

EQUAL TREATMENT PLAN
FOR STUDENTS
AT
JÖNKÖPING UNIVERSITY

2016/2017

Introduction and layout

Jönköping University (JU) is organised a group comprising the Jönköping University Foundation ('the Foundation') and its six wholly owned subsidiaries: the School of Engineering (JTH); Jönköping International Business School (JIBS); the School of Education and Communication ('HLK'); the School of Health Sciences ('HHS'); University Services ('HS') and Jönköping University Enterprise (JUE). JTH, JIBS, HLK and HHS are individually referred to below as 'School' and jointly as 'the Schools'. JUE operates access courses aimed at international students ('Access Courses') and assumes the same responsibility as the Schools. The Foundation and subsidiaries are jointly referred to below as 'JU'.

This plan – *Equal Treatment Plan for Students at Jönköping University 2016/2017* ('the Plan') – constitutes Jönköping University's Equal Treatment Plan under Chapter 3, Section 16 of the Discrimination Act (2008:567) ('DA'). The Plan is divided into the following four sections:

- Section 1 provides a brief outline of the legal background and a presentation of JU's organisation and assignment of responsibilities for our equal treatment work are given in Section I. Finally, JU's Policy for the Promotion of Equal Rights and Opportunities and for the Counteraction of Discrimination and Harassment is presented in this section.
- Section II presents a description of JU's general points of reference for the work to promote equal rights and opportunities and also to prevent and hinder harassment and sexual harassment is provided in Section II.
- Section III includes a more detailed description of the promotional and preventative work is provided in Section III. This work is divided into: (1) on-going work that is being conducted continuously, and (2) specific work that is to be conducted or started during this plan period. A follow-up of goals and measures from previous plan periods are also reported in this section.
- A description of JU's model for complaint and investigation procedures together with actions to be taken against harassment, sexual harassment and other forms of discrimination can be found in Section IV. A glossary, including definitions and explanations of certain key concepts and terms, concludes this section.

The Plan is decided by the President and applies to all units within JU from and including 9 June 2016. The Plan applies until such time as it is replaced by a decision of the President with a new equal treatment plan for a future annual plan period.

SECTION I

1. Legislative background

- 1.1. DA prescribes an express prohibition¹ for education providers (for example, JU) to discriminate against JU students or other students participating in or applying for JU activities.² This prohibition encompasses all of the Act's seven grounds for discrimination, i.e. sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. When applying the prohibition, it is important to remember that JU is responsible for the actions of employees and contractors within the framework of the employment or contract.³
- 1.2. JU has an extensive obligation under DA to investigate suspected cases of harassment or sexual harassment and also, in the event of such, to take reasonable measures to prevent such harassment in the future.⁴ This obligation arises the moment a representative of JU is informed that a Student considers that they have been subjected to harassment or sexual harassment in conjunction with JU activities. The provision and obligation to investigate and take measures applies both in situations where a Student harasses another Student and in situations where an employee or contractor from JU harasses a Student.
- 1.3. As a supplement to the express prohibition of discrimination, DA prescribes that JU shall conduct goal-oriented work to actively promote equal rights and opportunities for Students, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation.⁵ This work at JU is referred to below as 'the Promotional Work'.
- 1.4. DA also prescribes an obligation for JU to take measures to prevent and hinder any Student from being subjected to harassment associated with sex, ethnicity, religion or other belief, disability or sexual orientation or to sexual harassment.⁶ This work at JU is referred to below as 'the Preventative Work'.
- 1.5. The Promotional Work and Preventative Work are jointly referred to below as 'the Equal Treatment Work'.
- 1.6. Finally, under DA, JU is obliged to document in an annual equal treatment plan the measures that need to be taken within the framework of the Promotional Work and

¹ Cf. Chapter 2, Section 5 DA

² 'JU student' means someone who has been admitted to and is pursuing first-, second- or third-cycle higher education at JU. 'Other student' means someone who has been admitted to and is pursuing studies on a course or study programme that forms part of the higher vocational education institute and that has been organised by JU. 'Applicant' means someone applying for higher education or higher vocational education at JU. For ease of presentation, they are jointly referred to as 'Student' in the Plan.

³ There is an exemption from the prohibition of discrimination – the prohibition does not prevent measures that contribute to efforts to promote equality between women and men for admissions to education; cf. Chapter 2, Section 6, item 1 DA.

⁴ Cf. Chapter 2, Section 7 DA

⁵ Cf. Chapter 3, Section 14 DA

⁶ Cf. Chapter 3, Section 15 DA

Preventative Work under Sub-clauses 1.3 and 1.4 above.⁷ This Plan is to contain an account of which measures JU intends to begin or implement during the coming year. An account of the outcome of the measures planned is to be included in the next year's equal treatment plan.

- 1.7. The Equality Ombudsman ('DO') is a supervisory authority and has been mandated to, among other things, review JU's Equal Treatment Work under DA.

2. Organisation and responsibility

- 2.1. The Equal Treatment Work is to be an integral part of the operation at JU. This means that everyone operating at JU – employees, contractors and Students – are obliged to comply with DA and work to ensure that the goals of the Plan are satisfied.
- 2.2. The President has the ultimate operational responsibility for compliance with DA at JU. This means, among other things, that the Plan is adopted through a President's decision and that the President is the person ultimately responsible for the implementation of the Plan.
- 2.3. The President is to be assisted in the Equal Treatment Work by a special officer who has been instructed to administer the Equal Treatment Work at a JU level, referred to below as 'the Equal Treatment Coordinator'. The Equal Treatment Coordinator administers the Plan under a direct mandate from the President, including responsibility for surveys, situation assessments, formulation of goals and measures, follow up and evaluation.⁸ Furthermore, the Equal Treatment Coordinator is to initiate proposals for improvements to relevant managerial functions within JU. When applicable, the Equal Treatment Coordinator shall also participate in the implementation of measures under the Plan. This mandate also means that the Equal Treatment Coordinator has a standing responsibility to produce proposals for JU's annual equal treatment plan and report on the proposal in preparation for a President's decision.

The work of the Equal Treatment Coordinator is to be conducted in close collaboration and dialogue with other functions in JU's Equal Treatment Work, e.g. the OLIK (equal treatment representatives) and managing directors at Schools. The Equal Treatment Coordinator is to receive implementation reports when measures under the Plan are implemented and incident reports when a matter relating to discrimination, harassment or sexual harassment is being investigated by the Discrimination Investigator.

When necessary, the Equal Treatment Coordinator is to initiate investigations and also be involved in internal training and the dissemination of information relating to Equal Treatment Issues.

