accurate support for effective and high-quality research, gender equal possibilities to conduct research and creation of female role models in research.

1.1.3 Lessons learned

One of the main lessons is that gender mainstreaming plans included in budgetary planning and quality assurance can contribute to expose gendered results from measures seemingly appearing not to be relevant for gender equality.

Another lesson is that that changing the system of merits for research distributing and funding can have great impacts; both contributing to gender equality and to enhance the quality of research. When achievements and the time used to conduct the research were compared, women's share of the internally distributed research fundings enhanced and gender equality increased. KU stresses that this was done without any measure that would have discriminated men.

Furthermore, this is an interesting example of how the economic problems forced KU to cut the research time which, in combination with the gender mainstreaming plan, led to positive results regarding gender equality in internally distributed research funding. The

³⁷ Swedish Gender Equality Agency, 2020, p 40. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

³⁸ Swedish Gender Equality Agency, 2020, p 40. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206>

³⁹ Interview with representative on research KU.

gender mainstreaming plan made the gender unequal distribution of internal research funds visible and assisted KU to see the gendered effects of the changes in distribution of research funds.⁴⁰

Success factors: According to the university, it was easier to change a smaller higher educational institute than a larger one. Less decisions were needed; fewer people were involved which enabled rapid impact.⁴¹

Challenges: The main challenges for the measures at KU involved identifying the structural changes required, to motivate change when results of the measures were unknown as well as facing resistance. KU describes that resistance towards change was met with facts⁴².

1.2 A joint organisation of gender mainstreaming measures through the KTH Equality Office

Background: KTH Royal Institute of Technology in Stockholm is Sweden’s largest technical research and learning institution. KTH’s Equality Office was established in 2017. At the time, shortly above 1/3 of the staff was female. Furthermore, KTH identified four problems regarding gender equality and diversity in the organization:

- different conditions for men and women in research
- low general knowledge on issues related to gender
- lack of an organization that contributed to gender equality and diversity
- an excluding culture.

Objectives: Establishment of the Equality Office sought to contribute to the national goals of gender equality as well as increase the number of women among the staff members. A DEI-representative at KTH describes that “JiHU” pushed KTH to introduce measures promoting gender equality but KTH’s acknowledgement of lack of diversity and equal treatment among the students and staff also impacted the measures taken within “JiHU” in the sense that KTH included a perspective of diversity and inclusion in some of the measures that otherwise would have been targeted only on gender equality⁴³.

⁴⁰ Ibid.

⁴¹ Ibid.

⁴² Swedish Gender Equality Agency, 2020, p 41. <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademien-20206>

⁴³ Ibid.

The idea behind the establishment of the Equality office and the DEI-groups was that a strong and unified organization (was needed?) to create both an overview of the work being conducted and also create synergies between the different processes⁴⁴.

1.2.1 Target group

The measure is designed and fully applied at institutional level although the national JiHU-programme has contributed to the establishment of the Equality Office.

The measure is designed for management staff and rectors as well as teaching and research staff ⁴⁵.

1.2.2 Actors involved

Many new actors initiated and involved at KTH during the “JiHU” project.

The KTH Equality Office organizing DEI-work at KTH was established in 2017. The KTH Equality Office has two DEI-strategists, one project leader, the vice President for Gender Equality and value and one expert. A group of personnel with expertise in gender equality provided advisory support.

The work regarding DEI is coordinated by the KTH Equality Office but designed and carried out at local level. As KTH is divided in five different Schools (corresponding Faculties), local DEI-groups were established to facilitate the work at local level. The groups consisted of DEI-managers/representatives at school-level, Head of School, representatives of different departments at respective Schools and a HR representative.

There is also a centralized DEI-group which worked with the whole of KTH. The centralized DEI-group worked as a strategic group for the DEI work at KTH. They also support the local responsible DEI-managers. The five different Schools of KTH are represented in the central-level group by the Head of School or Deputy Head of School⁴⁶.

1.2.3 Measures included

As KTH has focused on creating an organization for DEI, the organizational structure and actors mentioned in the previous section can be said to be the first measure included.

After its establishment, the KTH Equality Office has initiated various other measures. These include but are not limited to educational measures, including knowledge- and

⁴⁴ Swedish Gender Equality Agency, 2020, p 35. <https://www.jamstalldhetsmyndigheten.se/jamstaldhet-i-akademien-20206>

⁴⁵ <https://www.jamstalldhetsmyndigheten.se/jamstaldhet-i-akademien-20206> Jämställdhet i akademien 2020, s 35.

⁴⁶ Interview with representative of the gender equality, diversity and equal treatment measures at KTH.

support-workshops (e.g., a workshop on DEI-mainstreaming), courses and programs for leaders, (e.g., a management program for women in academia with collective learning processes).

The KTH Equality Office has also initiated DEI-measures for recruiting processes, (e.g. a training for recruiters on how to handle bias). The Equality Office also carried out measures involving career support. They have also conducted assessment and follow-ups on the development of equality and diversity at KTH. The different persons responsible for DEI at KTH had DEI-groups, both local and centralised, and have been involved in a collective learning process, creating a room for representatives from the highest level⁴⁷.

