



Photo: Liza Simonsson

KI – A study environment on equal terms?

Analysis of a pilot survey on students' experience of
discrimination and harassment



**Karolinska
Institutet**

KI – A study environment on equal terms? – Analysis of a pilot survey on students' experience of discrimination and harassment

Sustainable Development & Equal Opportunities Office, 4 October 2023

Commissioned by: Ulrika Widegren, Head of Unit, Sustainable Development & Equal Opportunities Office

Project manager: Kristina Ullgren, Coordinator, Sustainable Development & Equal Opportunities Office

Authors: Helena Hörnfeldt & Kristina Ullgren, Coordinators

Figures & Review: Zoe Säflund, Educational Developer

Ref. no: 1-1106/2021



**Karolinska
Institutet**



**Karolinska
Institutet**

Reference number

1-1106/2021

Document type:

Report – Analysis

English translation

Publication:

October 2023

English translation:

December 2023

Handling department/office:

Sustainable Development & Equal Opportunities
Office

Preparation with:

Committee for Higher Education, 31 August 2023

1. Summary

This report presents an analysis of the results of the survey sent out in autumn 2022 to all registered programme students at KI from semester two onwards.¹ The purpose of the report is to use the results of the student survey to identify risk areas and particularly vulnerable groups in the student population and to provide recommendations on future priority areas in KI's work to prevent and combat discrimination in accordance with the Discrimination Act.

The results of the survey and free text comments were analysed both in their entirety and by breaking down the results into background variables (programme, sex, age, minority) for a comparative analysis. Since the survey was produced in both a Swedish and an English version (depending on the programme and student base), a comparison was also made between the responses to the Swedish and to the English version.

The analysis was based on the Discrimination Act's requirement that universities and other higher education institutions establish and implement active measures to prevent discrimination and promote equal rights and opportunities. This means that we sought to identify risks linked to all grounds of discrimination², forms of discrimination³ and the areas in which the University is required to implement active measures.⁴

The analysis of the survey results shows that some study conditions emerge as risk areas, partly in relation to KI's zero tolerance for discrimination, harassment, sexual harassment and victimisation, and partly in relation to the requirement for active measures set out in the Discrimination Act. These identified risk areas are:

- KI's general work to promote equal opportunities
- parenthood in combination with studies
- inadequate accessibility
- discrimination/harassment in relation to minority and sex
- unwanted sexual attention
- degrading treatment and conflicts
- reporting of victimisation

The results of the survey show that students with disabilities experience inadequate accessibility, and that students with children feel that it is difficult to reconcile parenthood and studies at KI. In addition, students feel that KI works too little to promote equal rights and opportunities for all in general and in particular with regard to sex and ethnicity.

Discrimination and harassment are reported as occurring primarily on the basis of ethnicity, sex, age, disability and sexual orientation. However, all grounds of discrimination (including

¹ First semester students were excluded as they had just started their programme.

² The Act specifies seven grounds of discrimination: gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

³ The Discrimination Act defines six forms of discrimination: direct discrimination, indirect discrimination, inadequate accessibility, harassment, sexual harassment and instructions to discriminate.

⁴ According to the Discrimination Act, the higher education institution must work with active measures in the following five areas: admission and recruitment, examinations and assessments, study environment, possibilities to reconcile studies with parenthood, and teaching methods and organisation.

socio-economic background) are indicated in the responses as grounds of both discrimination and harassment.

In the Swedish version, both men and women and those who do not wish to disclose their sex state that they have been subjected to unwanted sexual attention. In the Swedish version, a few women also state that they have been subjected to sexual coercion. In the English version, only women and those who do not wish to disclose their sex report being subjected to unwanted sexual attention.

The students state that they experience not only discrimination/harassment and inadequate accessibility, but also degrading treatment in various forms. A majority of the survey respondents who experienced victimisation do not report what they were subjected to.

The analysis of the survey responses revealed that some groups experience a higher degree of victimisation in the form of discrimination, harassment and degrading treatment. These groups are people with disabilities, minorities linked to ethnicity (including skin colour), women and people who do not wish to disclose their sex.

The report concludes with identified risk areas and recommendations. To summarise, the results indicate that there is a need for more knowledge and promotional measures related to inadequate accessibility, discrimination and harassment in the study environment. This applies in particular to ethnicity and sex in connection with on-site training (VFU/VIL). In addition, more knowledge and promotional measures are needed regarding the ability to reconcile parenthood with studies, particularly with regard to on-site training (VFU/VIL), conflict management and improved and clearer procedures for reporting and investigations of victimisation.

KI – A study environment on equal terms? – Analysis of a pilot survey on students' experience of discrimination and harassment

Contents

1. Summary.....	3
2. Abbreviations.....	6
3. Background.....	6
4. Purpose	7
5. Method and materials	7
5.1 The survey.....	8
5.2 Students and response rate.....	9
6. Results and analysis.....	11
6.1 Work to promote equal opportunities.....	11
6.2 Parenthood	12
6.3 Inadequate accessibility.....	14
6.4 Discrimination, harassment and sexual harassment.....	17
6.5 Unwanted sexual attention.....	34
6.6 Degrading treatment and offensive/derogatory language.....	39
6.7 Reporting of victimisation.....	43
6.8 Student opinions about the survey.....	46
7. Conclusions – Risk areas and recommendations.....	47
7.1 Risk areas	47
7.2 Recommendations.....	49
8. Appendices	50

2. Abbreviations

Designation	Explanation
DO	Equality Ombudsman
GUA	Departmental Director of Education
HULV	Sustainable Development & Equal Opportunities Office
KI	Karolinska Institutet
KU	Committee for Higher Education
PD	Programme Director
UF	University Administration
VFU	Placement /On-site training
VIL	Practice-integrated learning

3. Background

KI has zero tolerance for discrimination, harassment, sexual harassment and victimisation. KI is also committed to working actively to prevent such incidents and promote equal rights and opportunities, in accordance with legal requirements, regulations and KI's own equal opportunities objectives.⁵

This report presents the results and an in-depth analysis of the students' responses to a survey on equal opportunities for first and second-cycle students conducted at KI in 2022.

The survey was part of the project "Pilotundersökning om lika villkor – för studenter på grundnivå och avancerad nivå" [Pilot survey on equal opportunities – for first and second-cycle students] (Ref. no: 1–1106/2021). KI initiated this project in light of the results of recent studies conducted at the national level that showed the prevalence of discrimination and harassment among students in academia.⁶ The project also aimed to supplement KI's existing student surveys in order to satisfy the Discrimination Act's requirement for active measures.⁷ The University shall continuously work with active measures in four steps:

⁵ KI's equal opportunities objectives are included in [KI's Strategy 2030 \(2019:14\)](#). See also KI's [Guidelines concerning discrimination, harassment and victimisation](#). It also includes work related to the Discrimination Act, gender mainstreaming, broadened recruitment and broadened participation.