- 2.4. Information, both internal and external, represents a key component of the Equal Treatment Work and forms part of the normal tasks of University Services. The work is

⁷ Cf. Chapter 3, Section 16 DA

⁸ Cf. JU's model for the Equal Treatment Work in Section 5 below

to be carried out in close collaboration and dialogue with other functions in JU's Equal Treatment Work.

- 2.5. All Students are linked to a School/JUE. The Schools/JUE play a very important role in the Equal Treatment Work owing to their proximity to the Students.

The managing director for each School is the person ultimately responsible for those parts of the Equal Treatment Work that rest with the School under the Plan. This includes responsibility for staffing and the availability of skills, the implementation of measures for which the School/JUE is responsible under the Plan, that the prescribed reporting and cooperation takes place and also that sufficient resources are set aside for the Plan's implementation (in relevant respects). The managing director of a School/JUE also makes decisions on issues that are to be decided by the School/JUE under the Plan.

- 2.6. Each School is to have at least one equal treatment (non-discrimination) representative (referred to at JU as 'OLIK'), who is appointed by the managing director of the School. Each OLIK is to support Students in respect of the matters covered by DA. The OLIK is to conduct a close dialogue with the Equal Treatment Coordinator and report observations and needs in respect of issues relating to the Equal Treatment Work.

The OLIK is to also participate when those measures, for which the School is responsible under the Plan, are being implemented. This role includes dealing with the prescribed implementation reporting for the Equal Treatment Coordinator on the mandate of the managing director.

In the event that a Student wants to make a formal complaint about harassment, sexual harassment or other discrimination, this complaint must be submitted to the OLIK. The OLIK is responsible for the complaint being registered and the matter being forwarded to the Discrimination Investigator for investigation.

- 2.7. In the event that a Student makes a formal complaint that they have been subjected to harassment, sexual harassment or other forms of discrimination, the matter is to be investigated by JU's special investigator for discrimination issues ('the Discrimination Investigator'). The Discrimination Investigator is institutionally part of the University Services' organisation. The Managing Director for University Services is responsible for the appointment of a competent and otherwise appropriate person as Discrimination Investigator. The Managing Director for University Services shall also ensure that the appointed Discrimination Investigator is given appropriate further training and sufficient resources for the mandate.

When the investigation has been concluded, the Discrimination Investigator is to present the matter for at decision and is also responsible for reporting the incident to the Equal Treatment Coordinator.

- 2.8. Student Health Care, which institutionally forms part of University Services, is to report observations and needs to the Equal Treatment Coordinator. Furthermore, Student Health Care is to offer support and help for Students who have been or consider that they have been subjected to harassment, sexual harassment or other forms of discrimination. The Managing Director of University Services is the person ultimately responsible for staffing, the availability of skills and the injection of resources at Student Health Care.
- 2.9. The Disciplinary and Expulsion Committee at Jönköping University ('DAN') is a special committee established by the Foundation with the mandate of dealing with and making decisions on matters relating to disciplinary measures in relation to students. According to JU's rules and regulations in this area,⁹ a disciplinary measure may be taken in respect of a student who subjects another student (or employee) at JU to harassment or sexual harassment as referred to in DA. In this respect, DAN forms part of JU's organisation for the work under DA, as a disciplinary measure may constitute one (or more) measures that are taken to prevent harassment in the future.
- 2.10. The Board of Appeal at Jönköping University ('HJÖN') is a special board that was established by the Foundation with the mandate of dealing with appeals, for example against decisions made by DAN about disciplinary measures. HJÖN forms part of JU's organisation for the work under DA, for the same reasons as stated above in respect of DAN.
- 2.11. If an employee at JU subjects a Student to harassment, sexual harassment or other discrimination within the framework of their employment, this constitutes grounds for initiating a staff disciplinary matter. This may result in the managing director at the School/University Services or President deciding on a disciplinary sanction against the employee.
- 2.12. If a contractor subjects a Student to harassment, sexual harassment or other discrimination within the framework of their contract, the matter is to be reported to JU's lawyers, who will investigate the possibility of taking legal action against the contractor owing to breach of contract.
- 2.13. The Equal Treatment Work at JU is to be characterised by openness and transparency and for this reason (with the exception of potential confidentiality in individual matters) the work shall be carried out in dialogue and cooperation with Jönköping Student Union and trade union organisations. Functionally, these thus also constitute part of JU's organisation for the Equal Treatment Work.

3. Policy

⁹ *Regelverk för disciplinära åtgärder vid Högskolan i Jönköping* [Rules and regulations for disciplinary measures at Jönköping University] (adopted by the Governing Board on 26 October 2012)

- 3.1. JU is to be characterised by an open attitude and respect for the differences between and equal value of people. All Students are to have the same rights, obligations and opportunities at JU regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.
- 3.2. Students at JU are not to be discriminated against or harassed owing to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. Nor are they to be subjected to sexual harassment. All students are to be treated with respect and dignity by employees and contractors at JU and by other Students.
- 3.3. Goal-oriented work is to be conducted at JU to actively promote equal rights and opportunities for Students, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation. At JU, this work is to
 - (i) be conducted systematically and over the long-term
 - (ii) be addressed to everyone
 - (iii) form part of the day-to-day work
 - (iv) be conducted in cooperation with Jönköping Student Union
 - (v) be based on knowledge about how discrimination and harassment arises
 - (vi) include the competence development of staff to raise awareness of and knowledge about discrimination and harassment
 - (vii) mean that staff are given time to discuss their personal standards and attitudes
- 3.4. Positive measures are to be taken at JU to prevent and hinder any Student from being subjected to harassment associated with sex, ethnicity, religion or other belief, disability or sexual orientation or to sexual harassment. The Preventative Work is to be conducted systematically and in the long term and in cooperation with Jönköping's Student Union. The Preventative Work is to include the following components:
 - (i) regular surveys of Student well-being and also their perception of the existence of discrimination, harassment or sexual harassment
 - (ii) analysis of surveys under (i) above to identify the risks of discrimination, harassment and sexual harassment arising
 - (iii) evaluation of preventative initiatives implemented previously
 - (iv) formulation of concrete goals that can be followed up based on the risks identified
 - (v) planning of which initiatives are to be implemented over the year in order to achieve the goals, the resources required for this, how the initiatives are to be followed up and who is to be responsible for each initiative
- 3.5. A system is to be established at JU for complaints and investigations of, and also action to be taken against, discrimination, harassment and sexual harassment. This is to:
 - (i) include clear procedures for how complaints are to be made and how investigations are to be implemented
 - (ii) clarify the assignment of responsibilities for the investigation
 - (iii) ensure that the investigation comprehensively sheds light on what has occurred