1.2.4 Results and impact

There is no evaluation available yet but according to the representative of KTH, the measures have had various effects on KTH. One of the most important impacts has been a greater awareness of the importance of DEI work within the organisation. When key groups had been made aware of why it is important to work with DEI, they had the possibility to spread their knowledge in the organisation. The programs for leaders will lead to more DEI-mainstreamed education in whole, and the women from the change management program still have their group to exchange experiences and create a collective learning process. One result is more DEI-representation in research, which can enhance the quality of research. Long term effects of the measures are increasing diversity, equality, and inclusion at KTH⁴⁸.

1.2.5 Lessons learned

Creating organisational change and raising awareness on DEI issues are long-term processes with few or no quick fixes. Challenges included securing resources to proceed with DEI measures and gender mainstreaming as well as dealing with resistance from people in the organisation⁴⁹. A solution from the Equality Office has been to prioritise increasing competence on DEI and how DEI connects to quality of research as well as to create inclusive workplace environments.⁵⁰

The DEI-representative from KTH mentions that structure and routines were important to achieve results⁵¹. The support of management at KTH, both on a central and a local level, as well as having a Vice President for Gender Equality and Values gave legitimacy and facilitated measures. It was important to have a foundation based on research on DEI

⁴⁷ Ibid.

⁴⁸ Interview with representative of the gender equality, diversity and equal treatment measures at KTH.

⁴⁹ <https://www.jamstalldhetsmyndigheten.se/jamstalldhet-i-akademin-20206> Jämställdhet i akademien 2020, p 38.

⁵⁰ Interview with representative of the gender equality, diversity and equal treatment measures at KTH.

⁵¹ Ibid.

Swedish Higher Education Authority (2021) *Högskola eller universitet?* Retrieved from <https://www.uka.se/om-oss/hogskolebloggen/anders/2021-03-16-hogskola-eller-universitet.html>

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Swedish Research Council (2021) *Hur jämställt är det i högskolan? Kvinnors och mäns förutsättningar att bedriva forskning*. Retrieved from: <https://www.vr.se/analys/rapporter/vara-rapporter/2021-06-16-hur-jamstallt-ar-de-t-i--hogskolan-kvinnors-och-mans-forutsattningar-att-bedriva-forskning.html>

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Interviews:

Interview with a representative of DEI at the Royal Institute of Technology KTH, 20 December 2021.

Interview with a representative of gender equality at Kristianstads University, 12 January 2022.

Annex one: Foreign background

 UKÄ UNIVERSITETS KANSLERS ÄMBETET							
<p>Heltidsekvivalenter beräknas genom en summering av anställningens omfattning med hänsyn tagen till eventuell tjänstledighet. T.ex. om en person med en anställning på 50 % har tjänstledigt 50 %, blir antalet heltidsekvivalenter 0,25.</p>							
<p>Följande definition på utländsk bakgrund används:</p>							
<p>Personen är antingen utrikes född, eller inrikes född med två utrikes födda föräldrar. Personer med okänd utbildningsbakgrund exkluderas från beräkningen.</p>							
<p>Observera att både utländska gästforskare och personer med utländsk bakgrund i den svenska befolkningen ingår.</p>							
<p>Summan av Heltidsekvivalenter</p>							
Anställningskategori	Utländsk bakgrund	Svensk bakgrund	Summa (exkl. okänd bakgrund)	Andel utländsk bakgrund			
2010 Summa	6 122	20 171	26 292	23 %			
Professorer	997	3 445	4 443	22 %			
Lektorer	1 321	5 781	7 102	19 %			
Meriteringsanställningar	1 030	1 570	2 601	40 %			
Adjunkter	745	4 981	5 726	13 %			
Annan forskande och undervisande personal med doktorexamen	676	2 196	2 871	24 %			
Annan forskande och undervisande personal utan doktorexamen*	1 352	2 198	3 550	38 %			
2011 Summa	6 970	20 730	27 700	25 %			
Professorer	1 096	3 592	4 688	23 %			
Lektorer	1 442	5 987	7 429	19 %			

Meriteringsanställningar	1 284	1 671	2 955		43 %
Adjunkter	786	4 829	5 615		14 %
Annan forskande och undervisande personal med doktorexamen	707	2 198	2 905		24 %
Annan forskande och undervisande personal utan doktorexamen*	1 654	2 454	4 108		40 %
2012 Summa	7 346	20 273	27 619		27 %
Professorer	1 158	3 668	4 826		24 %
Lektorer	1 553	6 174	7 727		20 %
Meriteringsanställningar	1 370	1 517	2 887		47 %
Adjunkter	784	4 566	5 351		15 %
Annan forskande och undervisande personal med doktorexamen	740	2 233	2 973		25 %
Annan forskande och undervisande personal utan doktorexamen*	1 740	2 115	3 855		45 %
2013 Summa	7 852	20 357	28 209		28 %
Professorer	1 200	3 740	4 940		24 %
Lektorer	1 708	6 349	8 058		21 %
Meriteringsanställningar	1 425	1 275	2 700		53 %
Adjunkter	765	4 378	5 143		15 %
Annan forskande och undervisande personal med doktorexamen	838	2 389	3 227		26 %
Annan forskande och undervisande personal utan doktorexamen*	1 916	2 226	4 141		46 %
2014 Summa	8 364	20 420	28 784		29 %
Professorer	1 236	3 750	4 986		25 %
Lektorer	1 811	6 535	8 346		22 %
Meriteringsanställningar	1 603	1 252	2 855		56 %