⁶ Several studies have shown the prevalence of degrading treatment and sexual harassment among students and staff in academia. In response to the #Metoo and #Akademikerupproppet movements in the autumn of 2017, a number of studies were conducted, such as [Tellus – Sexual Harassment, Harassment and Victimisation at Lund University \(2020\)](#); the national [research and collaboration programme on sexual harassment, gender-based violence and victimisation in academia \(Gender programme, 2022\)](#) and ["What is zero tolerance in practice?" at Umeå University and KI \(2021\)](#)– There are also other reports that show the prevalence of discrimination linked to other grounds of discrimination in higher education: [DO's regulatory decisions and rulings; Is it just me? Everyday sexism and racism in medical school: experiences, explanations and strategies among medical students](#), Kristoffersson E. Doctoral thesis: Umeå University; 2021; [Studiesituationen för studenter med psykiska besvär \[The study situation for students with mental health problems\]](#), UHR, 2022.

⁷ In 2019–2022, DO conducted audits of 18 higher education institutions; KI was not included among these. All of the audited higher education institutions exhibited deficiencies in their work with active measures according to DO ([Report – Undersök, åtgärda och utbilda \[Investigate, remedy and educate\]](#), DO, 2022:8). DO's conclusion is that the higher education institutions need to develop their work with active measures and that this needs to be prioritised by management at the higher education institutions.

1. Investigate whether there are risks of discrimination
2. Analyse the causes of identified risks
3. Address identified risks to prevent discrimination and promote equal rights and opportunities
4. Follow up and evaluate the work

The work must also include all seven grounds of discrimination, the six forms of discrimination and take place in the following five areas:

- Admission and recruitment
- Examinations and assessments
- Study environment
- Studies and parenthood
- Teaching methods and organisation ⁸

The final report of the project was submitted to KU in December 2022.⁹ One of the recommendations in the project's final report was for the Sustainable Development & Equal Opportunities Office to conduct an in-depth analysis of the pilot survey results in 2023, and to disseminate the results of this analysis at a KI-wide level.

4. Purpose

The purpose of this report is to use the results of the student survey to identify risk areas and particularly vulnerable groups in the student population, and to provide recommendations on future priority areas in KI's work to prevent and combat discrimination in accordance with the Discrimination Act.

5. Method and materials

In the work on this analysis, the quantitative survey responses and free text comments were reviewed in the survey tool KI-survey. The analysis was based on the requirements of the Discrimination Act regarding active measures. This means that we identified risks linked to all grounds of discrimination, forms of discrimination and the areas in which the University is required to implement active measures.

The quantitative material was analysed descriptively and the results are presented mainly in figures and tables. The qualitative material, which consists of free text responses, was analysed thematically and is presented in running text.

⁸ The seven grounds for discrimination defined by the law are: gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

The six forms of discrimination are: direct discrimination, indirect discrimination, inadequate accessibility, harassment, sexual harassment and instructions to discriminate. Read more about [the University's work with active measures at DO.se](#)

⁹ The project aimed to implement and evaluate the survey as a method for meeting the requirements of the Discrimination Act. The survey questions were developed together with a reference group comprising student and teacher representatives and experts from University Administration. The project resulted in several recommendations, including that the survey be made a recurring part of KI's cohesive quality system and conducted every three years. The project also recommended that departments and programmes collaborate in the annual survey step and decide which survey method works best in their organisation. See the final report for "Pilotundersökning om lika villkor – för studenter på grundnivå och avancerad nivå" (Ref. no: 1-1106/2021).

The results in figures and tables are presented as a percentage of responses, with the number of responses in parentheses. All questions were voluntary, and some of them had the option of selecting more than one answer, so the number of answers can be both below and above the number of responding students.

The results were broken down into the background variables sex, age, minority and programme, which enabled a comparative analysis in terms of discrimination, harassment and sexual harassment, unwanted sexual attention and reporting of victimisation.

This report does not include results broken down by programme, as these have been reported elsewhere.¹⁰ The report includes results from both the Swedish and the English version.

5.1 The survey

The survey¹¹, which was sent out in both a Swedish and an English version, contained 23 voluntary questions that were visible to all respondents. The survey also contained 20 follow-up questions that were activated depending on the answer. The questions were divided into the following themes:

Study environment

- Access to resources and experiences of inadequate accessibility
- Ability to reconcile parenthood with studies
- Experience of:
 - discriminatory norms in the study environment
 - degrading and derogatory statements
 - KI's equal opportunities work

Questions about victimisation and unfair treatment

- Experience or witnessing of discrimination, harassment, sexual harassment related to the seven grounds of discrimination: sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.
- Experience of discrimination, harassment, sexual harassment related to socio-economic background.¹²

Propensity to report incidents

Reporting of incidents: whether there was an incident, where/to whom the person reported it or turned to, or whether the person chose not to report an incident and the reason why.

Background information

In order to better identify specific risk areas involving the grounds of discrimination, students were asked to provide background information about themselves. The background information requested in the questionnaire was programme, sex, age, ethnicity/national minority (question as to whether the individual identifies as a member of a minority in terms of ethnicity, national identity and/or skin colour).

Disability, religion, sexual orientation, transgender identity/expression and socio-economic background were not included in the background questions. However, these identity

¹⁰ A status report for programmes with more than five respondents was prepared and sent by email to each PD and GUA at the beginning of the spring semester 2023.

¹¹ See Appendix 1 and 2.

¹² Socio-economic background is included in accordance with the goals in [KI's Action plan for widening access and participation 2021–2023](#).

categories are referred to in the survey questions as specific areas for experiences of norms, discrimination and harassment, as they have a bearing on both the results and analysis of the survey responses and on the identification of risks.

5.2 Students and response rate

The survey was sent out digitally by email in a Swedish and an English version. The Swedish version was sent to students in all programmes with Swedish as the language of instruction at the first and second-cycle level from semester two onwards (4,328 students). The English version was sent to students in all programmes with English as the language of instruction at the first and second-cycle level from semester two onwards (310 students).¹³

A total of 645 students responded to the survey in its entirety, giving a response rate of 14 per cent. 573 students (13 per cent) responded to the Swedish survey and 72 students (23 per cent) to the English survey. In digital central surveys to students, the response rate is often no higher than about 30 per cent. One reason for the low response rate mentioned in the free text responses about the design and content of the survey is that it was perceived to be too extensive.¹⁴ Since the survey was sent to virtually the entire student population, there was no selection, making a non-response analysis irrelevant. The results presented in the report are based on the responses received. This means that it is not possible to say whether there is a higher or lower proportion of experiences of discrimination among those who did not respond to the survey. However, the low response rate, particularly in the Swedish version, should be viewed in relation to the fact that KI has a zero-tolerance policy regarding discrimination, harassment, sexual harassment and victimisation.