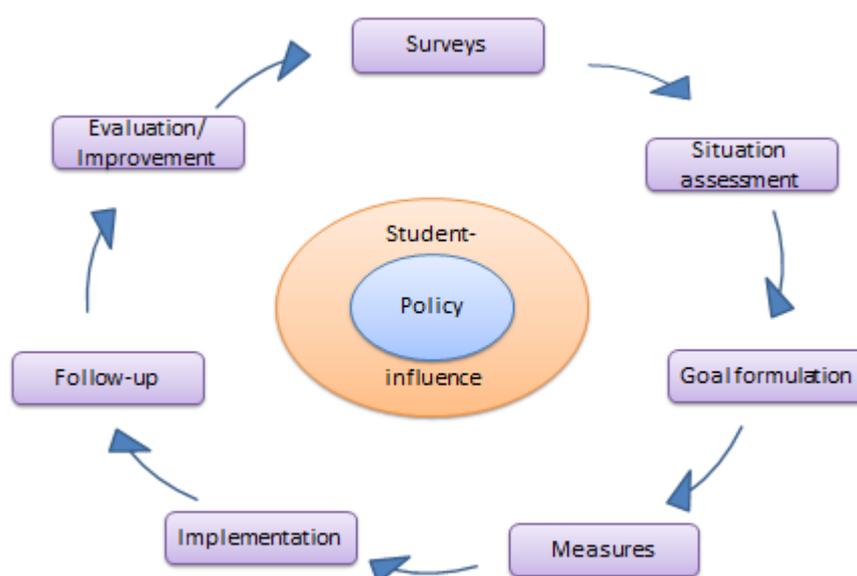
- (iv) ensure that the investigation includes an analysis of the reasons for the occurrence
- (v) ensure that the investigation includes both the person(s) who performed the violation and the person who was subjected to it
- (vi) ensure that the investigation is documented in accordance with appropriate forms and procedures that have been laid down
- (vii) ensure that information is provided to those involved
- (viii) ensure that there are procedures for how acute situations are to be dealt with and resolved
- (ix) ensure that the measures taken are based on the investigation in the individual case
- (x) ensure that measures are directed at both the person subjected to the harassment and the person who carried out the harassment
- (xi) include the follow-up and evaluation of measures to ensure that the harassment ceases and is not repeated
- (xii) ensure that measures and evaluation are documented in accordance with appropriate forms and procedures that have been laid down

3.6. Students and employees at JU are to be aware of DA and its application, of JU's Equal Treatment Work and also of JU's complaint and investigation procedures. JU is to work in cooperation with Jönköping Student Union to ensure that the goals in the Plan are enshrined throughout the study environment at JU.

SECTION II

4. General points of reference for the Equal Treatment Work

- 4.1. It is a requirement of DA that the Equal Treatment Work be goal-oriented and planned. The following model for the Equal Treatment Work is to be applied to all stages in order to ensure this. The different parts of the model are explained below.



4.2. Policy

All Equal Treatment Work at JU is to be based on JU's Equal Treatment Policy. This policy is reproduced in full in Section 3 above. The Policy is based in its turn on the requirements and obligations laid down in DA and also on the recommendations issued by DO.

4.3. Student influence

Cooperation is to take place with Jönköping Student Union at all stages of the Equal Treatment Work. This means, among other things, that the Student Union is to be involved in an appropriate way in the survey and analysis work, in the formulation of goals and measures, and also in the follow-up and evaluation. Depending on the nature of the measure, the Student Union is also to be involved in implementation where possible.

4.4. Surveys

A precondition for the success of the Equal Treatment Work is that it is based on the conditions and needs at JU. A continual survey of the current situation is required to ascertain the needs for the Equal Treatment Work. Various survey methods may be used, e.g. student questionnaires, dialogue with Jönköping Student Union, reports from the OLIK, statements from Student Health Care and other people who are in direct contact

with Students, and also a review of the applicable rules and procedures at JU. The method is to be chosen on the basis of the purpose. It is often good to combine different methods.

4.5. Situation assessment

The survey is to culminate in a report where the results are analysed and needs prioritised. The situation assessment forms the basis of the work to formulate goals for the Equal Treatment Work.

4.6. Goal formulation

The goal formulation work involves formulating goals for the Equal Treatment Work based on the results of the situation assessment. The goals are to be clear and formulated in a way that makes it possible to assess whether or not they have been achieved in conjunction with follow-up. Goals ought to be laid down for all grounds for discrimination.

4.7. Measures

The next stage is to formulate concrete measures/activities for how to achieve the goals laid down. At least one measure is to be formulated for each goal. However, the number of measures may be adapted to the circumstances in the individual case, for which reason consideration must be taken of, among other things, the current situation and the grounds for discrimination in question.

The person responsible for implementation is to be specified for each measure. The measures are to be adapted to the situation at JU and formulated so that they can be followed up. The measures ought to be linked to a budget to ensure implementation. The period during which the measures are to be implemented or the date on which the measures are to start is to be determined.

4.8. Implementation

The concrete measures formulated are to be implemented according to plan. The implementation must always be documented in an appropriate way in an implementation report that can serve as a basis for follow-up.

4.9. Follow-up

The follow-up includes compiling reports and experience from the implementation. Knowledge is derived through the follow-up about what functioned well and what could be improved.

4.10. Evaluations

The evaluation involves analysing whether the measure resulted in the goal being achieved and, if so, how. In some cases this analysis may be conducted directly on the basis of the follow-up, depending on the circumstances. In other cases the analysis may only be conducted after a new survey has been carried out. When applicable, the

evaluation must obviously result in improvements, e.g. in the form of remedying irregularities or amending procedures and processes.

- 4.11. The Equal Treatment Work at JU is to be conducted systematically with the objective of achieving continuous improvements. This means that the process described above never stops, and that use is made of all experiences in the next cycle, etc.

5. Specific points of departure for the Promotional Work

- 5.1. A fundamental point of departure for the Promotional Work is that it is to result in the long-term establishment of respect for the equal value of all human beings and it is also to contribute to developing a study environment at JU where all Students feel safe and can develop. In order to facilitate this, it is important that employees at JU are afforded an opportunity to acquire knowledge about the grounds for discrimination and an opportunity to review JU activities from a norm-critical perspective.

- 5.2. According to DA, the Promotional Work only encompasses the grounds for discrimination 'sex', 'ethnicity', 'religion or other belief', 'sexual orientation' and 'disability'. The Plan must clearly show that the work covers these areas. At JU however it must also be an aim to include the grounds for discrimination 'transgender identity or expression' and 'age' in the Promotional Work.

5.3. Promotional work in specific areas

DO has defined six specific areas that should be covered by the Promotional Work. The defined areas are:

- (i) the Students' student welfare and physical environment
- (ii) the opportunity for Students to combine parenthood with studies
- (iii) the recruitment of Students
- (iv) the admission of Students
- (v) grading and examinations

It is to be a specific point of reference for the Promotional Work to formulate clear and precise goals and concrete measures to achieve the goals in these areas.