Adjunkter	753	4 315	5 068	15 %	
Annan forskande och undervisande personal med doktorsexamen	882	2 459	3 341	26 %	
Annan forskande och undervisande personal utan doktorsexamen*	2 078	2 109	4 187	50 %	
2015 Summa	8 788	20 099	28 887	30 %	
Professorer	1 291	3 710	5 000	26 %	
Lektorer	1 937	6 607	8 544	23 %	
Meriteringsanställningar	1 736	1 135	2 871	60 %	
Adjunkter	757	4 154	4 911	15 %	
Annan forskande och undervisande personal med doktorsexamen	951	2 504	3 455	28 %	
Annan forskande och undervisande personal utan doktorsexamen*	2 117	1 989	4 106	52 %	
2016 Summa	9 251	19 888	29 139	32 %	
Professorer	1 334	3 702	5 037	26 %	
Lektorer	2 092	6 686	8 778	24 %	
Meriteringsanställningar	2 014	1 092	3 106	65 %	
Adjunkter	805	4 077	4 882	16 %	
Annan forskande och undervisande personal med doktorsexamen	926	2 381	3 307	28 %	
Annan forskande och undervisande personal utan doktorsexamen*	2 080	1 949	4 029	52 %	
2017 Summa	9 908	19 835	29 744	33 %	
Professorer	1 364	3 665	5 029	27 %	
Lektorer	2 215	6 691	8 906	25 %	
Meriteringsanställningar	2 368	1 092	3 460	68 %	
Adjunkter	799	4 006	4 806	17 %	

Annan forskande och undervisande personal med doktorsexamen	1 026	2 390	3 416		30 %
Annan forskande och undervisande personal utan doktorsexamen*	2 136	1 991	4 127		52 %
2018 Summa	10 642	19 897	30 540		35 %
Professorer	1 405	3 654	5 058		28 %
Lektorer	2 351	6 706	9 058		26 %
Meriteringsanställningar	2 637	1 047	3 685		72 %
Adjunkter	850	4 045	4 894		17 %
Annan forskande och undervisande personal med doktorsexamen	1 103	2 333	3 436		32 %
Annan forskande och undervisande personal utan doktorsexamen*	2 297	2 112	4 409		52 %
2019 Summa	11 265	20 075	31 340		36 %
Professorer	1 427	3 647	5 074		28 %
Lektorer	2 526	6 796	9 322		27 %
Meriteringsanställningar	2 696	1 012	3 708		73 %
Adjunkter	868	4 070	4 938		18 %
Annan forskande och undervisande personal med doktorsexamen	1 254	2 356	3 610		35 %
Annan forskande och undervisande personal utan doktorsexamen*	2 494	2 194	4 687		53 %
2020 Summa	11 741	20 255	31 996		37 %
Professorer	1 464	3 708	5 172		28 %
Lektorer	2 683	6 906	9 589		28 %
Meriteringsanställningar	2 724	960	3 684		74 %
Adjunkter	877	4 111	4 989		18 %
Annan forskande och undervisande personal med doktorsexamen	1 428	2 354	3 781		38 %

Annan forskande och undervisande personal utan doktorsexamen*	2 566	2 216	4 782		54 %	

Annex 2: parents education level

Heltidsekvivalenter beräknas genom en summering av anställningens omfattning med hänsyn tagen till eventuell tjänstledighet. T.ex. om en person med en anställning på 50 % Utbildningsnivån för den förälder till den anställde som har högst utbildning. Adoptivföräldrar prioriteras framför biologiska föräldrar.