Background variables

The programmes with the highest number of respondents are the Medical Programme (5.5 years), the Medical Programme (6 years) and the Nursing Programme. The two Medical Programmes and the Nursing Programme are also the largest of KI's programmes in terms of number of students. The global programmes (mainly international students) with the highest number of respondents are the Master Programme in Public Health Sciences and the Bachelor's Programme in Biomedicine. Only two Swedish-language programmes had no respondents. These are also among KI's smallest programmes in terms of number of students. Otherwise, all programmes are represented in the responses.

Tables 1–3, Swedish version, and Tables 4–6, English version, present the background variables sex, minority status and age.

¹³ First semester students were excluded as they had just started their programme.

¹⁴ The project's final report (Ref. no. 1–1106/2021) makes a number of recommendations to increase the response rate for future surveys, and also describes the process of designing the survey in more detail. Appendix 3 also includes a revised and abbreviated version of the survey.

Tables 1–3. Distribution by sex, minority status and age, Swedish version. The number of individuals is given in parentheses.

Woman	Man	Non-binary	Other	Prefer not to answer	Don't know
73% (418)	20% (116)	0,4% (2)	0,2% (1)	5% (30)	0,5% (3)

Identify as a member of a minority in terms of ethnicity, national identity and/or skin colour	Do not identify as a member of a minority in terms of ethnicity, national identity and/or skin colour	Prefer not to answer	Don't know
29% (164)	60% (343)	6% (37)	5% (26)

Younger than 25	26–30	31–35	36–40	41 or older	Prefer not to answer
33% (190)	23% (129)	13% (72)	11% (62)	13% (75)	7% (43)

Tables 4–6. Distribution by sex, minority status and age, English version. The number of individuals is given in parentheses.

Women	Men	Non-binary	Other	Prefer not to answer	Don't know
68% (48)	21% (15)	0% (0)	0% (0)	11% (8)	0% (0)

Identify as a member of a minority in terms of ethnicity, national identity and/or skin colour	Do NOT identify as a member of a minority in terms of ethnicity, national identity and/or skin colour	Prefer not to answer	Don't know
31% (22)	59% (42)	10% (7)	0% (0)

25 or younger	26–30	31–35	36–40	41 or older	Prefer not to answer
46% (33)	24% (17)	8,5% (6)	1,4% (1)	7% (5)	13% (9)

A higher proportion of respondents are women than men (about 70 per cent women and 20 per cent men), which is well in line with the student population at KI in general.¹⁵

¹⁵ In the past three years (2020–2022), the proportion of female students has been 73 per cent (full-time equivalents) ([“Karolinska Institutet in brief”, KI's website 2022.](#)).

About 30 per cent of respondents identify as a member of a minority.¹⁶ The majority of respondents are under the age of 30. In the English version, the proportion of respondents under 30 is higher than in the Swedish version. The relatively high proportion of respondents over the age of 30 in the Swedish survey is related to the fact that some specialist nursing programmes generally have older students.

6. Results and analysis

The analysis of the survey responses shows that the risk of discrimination is higher in certain study-related situations. These study situations, which also form the structure of this chapter, are:

- Work to promote equal opportunities
- Parenthood
- Inadequate accessibility
- Discrimination, harassment and sexual harassment
- Unwanted sexual attention
- Degrading treatment and offensive/derogatory language
- Reporting of victimisation

This chapter 6 contains a presentation and analysis of the results of the survey based on the above areas. Chapter 7 below provides a summary of the identified risk areas and recommendations based on these.

6.1 Work to promote equal opportunities

All universities and higher education institutions are required to work to combat discrimination and promote equal rights and opportunities for everyone within their activities. This work is described in the Discrimination Act and is called active measures.

One of the questions in the survey concerns whether students feel that KI is working actively to promote equal rights and opportunities for everyone. The main question is divided into sub-questions based on the seven grounds of discrimination: sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age. The category socio-economic background and the open category "Other" have been added to this. The answer options were: "No", "Yes, but not enough", "Yes, enough", "Yes, KI does a lot of work with this", "No opinion" and "Don't know".

In the survey responses in the Swedish version, 24 per cent answered either "No" or "Yes, but not enough" when asked whether KI works actively to promote equal rights and opportunities regardless of ethnicity. Disability and sex also have a relatively high proportion of negative answers (22 and 20 per cent, respectively), as does socio-economic background (20 per cent).

The results indicate dissatisfaction with KI's active efforts to promote equal rights and opportunities for all. To some extent, this dissatisfaction may relate to KI's failure to

¹⁶ There are no local comparative figures for this category. The most relevant statistics regarding minority linked to ethnicity, national identity and/or skin colour in relation to KI can be retrieved from the Swedish Higher Education Authority's (UKÄ) statistics database, in which approximately 29% of new students at KI at the first and second-cycle level have a foreign background (relates to 2020/2021) ([UKÄ's statistics database, UKÄ's website, 2022](#)). UKÄ's data does not include international students.

communicate information about its ongoing efforts to promote equal rights and opportunities for all. The free text comments include the following:

Didn't realise that KI was working on these issues. Something small is included in our studies at an overall level, over a short period of time.

Nothing I've experienced/noticed anything about

It is important to note that there are also positive opinions about KI's work to promote equal opportunities:

I feel there's great commitment to giving everyone the opportunity to study according to needs and situations.

In the English version, 52 per cent respond that KI works "Not at all" or "Not enough" to promote equal rights and opportunities for everyone in terms of ethnicity (including skin colour). When it comes to KI's work with socio-economic background, disability and sex, 43 and 42 per cent, respectively, state "Not at all" or "Not enough" in relation to work to promote equal rights and opportunities. Other grounds of discrimination for which the English version respondents feel there is insufficient work (either "Not at all" or "Not enough") are transgender identity or expression (33 per cent) and religion or other belief (31 per cent).

In the daily basis, many times, people's different needs are not always considered or even asked.

More promotion about what they (KI) are doing towards that.

6.1.1 Summary of work to promote equal opportunities

- A relatively high proportion of students state that KI does not work enough and/or does not adequately communicate the work on promoting equal opportunities.
- In the English version, almost half state that KI does not work at all or does not work enough to promote equal rights and opportunities with regard to ethnicity (including skin colour), sex and disability.

6.2 Parenthood

According to the Discrimination Act, all universities and higher education institutions are required to make it easier for parents to pursue studies. The results of the survey show that a majority (58 per cent) of the respondents do not know whether it is possible to reconcile parenthood with studies at KI. Around 25 per cent in the Swedish version feel that it is possible, while around 15 per cent feel that it is difficult to reconcile studies with parenthood.¹⁷

¹⁷ The question was "Do you feel that it is possible to reconcile parenthood with studies at KI?" The answer options were divided on a six-point scale, from "Not at all" to "To a very large extent". There was no possibility to provide a free text comment. The number of students in the Swedish version expressing that it is not at all possible to reconcile parenthood with studies at KI is 19 individuals. 33 individuals state that it is possible to reconcile studies at KI with parenthood to a very large extent. The majority of the 328 respondents chose "Don't know". In the English version, two individuals responded that it is not at all possible to reconcile parenthood with studies at KI and two individuals responded that it is possible to reconcile studies at KI with parenthood to a very large extent. In the English version as well, the majority of respondents answered "Don't know", 40 individuals.