6. Specific points of departure for the Preventative Work

- 6.1. The Preventative Work involves making long-term changes to the attitudes of employees, contractors and Students. Measures are consequently to be taken in this area even if there are no incidents occurring in JU activities at the current moment in time.
- 6.2. An important instrument in the Preventative Work is to provide information and training about issues relating to equal rights and opportunities. This also includes working on different initiatives to promote relations in order to improve the feeling of solidarity between employees/contractors and Students and also between Students.
- 6.3. JU is responsible for employees and contractors complying with both DA and the prohibition of discrimination. Preventative measures are to be formulated so that all

employees and contractors are aware of the grounds for discrimination and the meaning of harassment and sexual harassment. Time within staff teams is to be allocated to discuss the grounds for discrimination and their relationship with norms and values, linked to situations in day-to-day work.

- 6.4. One specific area that ought to be prioritised in the Preventative Work is the introduction of new Students and the activities that are conducted during this period. Cooperation with Jönköping Student Union is particularly important in this respect.
- 6.5. Another area that ought to be prioritised in the Preventative Work is placements. The work here ought to focus on checking that members of staff at the location of the work experience are aware of DA and to inform the Students that they have the same protection against discrimination, harassment and sexual harassment when they are on work experience.

SECTION III

7. Ongoing work

7.1. Promotional Work

Goal 1 – refers to all grounds for discrimination

Employees and Students are to be aware of DA's rules, insofar as they concern JU, and of JU's Equal Treatment Work.

➤ Measure 1

Awareness raising activities for new Students about DA and JU's Equal Treatment Work

Responsibility

Equal Treatment Coordinator in cooperation with market within University Services and the Schools/JUE

Budget

Financed within the framework of the current budget

Implementation

To be commenced at the start of each term and to be implemented within the introduction period

Follow-up

Student questionnaire with questions about how the information was perceived

➤ Measure 2

Update information, in Swedish and English, about DA and JU's Equal Treatment Work on JU's website/the Schools' websites and on the staff web/intranet. Additionally provide a brief description of and reference to the website in the folder "Useful information for new students at Jönköping University"

Responsibility

Equal Treatment Coordinator in cooperation with market within HS

Budget

Financed within the framework of HS's current budget

Implementation

To be commenced at the start of the 2014 Autumn Term and to be implemented during the plan period

Follow-up

Student questionnaire with questions about how the information was perceived. Follow-up in conjunction with staff meetings.

➤ Measure 3

Awareness raising activities for new employees about DA and JU's Equal Treatment Work are to be translated into English

Responsibility

Equal Treatment Coordinator in cooperation with HR within HS and the Schools/JUE.

Budget

Financed within the framework of HS's current budget

Implementation

Shall form part of the introduction for new employees throughout the plan period.

Follow-up

The implementation is to be reported to the Equal Treatment Coordinator on an on-going basis. To be documented in activity follow-up/annual report.

➤ Measure 4

Create a popular version of the Equal Treatment Plan containing a summary of the goals and measures. This version will be used on the intranet and in printed format.

Responsibility

Equal Treatment Coordinator.

Budget

Financed within the framework of HS's current budget

Implementation

Shall be a complement to the full version of the Equal Treatment Plan for increased accessibility for employees and students throughout the entire plan period.

Follow-up

Documented in activity follow-up/annual report. Continually updated in line with updates to the Equal Treatment Plan.

Goal 2 – refers to all grounds for discrimination

Employees and Students are to be afforded an opportunity to reflect on the Plan and the Equal Treatment Work.

➤ Measure 1

The Student Union is encouraged to continue its work to draw Students' attention to and encourage them to reflect on equal treatment issues

Responsibility

Equal Treatment Coordinator in collaboration with the Schools/JUE.

Budget

Financed within the framework of HS's current budget

Implementation

Entire plan period

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

➤ Measure 2

The Schools are invited to implement activities to draw employees' attention to and encourage them to reflect on equal treatment issues

Responsibility

Equal Treatment Coordinator in cooperation with the Schools/JUE.

Budget

Financed within the framework of the Schools'/JUE's current budget

Implementation

Entire plan period

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

Goal 3 – refers to all grounds for discrimination

Course content, literature and practice examples are to be free from discrimination.

➤ Measure 1

Support to be developed and made available for examiners and course coordinators as support for an analysis of course content and material from a discrimination perspective

Responsibility

Equal Treatment Coordinator in cooperation with the Schools/JUE

Budget

Financed within the framework of the Schools'/JUE's current budget

Implementation

The work has begun. The results and experiences should be distributed amongst the schools and JUE. Entire plan period.

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

Goal 4 – refers to all grounds for discrimination

Steering documents are to be worded so that the risk of indirect discrimination does not arise.

➤ Measure 1

Review procedures, rules and ways of working at an activity level from a discrimination perspective

Responsibility

President and MD of HS

Budget

Financed within the framework of the current budget

Implementation

Entire plan period and integrated into on-going general work to review steering documents and processes

8. Specific work for this plan period

8.1. Overview – goals and measures for the Promotional Work

Goal 1 – refers to the ground for discrimination 'disability'

All Students with disabilities are to receive the pedagogical support to which they are entitled.

➤ Measure 1

Continued drive and support for the activity currently being pursued by JU's Co-ordinator of Support for Students with Disabilities

Responsibility

Responsible for pedagogical support to students with disabilities.

Budget

Financed within the framework of HS's current budget

Implementation

Entire plan period

Follow-up

Student questionnaire to the relevant students. To be reported to the Equal Treatment Coordinator.

Goal 2 – refers to the ground for discrimination 'disability'

All recently admitted Students are to be informed about the support available for Students with disabilities.

➤ Measure 1

Disseminate information about the support available for Students with disabilities in conjunction with introduction

Responsibility

HS

Budget

Financed within the framework of HS's current budget

Implementation

Entire plan period

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

Goal 3 – relates to Students with disabilities – tests and examinations

Students with disabilities are not to be discriminated against during tests/grading or examinations.

➤ Measure 1

Special investigation with a view to surveying whether Students are discriminated against during tests/grading or examinations

Responsibility

HS. Responsible for support for students with disabilities.

Budget

Financed by contribution from the Foundation (SEK 25,000) and otherwise within the framework of HS's current budget

Implementation

Entire plan period

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

Goal 4 – refers to the ground for discrimination ‘disability’ – physical study environment
Students with disabilities are not to be discriminated against owing to the design of the physical study environment.

➤ Measure 1

Survey the need to make it easier for Students with disabilities to study at JU

Responsibility

HS

Budget

Financed within the framework of HS’s current budget

Implementation

Entire plan period

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

Goal 5 – relates to Students with parental responsibility

Make it easier for Students with parental responsibility to pursue studies at JU.