Anställningskategori	År										Totalsumma
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Summan av Heltidsekvivalenter	6 840	2 602	1 648	813	2 475	2 519	3 682	5 135	787		26 499
Adjunkter	1 352	650	183	230	880	649	1 098	511	184		5 737
Annan forskande och undervisande personal med doktorsexamen	893	302	253	75	179	250	349	503	67		2 871
Annan forskande och undervisande personal utan doktorsexamen*	871	355	192	69	210	285	389	1 222	43		3 635
Lektorer	1 927	687	458	253	722	745	1 051	1 057	220		7 120
Meriteringsanställningar	706	255	225	37	51	173	235	932	7		2 621
Professorer	1 091	353	336	149	432	417	561	909	266		4 515
2011	7 228	2 758	1 733	818	2 419	2 636	3 768	5 932	669		27 961
Adjunkter	1 372	679	174	229	809	648	1 042	531	148		5 631
Annan forskande och undervisande personal med doktorsexamen	924	313	252	70	164	254	348	525	55		2 905
Annan forskande och undervisande personal utan doktorsexamen*	938	383	207	82	239	328	463	1 519	46		4 205
Lektorer	2 060	726	504	238	724	760	1 098	1 154	191		7 455
Meriteringsanställningar	762	270	227	48	40	203	236	1 191	7		2 985
Professorer	1 171	385	370	152	442	444	581	1 012	222		4 780
2012	7 276	2 787	1 793	784	2 231	2 595	3 605	6 295	515		27 881
Adjunkter	1 361	664	185	213	709	601	987	535	110		5 364
Annan forskande och undervisande personal med doktorsexamen	963	339	281	58	153	239	332	560	49		2 973
Annan forskande och undervisande personal utan doktorsexamen*	817	371	184	66	200	297	379	1 616	27		3 956
Lektorer	2 180	764	523	246	690	813	1 137	1 249	155		7 757
Meriteringsanställningar	705	250	221	47	35	193	198	1 262	6		2 917
Professorer	1 250	399	399	154	444	452	572	1 073	169		4 913
2013	7 449	2 875	1 850	759	2 127	2 626	3 577	6 800	423		28 487
Adjunkter	1 346	650	189	198	647	585	950	517	74		5 154
Annan forskande och undervisande personal med doktorsexamen	1 040	386	294	63	144	260	346	651	42		3 227
Annan forskande och undervisande personal utan doktorsexamen*	846	381	207	56	214	323	394	1 807	25		4 252
Lektorer	2 278	828	560	256	667	833	1 159	1 383	127		8 091
Meriteringsanställningar	625	220	179	36	29	154	154	1 333	4		2 734
Professorer	1 314	410	421	149	427	471	575	1 110	152		5 029
2014	7 675	2 950	1 935	734	1 963	2 602	3 547	7 337	333		29 076
Adjunkter	1 378	663	200	186	586	567	937	505	57		5 081
Annan forskande och undervisande personal med doktorsexamen	1 072	382	301	75	146	270	371	690	34		3 341
Annan forskande och undervisande personal utan doktorsexamen*	835	383	202	55	177	293	344	1 998	22		4 309
Lektorer	2 424	890	612	250	626	838	1 175	1 468	95		8 378
Meriteringsanställningar	628	215	177	23	20	155	145	1 528	1		2 892
Professorer	1 338	417	442	145	407	480	575	1 146	125		5 075
2015	7 673	2 988	1 934	716	1 793	2 602	3 485	7 717	272		29 179
Adjunkter	1 343	676	200	179	516	558	894	507	49		4 923
Annan forskande och undervisande personal med doktorsexamen	1 098	378	320	74	122	294	389	750	30		3 455
Annan forskande och undervisande personal utan doktorsexamen*	801	365	178	49	159	282	330	2 048	14		4 226
Lektorer	2 508	925	629	233	599	850	1 195	1 572	71		8 581
Meriteringsanställningar	545	213	159	34	27	148	126	1 650	4		2 905
Professorer	1 378	431	448	146	371	469	550	1 191	104		5 089
2016	7 731	2 983	1 964	677	1 687	2 576	3 455	8 125	223		29 420
Adjunkter	1 343	668	203	173	492	552	893	541	34		4 900
Annan forskande och undervisande personal med doktorsexamen	1 076	360	303	64	107	262	364	743	28		3 307
Annan forskande och undervisande personal utan doktorsexamen*	793	354	176	40	155	280	344	1 977	13		4 131
Lektorer	2 597	953	648	223	573	863	1 199	1 702	58		8 816
Meriteringsanställningar	529	205	166	25	22	139	118	1 933	6		3 143
Professorer	1 392	444	468	151	337	479	538	1 228	85		5 123
2017	7 850	3 045	1 981	656	1 560	2 556	3 460	8 752	190		30 050
Adjunkter	1 345	672	212	150	450	557	884	519	29		4 818
Annan forskande och undervisande personal med doktorsexamen	1 096	388	280	61	105	258	354	854	21		3 416
Annan forskande och undervisande personal utan doktorsexamen*	832	376	187	50	133	276	358	2 016	12		4 240
Lektorer	2 626	976	670	229	530	847	1 204	1 823	48		8 954
Meriteringsanställningar	532	187	156	26	22	146	141	2 285	8		3 504
Professorer	1 418	447	476	141	319	471	519	1 254	73		5 118
2018	7 983	3 077	2 034	648	1 464	2 574	3 473	9 413	168		30 835
Adjunkter	1 422	678	211	144	413	570	887	561	20		4 907
Annan forskande och undervisande personal med doktorsexamen	1 073	365	281	56	99	264	355	924	18		3 436
Annan forskande och undervisande personal utan doktorsexamen*	862	406	186	57	138	302	400	2 145	16		4 511
Lektorer	2 660	1 004	688	228	496	856	1 184	1 948	47		9 110
Meriteringsanställningar	515	177	169	25	20	131	133	2 553	6		3 729
Professorer	1 451	447	499	138	297	451	514	1 283	61		5 141
2019	8 160	3 208	2 091	619	1 360	2 596	3 451	10 032	144		31 660
Adjunkter	1 447	733	223	138	370	573	881	567	17		4 950
Annan forskande och undervisande personal med doktorsexamen	1 072	388	273	58	96	286	357	1 062	17		3 610
Annan forskande och undervisande personal utan doktorsexamen*	928	419	201	57	127	302	399	2 359	15		4 807
Lektorer	2 725	1 046	700	223	476	866	1 191	2 111	40		9 378
Meriteringsanställningar	507	169	179	15	13	115	125	2 629	4		3 755
Professorer	1 482	451	516	128	277	453	499	1 304	51		5 159
2020	8 417	3 268	2 158	590	1 260	2 625	3 404	10 482	131		32 335
Adjunkter	1 519	748	239	128	335	581	863	577	13		5 003
Annan forskande och undervisande personal med doktorsexamen	1 091	384	267	56	92	296	237	1 244	16		3 781
Annan forskande och undervisande personal utan doktorsexamen*	987	421	197	51	105	309	393	2 412	17		4 892
Lektorer	2 807	1 079	754	213	455	882	1 204	2 230	37		9 660
Meriteringsanställningar	490	177	165	14	12	102	104	2 681	2		3 747
Professorer	1 524	459	537	128	261	455	504	1 337	46		5 252