Perceived difficulties are also highlighted in several of the free text responses in the Swedish version of the survey.¹⁸

The programme is not designed to include adult studies that begin later in life, where the individual has to balance parenthood and earning a living with their studies. The teaching modules have a very short time horizon. Compulsory attendance is expected during school holidays, and as a final cohort it is difficult to study at half speed or take a break from studies in order to be able to manage duties related to earning a living. More distance learning and pre-recorded materials that make it possible for us parents to study at night with greater flexibility for part-time studies are desired for adult education on equal terms.

In terms of age, I think that KI's adaptations for parents are so-so and meet about the lowest permitted level. Removing pre-recorded lectures in courses where these have been available is bad, as it helps a lot when you need to be at home with sick children.

I answered "Don't know" to the question about reconciling parenthood with studies as I do not have children. I've thought about having a baby during my studies, but decided not to because I didn't think it would work in terms of time and practical aspects. Many people out in the working world who have young children don't work 100% so they can pick up their children and leave at a reasonable time. This is something I don't think would be possible because there are some semesters where we have compulsory attendance in school 8–17 every day. There is no room for needing to stay home to care for a sick child, as you then miss compulsory components that may be difficult to reschedule, such as preclinical.

There needs to be greater support and interest for those of us who choose to combine studies with parenthood

Some answers indicate that the norms about who is expected to be a student are not compatible with parenthood. When asked which areas their experiences of norms are linked to, several students answered "parenthood".

Parenthood, the norm is to be young and flexible

Being a parent with young children and because of this not getting the help needed to facilitate on-site training (VFU)

6.2.1 Summary, parenthood

- The majority of respondents state "Don't know" when asked if it is possible to reconcile studies at KI with parenthood.
- Of those who have experience or knowledge of whether it is possible to reconcile studies at KI with parenthood, the answers are fairly evenly distributed on the scale "To a very large extent – Not at all". The majority feel that it is possible to reconcile parenthood with studies at KI to a very large extent. However, there is a relatively large proportion of students (about 15 per cent) who feel that KI does not do enough to facilitate things for students with children.
- Several students state that, as a parent, they break the norms about who is expected to be a student at KI and that they therefore experience limitations.

¹⁸ The question was "Do you feel that there are norms that negatively impact you (in a discriminatory way) in the study environment?" The question began with a definition of norms as e.g. unwritten rules, ideas and ideals; see Appendix 1 and 2. The answer options were on a six-point scale, from "Not at all" (1) to "To a very large extent" (6). Respondents who answered with a two or higher were asked a follow-up question about which area the norms were linked to. The answer options were the grounds of discrimination and socio-economic background, "Prefer not to answer", "Don't know" and "Other". The option "Other" allowed for free text answers. The English version lacks examples of free text answers regarding whether it is possible to reconcile parenthood with studies at KI.

6.3 Inadequate accessibility

Disability and inadequate accessibility are named in the Discrimination Act as one of the grounds of discrimination and forms of discrimination, respectively. The survey therefore included a question about the students' experience of accessibility: "If you have a disability (physical, cognitive and/or mental), do you feel that the following are adapted to your needs?". The students then had to assess the following: admission processes, teaching, physical learning environment, digital learning environment, on-campus examination or remote examination, and on-site training (VFU/VIL)¹⁹. Figure 1 presents the responses from the students with disabilities who answered no to the question about perceived adaptation to their own needs.

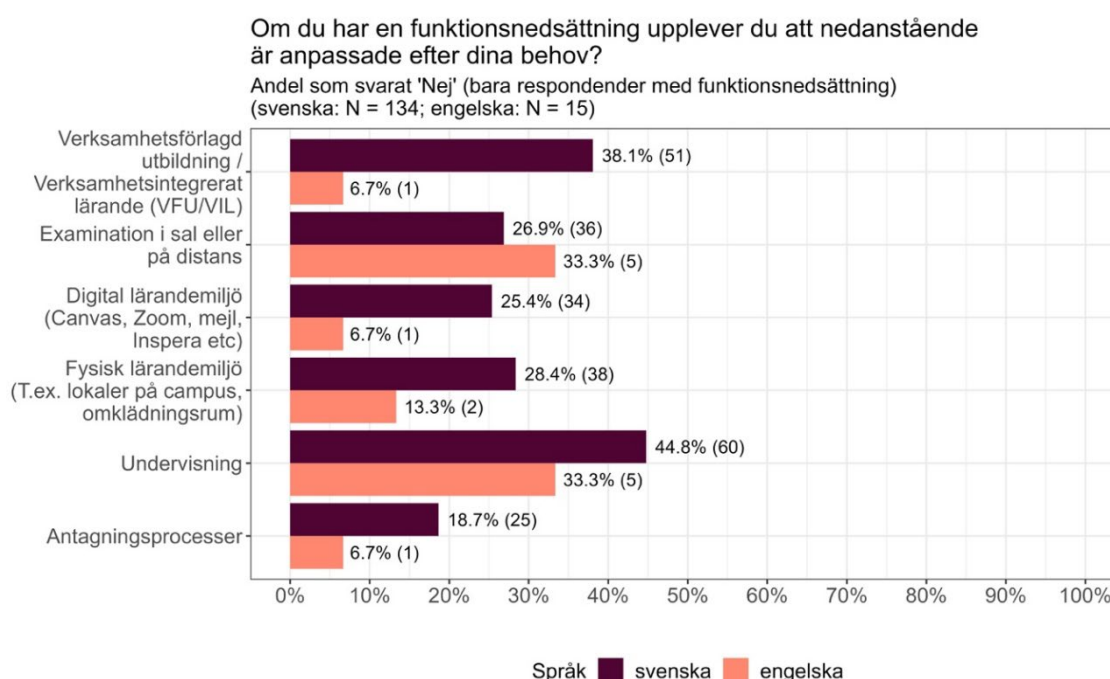


Figure 1. The proportion of the respondents with a disability who answered "No" to the question "If you have a disability (physical, cognitive and/or mental), do you feel that the following are adapted to your needs?", broken down by Swedish and English version. Number of responses in parentheses. The total number of respondents with disabilities is 134 in the Swedish version and 15 in the English version.

Over 40 per cent of the respondents with a disability in the Swedish version feel that the teaching is not adapted to their needs. VFU/VIL is also largely perceived as insufficiently adapted. Although teaching and on-site training (VFU/VIL) stand out with a high proportion of responses, this does not mean that accessibility is fully satisfactory in terms of the

¹⁹ The answer options were: "Yes", "No", "Not applicable/Don't have a disability", "Prefer not to answer" and "Don't know".