➤ Measure 1

Survey existing needs and opportunities to make things easier for Students with parental responsibility

Responsibility

HS

Budget

Financed within the framework of HS’s current budget

Implementation

Entire plan period

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

➤ Measure 2

Encourage the Schools/JUE to formulate uniform study guidelines in order to facilitate the situation for students with parental responsibilities.

Responsibility

The Schools and JUE with help from the Equal Treatment Coordinator.

Budget

Financed within the framework for the current budget.

Implementation

Entire plan period.

Follow-up

Report to the Equal Treatment Coordinator

Guidelines communicated to the necessary people after the decision.

8.2. Overview – goals and measures for the Preventative Work

Goal 1 – refers to the ground for discrimination ‘ethnicity’

Increase knowledge about migration, ethnicity and integration.

➤ Measure 1

Hold open lectures as well as meetings and seminars on the subject of migration, ethnicity and integration

Responsibility

Equal Treatment Coordinator in cooperation with the planning group for public lectures at JU

Budget

Within the framework of JU’s current budget

Implementation

At least once during the plan period

Follow-up

To be followed up within the framework of the Equal Treatment Work

Goal 2 – refers to all grounds for discrimination

Ensure that discrimination does not exist in conjunction with placements/work experience through those hosting the work experience being aware of DA and JU's policy and that these also apply during placements/work experience.

➤ Measure 1

Produce specific information about DA and JU's Equal Treatment Work directed at those hosting work experience

Responsibility

Equal Treatment Coordinator and the Schools, and JUE where applicable.

Budget

Financed within the framework of HS's current budget

Implementation

Initiated in spring 2016 and on going throughout plan period.

Follow-up

Measure to be reported to the Equal Treatment Coordinator. Assessment to be made through questions for those hosting the work experience.

Goal 3 – relates to all grounds for discrimination – student's social environment

There is to be no harassment and sexual harassment in conjunction with annual kick-off activities.

➤ Measure 1

Organise kick-off training for those responsible for kick-off at Jönköping Student Union

Responsibility

HS

Budget

Financed within the framework of HS's current budget

Implementation

Entire plan period

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

Goal 4 – refers to all grounds for discrimination

Ensure that discrimination does not exist in JU's recruitment work.

➤ Measure 1

Review JU's recruitment material from an equal treatment perspective

Responsibility

HS

Budget

Financed within the framework of HS's current budget

Implementation

Entire plan period

Follow-up

To be documented in activity follow-up/annual report. To be reported to the Equal Treatment Coordinator.

9. Follow-up of goals and measures from previous plan periods

- 9.1. A report is provided below of JU's follow-up of goals and measures from the preceding plan period and the conclusions drawn by JU from this.

The outcome of the on-going Promotional Work planned in Clause 7 of the previous equal treatment plan is reported in Sub-clause 9.2.¹⁰

The outcome of the specific Promotional Work planned in Clause 8 of the previous equal treatment plan is reported in Sub-clause 9.3.

The outcome of the specific Preventative Work planned in Clause 8 of the previous equal treatment plan is reported in Sub-clause 9.4.

Since the previous revision and follow-up, a new organisation for the task has been established. Halfway through the plan period, the newly introduced functionary, the Equal Treatment Coordinator assumed their position. The Coordinator replaces the previous Equal Treatment Group for revision of work related to the Plan. Upon reflection, there has not been the opportunity to commence all planned activities, as the Equal Treatment Coordinator did not assume their position until April.

9.2. Evaluation of on-going Promotional Work

9.2.1. Goal 1

As Goal 1 it was stated that: *Employees and Students are to be aware of DA's rules, insofar as they concern JU, and of JU's Equal Treatment Work.* Goal 1, which related to all grounds for discrimination, was to be achieved through the following four planned measures.

Measure 1

Awareness raising activities about DA and JU's Equal Treatment Work for new Students in conjunction with introduction/introduction lectures at the start of the semester.

Measure 2

Update information in both Swedish and English about Equal Treatment Work at DL and JU. Publish this on the JU website/School websites and staff web/intranet.

Measure 3

Implement information initiatives about Equal Treatment Work at DU and JU for new employees.

Follow-up, conclusions and proposals for Goal 1

During the introduction periods, Students will receive information about to whom they are to turn for individual matters. Furthermore, students will receive information about

¹⁰ 'Equal Treatment Plan for students at Jönköping University', which was approved on 1 September 2014

the Student web and the information it provides about equal treatment and discrimination.

Before the introduction activities, the JU Student Union completed a course that included information about equal treatment and discrimination.

The survey that has been planned as follow-up to the introduction week for the Autumn Semester 2015 is yet to be completed. The Spectra Student Association is currently working with a survey addressing experiences of discrimination. They intend to distribute this survey shortly. The survey approaches the feeling of a lack of accessibility and/or discrimination throughout their studies, with particular focus upon the introduction.

Information about equal treatment work at JU can be easily accessed from the joint Student Web and is available in both Swedish and English.

The entire Equal Treatment Plan, including routines regarding discrimination matters and contact persons (OLIK) are clearly described in Swedish <http://ju.se/student/studier/regler-och-rattigheter/likabehandling.html> or in English, via <http://hj.se/student/en/studies/rights-and-regulations/non-discrimination.html>

In addition to the above websites, information initiatives have been conducted at each School. Newly employed personnel at the HS department for Pedagogical support and International Relations [*Utbildningsstöd och Internationella relationer*] have received information about the Equal Treatment Plan, DL and routines for individual cases. The Equal Treatment Coordinator has run these information meetings, each lasting approximately 1.5 hours. The Head of Department has organised new personnel into groups. There have been three to five people participants at each information meeting.

Evaluation/Improvement:

The Student web recently developed by Jönköping University serves well as an information channel for this kind of general information. The Equal Treatment Plan has its own sub-heading and is well-presented.

To further strengthen this information and also stipulate individual personnel responsibilities, the Equal Treatment Plan and other relevant information should also be clearly published on the intranet.

To further strengthen the work to provide students with information about equal treatment and discrimination, supplementary information has been proposed for the publication issued to all new students, 'Useful information for students at Jönköping University'.

One other suggestion is for the Equal Treatment Coordinators to distribute information to the Schools/JUE in an appropriate annual forum regarding any changes to DL and the Equal Treatment Work at JU.

It is proposed that Goal 1 continues for the next plan period (see Clause 7 of the Plan).

9.2.2. Goal 2

As Goal 2 it was stated that: *Employees and Students are to be aware of and afforded an opportunity to reflect on the consequences of the Equal Treatment Work.* Goal 2, which related to all grounds for discrimination, was to be achieved through the following planned measure.