Annex 3: Gender

Anställningskategori	Kvinnor	Män	Totalsumma	Andel kvinnor	Andel män
2010	11 318	15 181	26 499	43%	57%
Adjunkter	3 184	2 553	5 737	55%	45%
Annan forskande och undervisande personal med doktorsexamen	1 193	1 679	2 871	42%	58%
Annan forskande och undervisande personal utan doktorsexamen*	1 686	1 949	3 635	46%	54%
Lektorer	3 094	4 026	7 120	43%	57%
Meriteringsanställningar	1 196	1 425	2 621	46%	54%
Professorer	965	3 549	4 515	21%	79%
2011	12 071	15 890	27 961	43%	57%
Adjunkter	3 152	2 480	5 631	56%	44%
Annan forskande och undervisande personal med doktorsexamen	1 235	1 669	2 905	43%	57%
Annan forskande och undervisande personal utan doktorsexamen*	1 943	2 262	4 205	46%	54%
Lektorer	3 310	4 145	7 455	44%	56%
Meriteringsanställningar	1 344	1 641	2 985	45%	55%
Professorer	1 086	3 693	4 780	23%	77%
2012	12 062	15 819	27 881	43%	57%
Adjunkter	2 996	2 368	5 364	56%	44%
Annan forskande och undervisande personal med doktorsexamen	1 255	1 718	2 973	42%	58%
Annan forskande och undervisande personal utan doktorsexamen*	1 815	2 141	3 956	46%	54%

Lektorer	3 488	4 269	7 757		45%	55%
Meriteringsanställningar	1 334	1 583	2 917		46%	54%
Professorer	1 175	3 739	4 913		24%	76%
2013	12 417	16 070	28 487		44%	56%
Adjunkter	2 903	2 251	5 154		56%	44%
Annan forskande och undervisande personal med doktorsexamen	1 395	1 833	3 227		43%	57%
Annan forskande och undervisande personal utan doktorsexamen*	1 963	2 288	4 252		46%	54%
Lektorer	3 681	4 410	8 091		45%	55%
Meriteringsanställningar	1 251	1 483	2 734		46%	54%
Professorer	1 223	3 805	5 029		24%	76%
2014	12 803	16 273	29 076		44%	56%
Adjunkter	2 891	2 190	5 081		57%	43%
Annan forskande och undervisande personal med doktorsexamen	1 499	1 843	3 341		45%	55%
Annan forskande och undervisande personal utan doktorsexamen*	2 036	2 274	4 309		47%	53%
Lektorer	3 814	4 564	8 378		46%	54%
Meriteringsanställningar	1 301	1 590	2 892		45%	55%
Professorer	1 263	3 812	5 075		25%	75%
2015	12 904	16 275	29 179		44%	56%
Adjunkter	2 836	2 087	4 923		58%	42%
Annan forskande och undervisande personal med doktorsexamen	1 561	1 894	3 455		45%	55%
Annan forskande och undervisande personal utan doktorsexamen*	1 923	2 303	4 226		45%	55%

Lektorer	3 957	4 624	8 581		46%	54%
Meriteringsanställningar	1 306	1 599	2 905		45%	55%
Professorer	1 323	3 766	5 089		26%	74%
2016	13 101	16 319	29 420		45%	55%
Adjunkter	2 846	2 054	4 900		58%	42%
Annan forskande och undervisande personal med doktorsexamen	1 464	1 843	3 307		44%	56%
Annan forskande och undervisande personal utan doktorsexamen*	1 941	2 190	4 131		47%	53%
Lektorer	4 076	4 740	8 816		46%	54%
Meriteringsanställningar	1 384	1 759	3 143		44%	56%
Professorer	1 390	3 733	5 123		27%	73%
2017	13 513	16 537	30 050		45%	55%
Adjunkter	2 809	2 008	4 818		58%	42%
Annan forskande och undervisande personal med doktorsexamen	1 527	1 889	3 416		45%	55%
Annan forskande och undervisande personal utan doktorsexamen*	2 005	2 234	4 240		47%	53%
Lektorer	4 146	4 809	8 954		46%	54%
Meriteringsanställningar	1 588	1 916	3 504		45%	55%
Professorer	1 438	3 681	5 118		28%	72%
2018	14 166	16 669	30 835		46%	54%
Adjunkter	2 880	2 027	4 907		59%	41%
Annan forskande och undervisande personal med doktorsexamen	1 557	1 879	3 436		45%	55%
Annan forskande och undervisande personal utan doktorsexamen*	2 269	2 243	4 511		50%	50%