Thus, disability is not one of the questions asked in the background information section of the survey. In a revised version of the survey, we suggest that this question be split into a logic that first asks whether the respondent has a disability or not (see Appendix 3).

digital learning environment and admission processes, which have the lowest proportion of responses.

The differences in the responses between the Swedish and English versions are difficult to assess, as the number of respondents in the English version is small. The biggest difference in responses in the area of on-site training (VFU/VIL), 38 per cent compared to 7 per cent, can be explained by the fact that programmes with English as the language of instruction do not include on-site training (VFU). Examination is the only area where a higher proportion experience inadequate accessibility in the English version compared with the Swedish version. However, there is no area where all respondents with a disability experience full accessibility in terms of adaptation to their needs.

Respondents who answered "No" to one or more of the areas were asked a follow-up question asking them to give examples in free text. The free text responses in the Swedish version include difficulties with adaptations in all areas, and is also the question that generated the most free text responses in the survey. Most responses refer to difficulties in accommodating the needs of those with neuropsychiatric disorders and literacy difficulties. However, responses also include adaptations for hearing and visual impairments.

The examples relate to inadequate adaptation and inadequate management of illness-related absences during on-site training (VFU), inadequate accessibility in teaching (such as the need for breaks every 45 minutes, note-taking assistance, the need to send out presentations/recorded lectures, inadequate use of microphones/T-loops, mobility and inconsistent organisation of courses in canvas), and lack of long-term planning in the schedule.

Have ADHD (and mental illness). Feels like the whole programme is far too unstructured. Too fast a pace. No clarity, often no possibility to get clarity when asking for clarification. All students are expected to fit the same mould, VERY few adaptations offered. Difficult to even get a handle on who to contact with questions, who is in charge of what. You're sent back and forth, all this, just to ask for support. Eventually you give up because it becomes too confusing and you don't have time to sort everything out.

It's often kahoot in teaching. It's fun, but since it's basically about reading fast to answer the questions quickly, I always end up at the very bottom, even though I know the answers.

The examples also concern compromised anonymity during examinations for those who are allowed extended exam time or computerised examinations with a spelling program.

I feel that my anonymity during the exam is reduced. I have the right to use a computer with spelling software and speech synthesis, but I don't because my exam would stand out. During several exams, the codes for disabled people who have extended exam time were different from those of the rest of the class. We are small in number and easily identifiable.

Other examples of inadequate accessibility during examinations are unclear wording in examination questions, such as the use of negatives in questions. Several comments also mention examples of degrading treatment, both during on-site training (VFU)/placement and in other teaching contexts.

During placement, I don't have access to the aids I normally use when studying. I have also been insulted and discriminated against during the placement. And I feel that I've had less opportunity to develop during the placement because of the discrimination. I'm afraid that this will reduce my chances of getting a job.

Poor understanding and training by administrators and lecturers. Offensive terminology is used; the need for a microphone or similar is questioned despite certificates and documentation.

There are also comments where students say that they refrain from disclosing their disability and are therefore not given the opportunity for adaptation.

During on-site training (VFU/VIL), I chose not to disclose because I've heard certain negative stereotypes about people like me (with ADHD) expressed by staff and prefer to be seen as neutral, even if it means that I don't get certain adaptations.

There are only a few comments about admission processes and inadequate accessibility:

Admission via PIL alternative selection – You have absurd requirements for certificates and in the end required my entire investigation, which is the most revealing document there is. It felt degrading. Microphone not used during PIL

In the English version, comments on experiences of inadequate accessibility in teaching and examination are repeated. One student writes about the experience of having to contact the course coordinator before each new course.²⁰

I find it weird that I have to let the teacher know for each course that I need more resources for examination, especially as I always get the answer that the time of the exam is longer so everyone should be able to finish, also those that have disabilities. That has led me to stop contacting the teacher for better resources. I am not a fan of exposing my disabilities and therefore not interested in doing that every 5 weeks to a new teacher, especially as I do not find myself very active in class compared to others in my program so probably the only thing the teacher will remember regarding me is that I have a disability. In my studies through the years before I moved to Sweden, I only had to specify in the beginning about my condition and the student council made sure to give the teacher a list of students that would need resources to arrange another room for those students or what was appropriate each time.

The free text responses also include examples of experiences of inadequate understanding and ignorance of accessibility adaptations from teachers, as well as degrading treatment.

On repeated occasions, I have been faced with professors that are not even aware of the special adaptations that KI grants and reacting poorly when I ask for them. I have had a really unsatisfying experience when it comes to adaptations, because I need to justify myself every time that I ask for them. I feel like I need to fight for my rights repeatedly.

A co-student of mine, who has ADHD, had their necessary adaptations denied by the teacher. Even when they had a medical note stating they need some adaptations, the teacher told them "I'm not paid enough for this" and that "we all have our problems".

6.3.1 Summary, accessibility

- No area is perceived as completely satisfactory in terms of accessibility.
- In the Swedish version, teaching situations and on-site training (VFU/VIL) are perceived as least adapted to the students' needs.
- There are some differences between the Swedish and English versions in terms of which situations are perceived to be least adapted to special needs. However, the results for the English version are difficult to interpret because of the small number of responses.
- In the Swedish version, the issue of accessibility has engaged many students, which is evident in the number of free text responses.

²⁰ The Discrimination Act requires the student to contact the course coordinator since a new decision on adaptation needs to be made for each course.

6.4 Discrimination, harassment and sexual harassment

The Discrimination Act prohibits discrimination and requires preventive work to combat discrimination and harassment. Universities and higher education institutions have an obligation to investigate cases that can be linked to discrimination and harassment.

The students were asked to answer the question: "Have you been subjected to any of the following at KI during the past 12 months?", with the answer options: "Discrimination, harassment, sexual harassment, None of the above, Prefer not to answer, and Don't know". The terms were explained in the survey according to the definitions found in the Discrimination Act.²¹

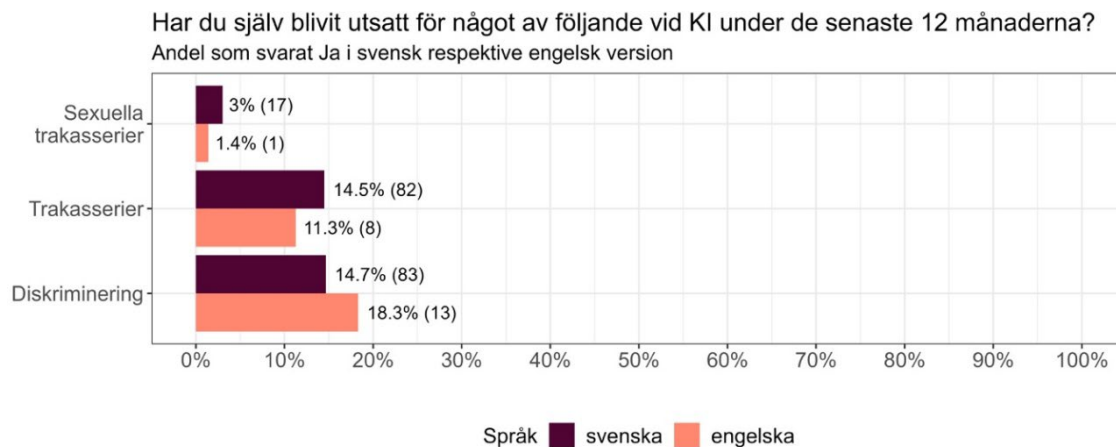


Figure 2. Proportion who stated that they were subjected to discrimination, harassment and/or sexual harassment in the Swedish and English versions, respectively. It was possible to choose more than one answer. Number of responses in parentheses.