Measure 1

Investigate the possibility of introducing a theme day at each School with an opportunity to discuss valuation questions linked to equal treatment.

Measure 2

The Schools are encouraged to conduct activities to draw employees' attention to equal treatment matters and reflect upon them.

Follow-up, conclusions and proposals for Goal 2

The Student Association, Spectra, is currently working with a survey addressing discrimination that has been experienced. They intend to distribute this shortly. The survey approaches an absence of accessibility and/or discrimination experienced and includes particular focus upon the introduction period. The Equal Treatment Coordinator and statisticians at JU have acted as a sounding board for the Association.

The Schools have approached the goal and measures in different ways. For example JTH provide information about Equal Treatment and discrimination at introduction meetings provided to new employees. However JTH state that they need to review this process to ensure that all personnel receive this information and are up-to-date on this matter.

In the Autumn Term of 2015, a personnel conference was conducted for all teachers at HLK. Throughout this conference, topics such as grounds for discrimination in relation to tasks conducted with the University Disciplinary and Expulsion Committee were discussed and information was distributed.

Each semester, JIBS organises a seminar focusing on different aspects of teaching. The Equal Treatment Plan is one of the topics presented. All teaching staff are invited and encouraged to participate on regular occasions. For new teaching staff, this seminar is, in principle, compulsory.

Evaluation/Improvement:

It is proposed that the Student Union and student associations at each School are encouraged to collaborate in order to continue the work to highlight equal treatment matters and encourage Students to reflect upon these. This is to promote knowledge and discussion about the Equal Treatment Plan and Equal Treatment Work at JU.

The Schools/JUE are also encouraged to continue the work to provide all personnel with the opportunity to reflect upon the Equal Treatment Plan and its consequences. The suggestion is that Goal 2 remains in place during the next plan period.

9.2.3. Goal 3

As Goal 3 it was stated that: *Course content, literature and practice examples are to be free from discrimination.* Goal 3, which related to all grounds for discrimination, was to be achieved through the following planned measure.

Measure 1

Course content, literature and practice examples are reviewed in accordance with the matrix produced by the School of Education and Communication (HLK).

Follow-up, conclusions and proposals for Goal 3

Work with this support has begun at HLK. The goal is to introduce support tools to the instructions for devising course syllabuses (Syllabus Model) in a bid to analyse course content and material from a discrimination perspective. Before course syllabuses are approved, they are to be checked to ensure that different discrimination perspectives have been covered. This work is estimated to be complete during the Spring semester 2016.

The university teaching course for associate professors [*Docentkursen*] included compulsory literature on the subject of sex/gender (Gunnarsdotter, Anna (2003); Meritvärdering ur ett jämställdhetsperspektiv samt Språket i sakkunnigutlåtande; Jämställdhetskommitténs skriftserie 8 Göteborg; Göteborgs universitet, 97 pages). This was discussed at one course meeting. Additional discussions used an exchange of experiences to approach sex/gender aspects as well as aspects of ethnicity for supervision of doctoral students.

Evaluation/Improvement:

Based on the results and experiences from the work at HLK that course content, literature and exercises shall be free of discrimination, similar work is to be initiated and/or exchanged at all Schools. This goal should remain in place as it has only been partially met.

9.2.4. Goal 4

As Goal 4 it was stated that: *Steering documents are to be worded so that the risk of indirect discrimination does not arise.* Goal 4, which related to all grounds for discrimination, was to be achieved through the following planned measure.

Measure 1

Review procedures, rules and ways of working at an activity level from a discrimination perspective.

Follow-up, conclusions and proposals for Goal 4

A general review of the rules, procedures and processes at the University has been initiated and the discrimination perspective has been considered within this framework.

Evaluation/Improvement:

The review involves a great deal of work that is expected to last for several years. It is proposed that Goal 4 continues for the next plan period (see Clause 7 of the Plan).

9.3. Evaluation of specific Promotional Work

9.3.1. Goal 1

As Goal 1 for the specific Promotional Work it was stated that: *All Students with disabilities are to have the pedagogical support to which they are entitled.* Goal 1, which related to the ground for discrimination 'disability', was to be achieved through the following planned measure.

Measure 1

Continued drive and support for the activity that is currently being conducted by JU's Co-ordinator of Support for Students with Disabilities.

Follow-up, conclusions and proposals for Goal 1

Jönköping University has employed two people the work to coordinate special educational support for Students with disabilities. Together these staff provide a resource at 70% of full-time work. Students with disabilities can contact the coordinator to have a decision with recommendations for support measures. These measures cover both teaching and examination situations as well as the general student support available at JU. Students with reading and writing difficulties may be offered help, including an investigation by a dyslexia teacher who works for JU on a consultancy basis.

176 students were registered for special educational support upon surveying during the 2015 Autumn term. This is somewhat lower than for the previous year. One explanation may be that the evaluations conducted in early 2014 were yet to eliminate students who had completed their studies at that point. The work with Students who need special educational support peaks at the beginning of both terms and then continues for the entire study year. The objective of the work is that all Students can pursue studies and achieve the objectives of the courses in a legally secure way through the support compensating for the disability as far as possible.

According to the Plan, a student questionnaire is to be conducted to follow up this work and the results are to be reported to the Non-discrimination Group. The Student Survey was conducted between May and June 2015. The survey was comprehensive however the response rate was relatively low at 44 per cent. Consequently long-term conclusions cannot be drawn.

Evaluation/Improvement:

There is the need for an annual, improved survey that is subject to continual follow-up as regards information, accessibility, utilisation and quality of the measures available. It is proposed that Goal 1 continues for the next plan period (see Clause 8 of the Plan).

9.3.2. Goal 2

As Goal 2 for the specific Promotional Work it was stated that: *All recently admitted Students are to be informed about the support available for Students with disabilities.* Goal 2, which related to the ground for discrimination ‘disability’, was to be achieved through the following planned measure.

Measure 1

Disseminate information about the support available for students with disabilities in conjunction with introduction.

Follow-up, conclusions and proposals for Goal 2

The Disability Coordinator participated at the information meetings that had been arranged. In the autumn of 2015, a fair was organised at Campus Arena during the introduction weeks at which information regarding special educational support was distributed.

Corresponding information is also available via the Student web under ‘Service’ – ‘Support for Students with Disabilities’, visit: <http://ju.se/student/service/stod-for-studenter-med-funktionsnedsattning.html> (both in Swedish and English). The information brochure “Useful information for new students at Jönköping University” contains similar information. A designated information meeting for international students was provided in the Autumn semester 2015.

Students with disabilities who plan to study at JU can also receive information about support measures in conjunction with JU’s annual Open Day.

Corresponding information is given to those teachers who are course coordinators/examiners during the induction of new staff at the various Schools.