Lektorer	4 263	4 848	9 110		47%	53%
Meriteringsanställningar	1 691	2 038	3 729		45%	55%
Professorer	1 507	3 634	5 141		29%	71%
2019	14 628	17 032	31 660		46%	54%
Adjunkter	2 941	2 009	4 950		59%	41%
Annan forskande och undervisande personal med doktorsexamen	1 638	1 972	3 610		45%	55%
Annan forskande och undervisande personal utan doktorsexamen*	2 386	2 421	4 807		50%	50%
Lektorer	4 439	4 939	9 378		47%	53%
Meriteringsanställningar	1 670	2 085	3 755		44%	56%
Professorer	1 554	3 605	5 159		30%	70%
2020	15 016	17 319	32 335		46%	54%
Adjunkter	2 982	2 021	5 003		60%	40%
Annan forskande och undervisande personal med doktorsexamen	1 728	2 053	3 781		46%	54%
Annan forskande och undervisande personal utan doktorsexamen*	2 404	2 488	4 892		49%	51%
Lektorer	4 582	5 078	9 660		47%	53%
Meriteringsanställningar	1 713	2 034	3 747		46%	54%
Professorer	1 607	3 645	5 252		31%	69%

Annex 4: Professorial positions

Heltidsekvivalenter beräknas genom en summering av anställningens omfattning med hänsyn tagen till eventuell tjänstledighet. T.ex. om en person med en anställning på 50 % har tjänstledigt 50 %, blir antalet heltidsekvivalenter 0,25.				
Följande definition på utländsk bakgrund används: Personen är antingen utrikes född, eller inrikes född med två utrikes födda föräldrar.				
Utbildningsnivån för den förälder till den anställde som har högst utbildning. Adoptivföräldrar prioriteras framför biologiska föräldrar.				
	KVINNO			
Anställningskategori	Utländsk bakgrund	Svensk bakgrund	Uppgift saknas	Totalsumma
2010	255	686	24	965
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	10	203	0	213
Eftergymnasial utbildning kortare än 3 år	5	55	0	59
Forskarutbildning	3	71	0	74
Förgymnasial utbildning 9 år	0	31	0	31
Förgymnasial utbildning kortare än 9 år	0	86	0	86
Gymnasial utbildning 3 år	2	89	0	92
Gymnasial utbildning högst 2-årig	3	105	0	108
Uppgift om föräldrar saknas	227	2	24	253
Uppgift saknas	6	45	0	50
2011	283	772	32	1 086
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	15	233	0	248
Eftergymnasial utbildning kortare än 3 år	4	69	0	73
Forskarutbildning	4	84	0	88
Förgymnasial utbildning 9 år	0	34	0	34
Förgymnasial utbildning kortare än 9 år	0	100	0	100
Gymnasial utbildning 3 år	4	95	0	98
Gymnasial utbildning högst 2-årig	4	114	0	118
Uppgift om föräldrar saknas	248	2	32	282
Uppgift saknas	5	40	0	45
2012	314	827	34	1 175
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	15	259	0	274
Eftergymnasial utbildning kortare än 3 år	4	77	0	81
Forskarutbildning	4	96	0	100
Förgymnasial utbildning 9 år	0	36	0	36
Förgymnasial utbildning kortare än 9 år	0	104	0	104
Gymnasial utbildning 3 år	3	103	0	106
Gymnasial utbildning högst 2-årig	4	122	0	126
Uppgift om föräldrar saknas	281	2	34	317