The proportion of students who state that they have been subjected to discrimination and/or harassment is around 15 per cent in both the Swedish and the English survey, Figure 2. In the Swedish version, an almost equally large proportion state that they have been subjected to discrimination and/or harassment. In the English version, a higher proportion of students state that they have been subjected to discrimination than to harassment. The number of students who answered yes to the question in the English version is small, which makes interpretations somewhat uncertain. One possible reflection is that the difference between the different language versions may have to do with different understandings of the terms discrimination and harassment among international and Swedish students.

²¹ Discrimination is defined as being treated less favourably or having one's dignity violated in relation to one of the seven grounds of discrimination, whether indirectly or directly. Harassment is defined as an action, behaviour or treatment that violates a person's dignity, such as derogatory written or spoken comments, derogatory jokes, gestures or exclusion. Sexual harassment is defined as unwelcome behaviour of a sexual nature, such as comments, pictures, stories, jokes, leering, propositions or videos (SFS 2014:958).

The proportion of students who answered yes to the question of whether they have been subjected to sexual harassment can be perceived as relatively low in both language versions, compared with experiences of harassment and discrimination, Figure 2. At the same time, a total of 18 students answered yes to the question, which is not acceptable under KI's zero tolerance policy. The question can also be seen in a different light when the students answered questions about whether they have been subjected to unwanted sexual attention. Here, 14 per cent in the Swedish version and 11 per cent in the English version (a total of 88 students) responded that they have in some way been subjected to unwanted sexual attention. The results on the theme of unwanted sexual attention are discussed in more detail in section 6.5, later in the report.

To summarise, those who reported being subjected to discrimination and harassment have experiences linked to all grounds of discrimination (and socio-economic background) in both the Swedish and English versions.

The following section analyses the survey responses in more detail, breaking them down into discrimination, harassment and sexual harassment.

6.4.1 Discrimination

The students who answered yes to the question about discrimination specified what the discrimination was based on, Figure 3.

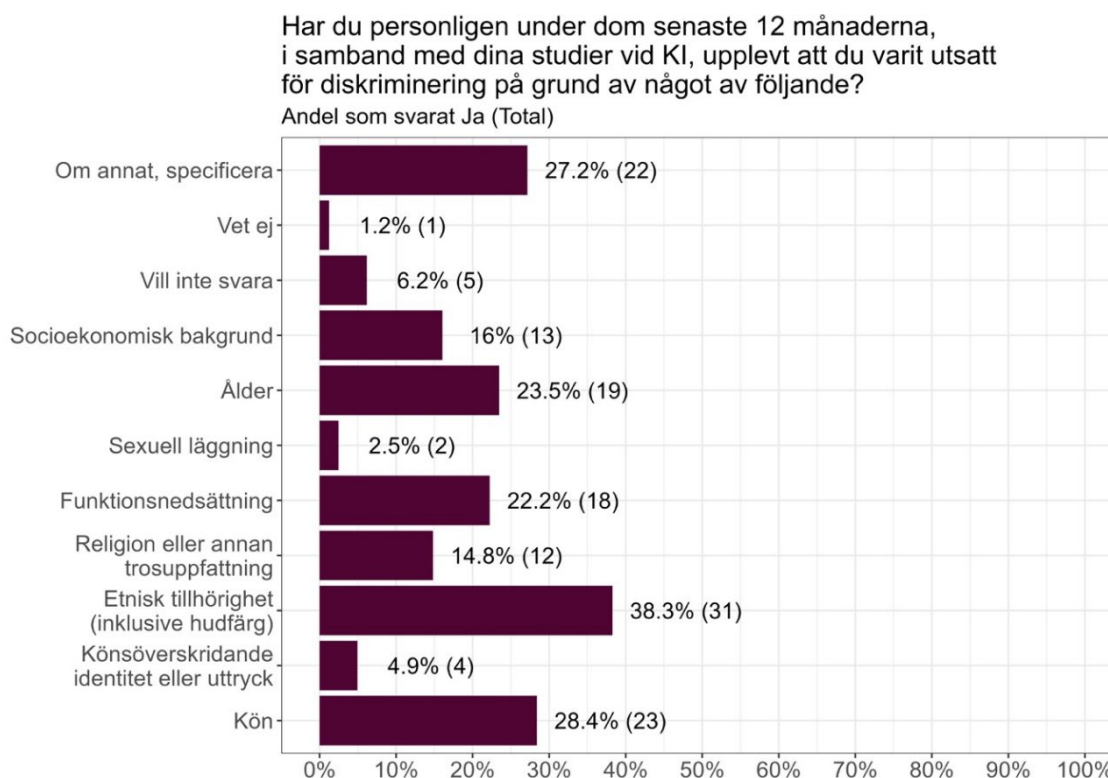


Figure 3. Swedish version. Proportion of responses indicating which of the grounds they felt the discrimination was based on. It was possible to choose more than one answer. Number of responses in parentheses.

In the Swedish version, Figure 2, a total of 83 individuals state that they have been subjected to discrimination. The discrimination was mainly based on ethnicity, sex, age and disability. In the English version, discrimination is stated to have occurred primarily on the basis of sex and ethnicity, followed by socio-economic background and age. Among English version respondents, only 13 indicated they experienced discrimination. This is too few to break down the figures the same way as was possible for the Swedish version. However, sex, ethnicity and age stand out as more common grounds for the discrimination in both the Swedish and the English version.

Another follow-up question related to experiences of discrimination is where and in what context the experience took place. This is presented in Figure 4.