The purpose of this activity is to generate greater awareness of the support available for students with disabilities when studying at college/university. Important components include explaining that there is a legal background for the work involving special educational support as well as a separate policy for JU and also linking these components to the planned work.

A workgroup for the affected functionaries has been established. All Disability Coordinators have convened. Up until now, one physical meeting per semester has been held. The group otherwise has contact when necessary.

To enable provision of support, a designated room has been designed and speech synthesis programs acquired. During the plan period, the decision has been made to join NAIS [National administration and information system]. Implementation will take place during 2016.

Evaluation/Improvement:

The work is considered to be important and successful. Prioritised areas for improvement include further work to enable Students with disabilities to make contact with the coordinator at an earlier stage. An overview of the organisation of the coordination work is desirable, in which connection the opportunity for two people to share the mandate as coordinator and also the establishment of a working group within this ought to be considered. It is proposed that Goal 2 continues for the next plan period (see Clause 8 of the Plan).

9.3.3. Goal 3

As Goal 3 for the specific Promotional Work it was stated that: *Students with disabilities are not to be discriminated against during tests/grading or examinations*. Goal 3, which related to the ground for discrimination ‘disability’, was to be achieved through the following planned measure.

Measure 1

Special investigation with a view to surveying whether Students are discriminated against during tests/grading or examinations.

Follow-up, conclusions and proposals for Goal 3

A special investigation as referred to above has not been initiated. It is proposed that the goal and measures continue for the next plan period (see Clause 8 of the Plan).

9.3.4. Goal 4

As Goal 4 for the specific Promotional Work it was stated: *Make it easier for Students with parental responsibility to pursue studies at JU*. Goal 4 was to be achieved through the following planned measure.

Measure 1

Survey existing needs and opportunities to make things easier for Students with parental responsibility.

Follow-up, conclusions and proposals for Goal 4

The survey has not been started. It is proposed that the goal and measures continue for the next plan period (see Clause 8 of the Plan).

9.3.5. Goal 5

As Goal 5 for the specific Promotional Work it was stated that: *Students with disabilities are not to be discriminated against owing to the design of the physical study environment*. Goal 5, which related to the ground for discrimination ‘disability’ – physical study environment, was to be achieved through the following planned measure.

Measure 1

Survey the need to make it easier for Students with disabilities to study at JU.

Follow-up, conclusions and proposals for Goal 5

Partially complete. Overhaul of existing furniture and equipment complete. Additions have been made after overhaul. Routines for how students with disabilities submit information about their needs has been developed. Should be followed up and provide a new status regarding the needs and evaluations of measures that have been implemented. The goal should remain as Goal 4 beneath the same heading and with a re-formulation of Measure 1 (see Clause 8 of the Plan).

9.4. Evaluation of specific Preventative Work

9.4.1. Goal 1

The following was stated as Goal 1 for the specific Preventative Work: *Raise awareness about migration, ethnicity and integration*. Goal 1, which related to the ground for discrimination ‘ethnicity’, was to be achieved through the following planned measure.

Measure 1

Hold open lectures and meetings or seminars on the subject of ethnicity.

Follow-up, conclusions and proposals for Goal 1

Lectures on intercultural meetings/interaction are provided to all new students. Two public lectures addressing the highlighted areas were arranged during the plan period.

- 26 March 2015, Ragnhild Nilsson, PhD Candidate, Department of Political Science at Stockholm University: “Same eller svensk? Samerna som urfolk och nationell minoritet och strävan efter samiskt självbestämmande.” [*Sami or Swede? The Sami People as indigenous people and national minority; the fight for Sami self-determination*]
- 5 November 2015: Lina Bjerke, Research Fellow Economics: “Högutbildades flyttmönster: Stad kontra landsbygd. Attraktiva städer och en utmanad landsbygd” [*The migration patterns of the well-educated: City vs. countryside. Attractive cities and challenged countryside*]

Evaluation/Improvement:

This lecture was part of JU’s joint lecture series and we propose that one lecture a year also continues to be earmarked for this area.

9.4.2. Goal 2

The following was stated as Goal 2 for the specific Preventative Work: *Ensure that there is no discrimination in conjunction with placements/work experience through those hosting the work experience being aware of DA and JU’s policy and that these also apply during placements/work experience*. Goal 2, which related to all grounds for discrimination, was to be achieved through the following planned measure.

Measure 1

Produce specific information about DA and JU's Equal Treatment Work directed at those hosting work experience.

Follow-up, conclusions and proposals for Goal 2

This measure has not been implemented. It is proposed that the goal and measures continue for the next plan period (see Clause 8 of the Plan).

9.4.3. Goal 3

The following was stated as Goal 3 for the specific Preventative Work: *Harassment and sexual harassment are not to arise in conjunction with annual kick-off activities*. Goal 3, which related to all grounds for discrimination, was to be achieved through the following planned measure.

Measure 1

Organise kick-off training for those responsible for kick-off at Jönköping Student Union.

Follow-up, conclusions and proposals for Goal 3

Training has been implemented. There is a continuous need for activities in this area owing to the turnover of students. It is proposed that the goal and measures continue for the next plan period (see Clause 8 of the Plan).

9.4.4. Goal 4

The following was stated as Goal 4 for the specific Preventative Work: *Ensure that discrimination does not exist in JU's recruitment work*. Goal 4, which related to all grounds for discrimination – recruitment, was to be achieved through the following planned measure.

Measure 1

Review JU's recruitment material from an equal treatment perspective.

Follow-up, conclusions and proposals for Goal 4

No systematic review has been implemented. It is proposed that the goal and measures continue for the next plan period (see Clause 8 of the Plan).

SECTION IV

10. Complaint and investigation procedures

10.1. JU is actively working to prevent and hinder Students from being subjected to discrimination, harassment and sexual harassment. In the event that a Student feels that they have been subjected to any form of discrimination or harassment in conjunction with JU activities,¹¹ the matter is to be dealt with in the following way. These provisions apply both if it is an employee/contractor at JU and another Student who has acted in a way that is perceived to be discrimination or harassment.

Dealing with the matter in an informal way

10.2. JU recommends that anyone who feels that they have been subjected to discrimination should refer in the first instance to some person at JU who they trust and in whom they are confident. Dialogue and support are important in the initial stages, and these can be most quickly provided within the framework of an informal dialogue. Examples of people/functions who may be approached include heads of education, programme coordinators or teachers. There are also specially appointed non-discrimination (equal treatment) representatives (OLIK) at each of the Schools/JUE who can be contacted. Student Health Care may also be contacted.