Uppgift saknas	4	27	0	31
2013	324	870	30	1 223
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	17	281	0	298
Eftergymnasial utbildning kortare än 3 år	3	81	0	84
Forskarutbildning	4	103	0	107
Förgymnasial utbildning 9 år	0	39	0	39
Förgymnasial utbildning kortare än 9 år	1	102	0	103
Gymnasial utbildning 3 år	3	109	0	112
Gymnasial utbildning högst 2-årig	3	127	0	130
Uppgift om föräldrar saknas	288	0	30	319
Uppgift saknas	4	27	0	31
2014	335	896	31	1 263
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	20	298	0	318
Eftergymnasial utbildning kortare än 3 år	3	91	0	95
Forskarutbildning	3	105	0	108
Förgymnasial utbildning 9 år	1	38	0	39
Förgymnasial utbildning kortare än 9 år	1	97	0	97
Gymnasial utbildning 3 år	4	114	0	118
Gymnasial utbildning högst 2-årig	4	129	0	133
Uppgift om föräldrar saknas	296	1	31	329
Uppgift saknas	3	24	0	27
2015	365	929	29	1 323
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	20	317	0	337
Eftergymnasial utbildning kortare än 3 år	4	105	0	109
Forskarutbildning	4	114	0	118
Förgymnasial utbildning 9 år	3	39	0	42
Förgymnasial utbildning kortare än 9 år	0	93	0	94
Gymnasial utbildning 3 år	6	111	0	117
Gymnasial utbildning högst 2-årig	4	129	0	133
Uppgift om föräldrar saknas	317	0	29	347
Uppgift saknas	5	20	0	25
2016	392	967	32	1 390
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	24	338	0	362
Eftergymnasial utbildning kortare än 3 år	5	107	0	112
Forskarutbildning	4	126	0	130
Förgymnasial utbildning 9 år	4	42	0	45
Förgymnasial utbildning kortare än 9 år	0	88	0	88
Gymnasial utbildning 3 år	6	117	0	123
Gymnasial utbildning högst 2-årig	4	135	0	139
Uppgift om föräldrar saknas	339	0	32	371
Uppgift saknas	6	14	0	20
2017	401	1 002	34	1 438

Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	24	363	0	387
Eftergymnasial utbildning kortare än 3 år	6	111	0	117
Forskarutbildning	5	136	0	142
Förgymnasial utbildning 9 år	4	39	0	42
Förgymnasial utbildning kortare än 9 år	2	88	0	90
Gymnasial utbildning 3 år	5	121	0	126
Gymnasial utbildning högst 2-årig	4	133	0	137
Uppgift om föräldrar saknas	344	1	34	379
Uppgift saknas	6	11	0	18
2018	438	1 038	31	1 507
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	28	386	0	413
Eftergymnasial utbildning kortare än 3 år	8	116	0	124
Forskarutbildning	6	146	0	152
Förgymnasial utbildning 9 år	4	40	0	43
Förgymnasial utbildning kortare än 9 år	3	85	0	87
Gymnasial utbildning 3 år	6	116	0	122
Gymnasial utbildning högst 2-årig	3	140	0	143
Uppgift om föräldrar saknas	375	0	31	405
Uppgift saknas	6	10	0	16
2019	449	1 073	32	1 554
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	27	417	0	445
Eftergymnasial utbildning kortare än 3 år	8	117	0	125
Forskarutbildning	4	163	0	167
Förgymnasial utbildning 9 år	4	34	0	38
Förgymnasial utbildning kortare än 9 år	3	79	0	82
Gymnasial utbildning 3 år	8	119	0	127
Gymnasial utbildning högst 2-årig	5	136	0	141
Uppgift om föräldrar saknas	384	0	32	416
Uppgift saknas	6	7	0	13
2020	457	1 124	26	1 607
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	27	440	0	467
Eftergymnasial utbildning kortare än 3 år	7	122	0	129
Forskarutbildning	4	172	0	176
Förgymnasial utbildning 9 år	4	37	0	41
Förgymnasial utbildning kortare än 9 år	4	77	0	81
Gymnasial utbildning 3 år	8	126	0	135
Gymnasial utbildning högst 2-årig	5	144	0	149
Uppgift om föräldrar saknas	393	0	26	418
Uppgift saknas	6	6	0	12

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Anställningskategori	Utländsk bakgrund	Svensk bakgrund	Uppgift saknas	Totalsumma
2010	742	2 760	48	3 549
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	39	840	0	878
Eftergymnasial utbildning kortare än 3 år	15	278	0	293
Forskarutbildning	11	251	0	262
Förgymnasial utbildning 9 år	7	112	0	119
Förgymnasial utbildning kortare än 9 år	11	336	0	346
Gymnasial utbildning 3 år	24	301	0	326
Gymnasial utbildning högst 2-årig	13	440	0	454
Uppgift om föräldrar saknas	604	4	48	656
Uppgift saknas	18	198	0	216
2011	813	2 820	60	3 693
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	42	881	0	923
Eftergymnasial utbildning kortare än 3 år	17	295	0	312
Forskarutbildning	13	269	0	282
Förgymnasial utbildning 9 år	7	111	0	118
Förgymnasial utbildning kortare än 9 år	10	332	0	343
Gymnasial utbildning 3 år	26	320	0	346
Gymnasial utbildning högst 2-årig	14	449	0	463
Uppgift om föräldrar saknas	668	3	60	730
Uppgift saknas	17	159	0	176
2012	844	2 842	53	3 739
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	43	934	0	976
Eftergymnasial utbildning kortare än 3 år	19	299	0	318
Forskarutbildning	14	285	0	300
Förgymnasial utbildning 9 år	6	112	0	118
Förgymnasial utbildning kortare än 9 år	9	330	0	340
Gymnasial utbildning 3 år	24	321	0	346
Gymnasial utbildning högst 2-årig	12	434	0	447
Uppgift om föräldrar saknas	702	2	53	756
Uppgift saknas	14	124	0	138
2013	876	2 870	59	3 805
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	47	969	0	1 016
Eftergymnasial utbildning kortare än 3 år	19	306	0	325
Forskarutbildning	16	299	0	314
Förgymnasial utbildning 9 år	6	105	0	111
Förgymnasial utbildning kortare än 9 år	9	314	0	324
Gymnasial utbildning 3 år	23	336	0	359
Gymnasial utbildning högst 2-årig	14	431	0	444
Uppgift om föräldrar saknas	729	4	59	791
Uppgift saknas	13	107	0	120