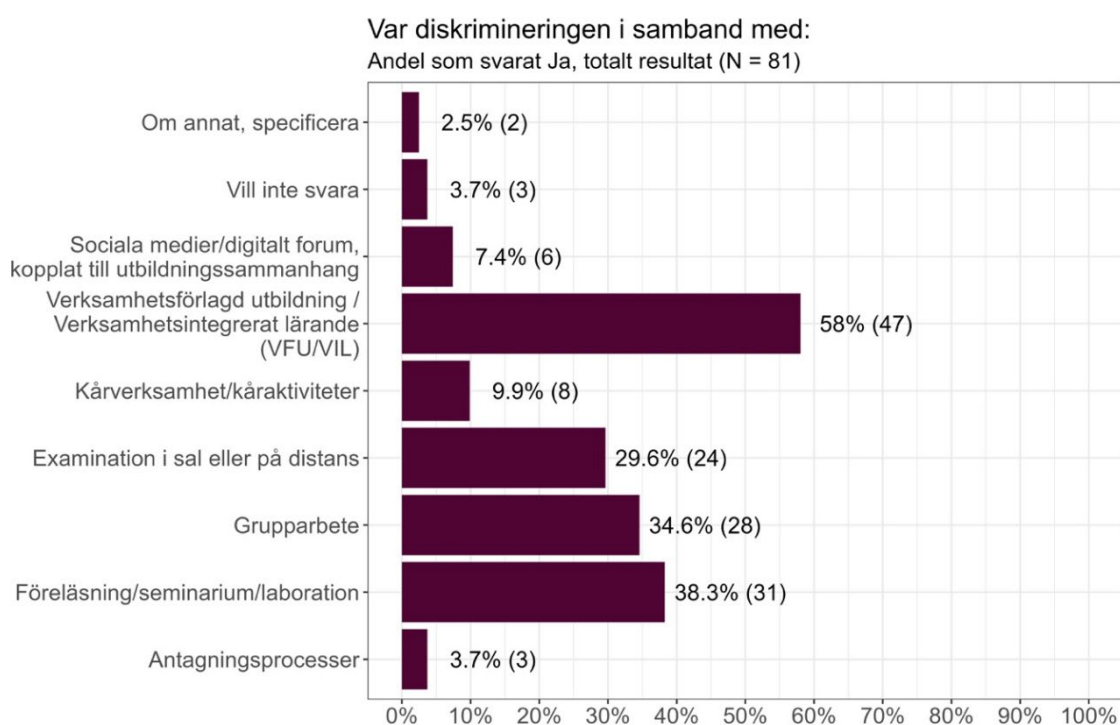


Figure 4. Swedish version. Swedish version. Proportion of responses indicating the area(s) in which the respondents felt that discrimination occurred. It was possible to choose more than one answer. Number of responses in parentheses.

Discrimination occurs primarily in connection with on-site training (VFU/VIL), but also in teaching situations such as lectures/seminars/laboratory sessions, group work and examinations, Figure 4. Although on-site training (VFU/VIL) stands out, the results are different if "in-house teaching" (lectures/seminars/laboratory sessions and group work) is combined. These together give a total percentage of 73 per cent, which is well on a par with on-site training (VFU/VIL) (58 per cent). However, it is not possible to tell from the responses whether the same student ticked multiple options. It can be concluded that experiences of discrimination occur in all environments during the studies, although student union activities, admission processes and social media appear to be less affected environments.

Another follow-up question asked to those who experienced discrimination was who the act was committed by, Figure 5.

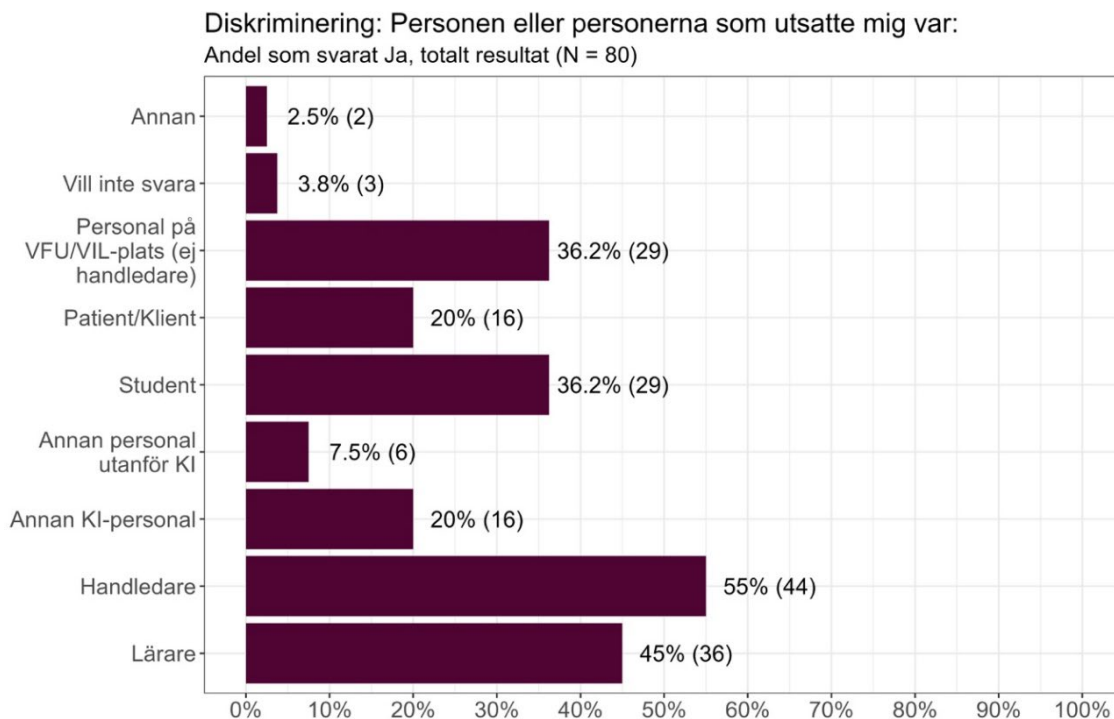


Figure 5. Swedish version. Proportion of responses indicating who committed the act of discrimination. It was possible to choose more than one answer. Number of responses in parentheses.

On the question of who committed the act of discrimination, supervisors and teachers stand out together with staff at the on-site training (VFU/VIL) site and other students, Figure 5. However, the category of supervisors also includes on-site training (VFU/VIL). This is particularly serious as supervisors and teachers, in their capacity as superiors, are responsible for the students' study environment. The fact that students feel they are subjected to discrimination by teachers/supervisors is significant, as it involves an abuse of the position of power that supervisors/teachers have. After the next section on harassment and in section 6.6 Degrading treatment and offensive/derogatory language, some free text comments are presented that can provide some guidance on how students may experience discrimination.

6.4.2 Harassment

As with discrimination, experiences of harassment are primarily related to ethnicity, sex, age, other, disability and sexual orientation. However, all grounds of discrimination (including socio-economic background) are included as grounds of harassment among the responses in the Swedish version. In total, there are 82 affirmative answers regarding experiences of harassment, Figure 2. In the English version, the number of those who stated that they have been subjected to harassment is low (8 individuals), which is why further analysis in the form of figures broken down into areas and who committed the act is not possible.