10.3. JU is obliged to investigate an issue as soon as a representative of JU (employee or contractor) is informed that a Student feels that they have been subjected to discrimination. It should be noted in this context that it is irrelevant how JU was informed about the incident. This means that all employees/contractors at JU are obliged to either take action themselves or pass the issue on to one of the above-mentioned persons/functions as soon as possible.

Formal complaint

10.4. A Student who feels subjected to discrimination or harassment may also decide to make a formal, written complaint about the discrimination, harassment or sexual harassment at any time. Such complaints are to be submitted to the OLIK at the Student's School or JUE. The OLIK must register the complaint, which then becomes an official document.¹² The OLIK must then forward the complaint to the Discrimination Investigator (JU's special investigator for discrimination issues).

10.5. The Discrimination Investigator is responsible for the investigation. The investigation must start immediately and is to be objective and impartial. Both sides are to be given an opportunity to make a written statement during the investigation process. The Discrimination Investigator is to pursue the matter, presenting supplementary questions to clarify any ambiguities. Both sides are entitled to read the documents submitted or prepared in the matter. In the course of the investigation process, the Discrimination

¹¹ These rules also apply to events that occur during placements.

¹² All documents received or drawn up in the matter are to be registered as 'official documents'.

Investigator may call in the expertise that the matter requires after consulting the MD for HS. The University's lawyers are to assist with the investigation.

- 10.6. When the investigation has been completed, the Discrimination Investigator must prepare a written report and then present the case for a decision. Decisions are made by the managing director of the company (School, JUE or HS) where the reported person is employed or under contract, or alternatively by the managing director of the School/JUE where the reported person is a Student.
- 10.7. The decision may mean that the matter is dismissed if there is not considered to have been any discrimination, harassment or sexual harassment.

On the other hand, the decision must state what action is to be taken where there is considered to have been an infringement. The purpose of the action is to prevent future infringements. This may involve taking labour law sanctions against an employee at JU or giving notice terminating a contract with a contractor. It may also involve submitting the matter to the Disciplinary and Expulsion Committee (DAN) for further investigation and possible decision on disciplinary action.

The decision must also include an impact analysis, the purpose of which is to prevent incidents in the future, e.g. by reviewing and amending procedures or improving the study environment.

The decision is to be sent to both the complainant and the person reported as well as the Equal Treatment Coordinator, who will use it as a basis for their planned Equal Treatment Work.

- 10.8. A Student may also make a complaint directly to the Equality Ombudsman (DO) as an alternative or supplement to a formal complaint, as described above.¹³

11. Definitions and explanations

- 11.1. Definitions and explanations are provided below for some key concepts and terms that are used in the Plan or that it is important to be aware of in the course of our Equal Treatment Work:

Ableism [Sw. *ableism*] – derogatory attitudes to people with disabilities

Widening participation [Sw. *breddad rekrytering*] – to strive for the recruitment and throughput of students on equal terms regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

¹³ DO is a governmental agency that has, among other things, the mandate to ensure compliance with DA. DO is entitled to represent a Student as a party. If the parties cannot come to an agreement, DO may pursue the case at the district court. It does not cost the Student anything when DO brings proceedings at court.

Discrimination [Sw. *diskriminering*] – that someone is treated less favourably than someone else and this treatment is associated with sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

‘Discrimination’ is defined as an umbrella term¹⁴ that represents

1. Direct discrimination – that a student or applicant 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 a student or applicant 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. Harassment – conduct that violates a student’s or an applicant’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.
4. Sexual harassment – conduct of a sexual nature that violates a student’s or an applicant’s dignity.
5. Instructions to discriminate – orders or instructions to discriminate against someone in a manner referred to in items 1-4 above and 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.

‘Discrimination’ is sometimes also used as an umbrella term for direct discrimination, indirect discrimination and instructions to discriminate.

Ethnicity [Sw. *etnisk tillhörighet*] – national or ethnic origin, skin colour or other similar circumstance

¹⁴ Cf. Chapter 1, Section 4 DA

Disability [Sw. *funktionsbinder*] – defined in DA as a permanent physical, mental or intellectual limitation of a person’s functional capacity. This may be due to injury or illness that existed at birth, has arisen since then or may be expected to arise.

Disability [Sw. *funktionsnedsättning*] – a term used by the Equality Ombudsman (DO) that describes the impairment of a physical, mental or intellectual functional capacity. It is thus something that a person has, not something that a person is. DO considers that a disability [Sw. *funktionsbinder*] is instead something that arises in an environment where barriers exist for people with disabilities [Sw. *funktionsnedsättning*].¹⁵

HBT [Sw. *HBT*] – umbrella term for homosexual, bisexual and transgender persons.

Heteronormativity [Sw. *heteronormen*] – the conviction that everyone is heterosexual and that this is the natural and desirable way to live. One of the points of departure is expectations of femininity and masculinity as each other’s opposites and complements. Heteronormativity is about power. People belonging to the heterosexual norm have the privilege of being something more than their sexual orientation and also having the power to assess what is different and undesirable. People who transgress the boundaries of heterosexuality are perceived as deviants.

Equality [Sw. *jämlikhet*] – means equitable conditions between all individuals and groups in society and that everyone has equal value regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Gender equality (equal opportunities) [Sw. *jämställdhet*] – means that women and men enjoy equal rights, opportunities and obligations in all areas of society.

Sex [Sw. *kön*] – that someone is a woman or a man.

Gender identity or gender expression [Sw. *könsidentitet eller könsuttryck*] – DO has decided to use the term *gender identity or gender expression* (in contrast to DA’s term *transgender identity or expression*). According to DA, everyone has gender identity and gender expression, not just transgender persons. By ‘gender identity’ or ‘gender expression’, DA means a person’s identity or expression in the form of clothing, body language, behaviour or other similar circumstance with respect to gender.

Transgender identity or expression [Sw. *könsöverskridande identitet eller uttryck*] – defined as follows in DA: 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.

Diversity [Sw. *mångfald*] – A combination of differences such as, for example, sex, age, sexual orientation, ethnic origin, religion or other belief, disability and social background.

¹⁵ Translator’s note: Both of the terms ‘*funktionsbinder*’ and ‘*funktionsnedsättning*’ are referred to as ‘disability’ in the UN Convention on the Rights of Persons with Disabilities <http://www.regeringen.se/content/1/c6/12/36/15/6/7c30c1.pdf>

Sexual orientation [Sw. *sexuell läggning*] – homosexual, bisexual or heterosexual orientation.

Transgender persons [Sw. *transpersoner*] – an umbrella term used for people who in various ways break the two-gender norm and society's conceptions about how women and men and girls and boys are expected to be, look like and behave. People covered by this term may, for example, include transvestites, intersexual persons (persons who have been born with an unclear sex) or inter- and transgender persons (people who define themselves as beyond sex or outside traditional gender identities).

Age [Sw. *ålder*] – length of life to date