2014	901	2 854	58	3 812
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	44	976	0	1 019
Eftergymnasial utbildning kortare än 3 år	18	304	0	322
Forskarutbildning	16	319	0	335
Förgymnasial utbildning 9 år	7	99	0	106
Förgymnasial utbildning kortare än 9 år	8	302	0	310
Gymnasial utbildning 3 år	24	338	0	362
Gymnasial utbildning högst 2-årig	16	427	0	443
Uppgift om föräldrar saknas	758	2	58	817
Uppgift saknas	11	87	0	98
2015	926	2 781	59	3 767
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	45	996	0	1 041
Eftergymnasial utbildning kortare än 3 år	20	301	0	321
Forskarutbildning	14	317	0	330
Förgymnasial utbildning 9 år	7	97	0	104
Förgymnasial utbildning kortare än 9 år	9	268	0	277
Gymnasial utbildning 3 år	25	327	0	352
Gymnasial utbildning högst 2-årig	15	402	0	418
Uppgift om föräldrar saknas	783	2	59	844
Uppgift saknas	8	71	0	79
2016	943	2 736	55	3 733
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	43	987	0	1 031
Eftergymnasial utbildning kortare än 3 år	22	310	0	332
Forskarutbildning	13	325	0	338
Förgymnasial utbildning 9 år	7	99	0	106
Förgymnasial utbildning kortare än 9 år	8	242	0	250
Gymnasial utbildning 3 år	28	329	0	356
Gymnasial utbildning högst 2-årig	14	385	0	399
Uppgift om föräldrar saknas	801	1	55	857
Uppgift saknas	7	58	0	66
2017	963	2 663	55	3 681
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	40	992	0	1 032
Eftergymnasial utbildning kortare än 3 år	22	308	0	329
Forskarutbildning	14	320	0	334
Förgymnasial utbildning 9 år	7	92	0	99
Förgymnasial utbildning kortare än 9 år	9	221	0	229
Gymnasial utbildning 3 år	28	317	0	345
Gymnasial utbildning högst 2-årig	16	366	0	382
Uppgift om föräldrar saknas	820	1	55	875
Uppgift saknas	9	46	0	55
2018	967	2 615	52	3 634
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	43	995	0	1 038

Eftergymnasial utbildning kortare än 3 år	20	302	0	323
Forskarutbildning	14	333	0	347
Förgymnasial utbildning 9 år	7	88	0	95
Förgymnasial utbildning kortare än 9 år	9	201	0	210
Gymnasial utbildning 3 år	25	304	0	329
Gymnasial utbildning högst 2-årig	15	356	0	371
Uppgift om föräldrar saknas	825	1	52	878
Uppgift saknas	9	36	0	45
2019	978	2 574	53	3 605
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	47	990	0	1 037
Eftergymnasial utbildning kortare än 3 år	20	306	0	326
Forskarutbildning	13	335	0	348
Förgymnasial utbildning 9 år	7	83	0	90
Förgymnasial utbildning kortare än 9 år	9	186	0	195
Gymnasial utbildning 3 år	23	302	0	326
Gymnasial utbildning högst 2-årig	16	343	0	358
Uppgift om föräldrar saknas	833	1	53	887
Uppgift saknas	9	29	0	38
2020	1 007	2 583	54	3 645
Eftergymnasial utbildning 3 år eller längre (exkl. forskarutbildning)	46	1 012	0	1 058
Eftergymnasial utbildning kortare än 3 år	21	309	0	330
Forskarutbildning	12	350	0	362
Förgymnasial utbildning 9 år	7	80	0	87
Förgymnasial utbildning kortare än 9 år	8	172	0	181
Gymnasial utbildning 3 år	23	297	0	321
Gymnasial utbildning högst 2-årig	16	338	0	355
Uppgift om föräldrar saknas	864	1	54	919
Uppgift saknas	9	25	0	34

OXFORD RESEARCH

Denmark

Oxford Research A/S
Vesterbrogade 149, Bld. 12
3rd floor, 1620 Copenhagen V
office@oxfordresearch.dk

Norway

Oxford Research AS
Østre Strandgate 12
4610 Kristiansand
post@oxford.no

Sweden

Oxford Research AB
Norlandsgatan 11
111 43 Stockholm
office@oxfordresearch.se

Finland

Oxford Research Oy
Eteläinen Hesperiankatu 18
LH 2, 00100 Helsinki
office@oxfordresearch.fi

Baltics/Riga

Oxford Research Baltics SIA
Kr.Valdemara 23-37, k.2
LV-1010, Riga
info@oxfordresearch.lv

Belgium/Brussels

Oxford Research c/o ENSR
5. Rue Archimède
Box 4, 1000 Brussels
office@oxfordresearch.eu