However, it can be noted that the perceived harassment in the English version is related to sex, disability, socio-economic background and age.

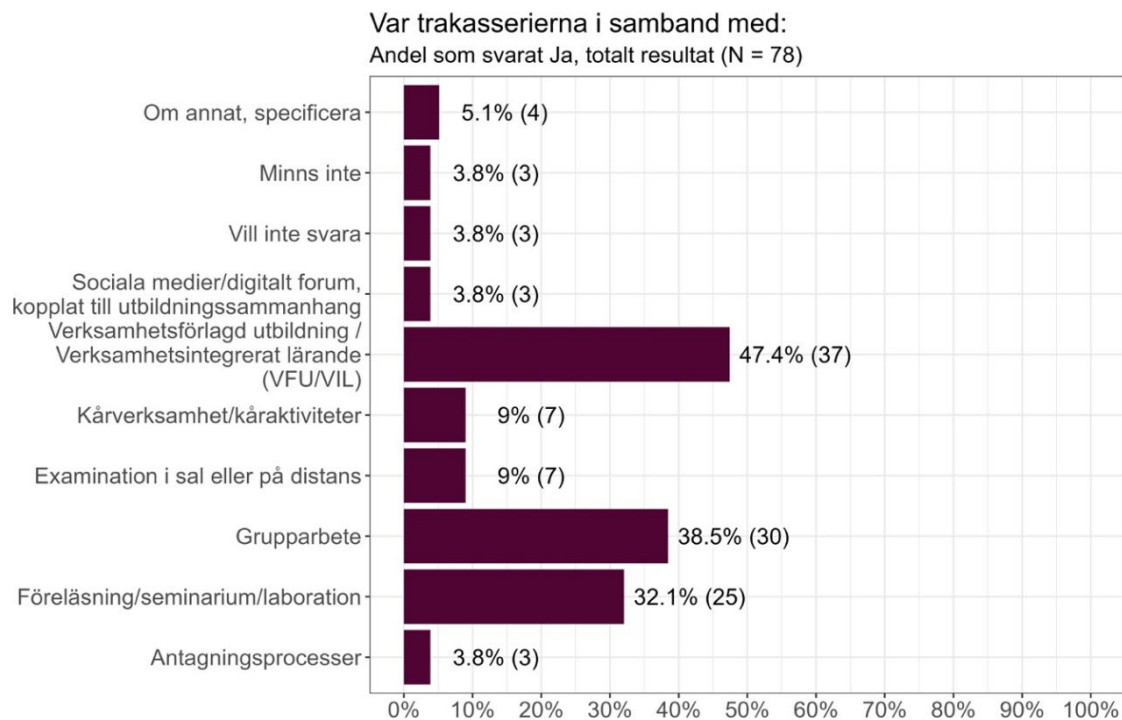


Figure 6. Swedish version. Proportion of responses indicating which area(s) the respondents felt that the harassment was related to. It was possible to choose more than one answer. Number of responses in parentheses.

For the Swedish version, on-site training (VFU/VIL), group work and lecture/seminar/laboratory session stand out as the environments in which the most respondents experience harassment, Figure 6. Examination is not as clear an area for perceived harassment as for perceived discrimination.

As for discrimination, a follow-up question was asked regarding who committed the act, Figure 7.

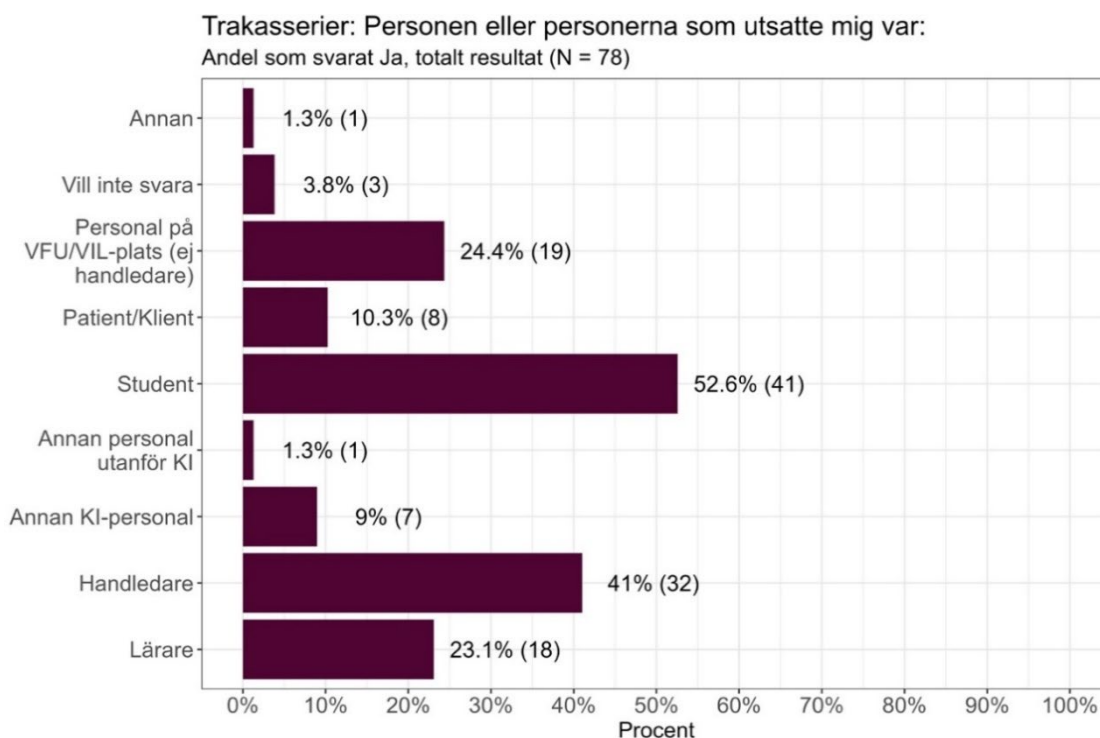


Figure 7. Swedish version. Total results. Proportion of responses indicating who committed the act of discrimination. It was possible to choose more than one answer. Number of responses in parentheses.

When it comes to who committed the act, there is a difference between experiences of harassment compared with discrimination. Here, it is primarily other students, followed by supervisors, staff at the on-site training (VFU/VIL) site and teachers, Figure 7.

6.4.3 Free text comments on discrimination and harassment

It is difficult to know exactly what the students are referring to when they answered yes to questions about perceived discrimination and harassment, particularly as the survey did not specifically ask them to give examples. When asked which ground of discrimination the act of discrimination or harassment is related to, there is the option "Other" and a possibility to specify in a free text comment. These comments include discrimination and harassment relating to appearance, body shape, language skills, parenting and opinions. Younger people and women in particular commented on body shape and appearance.

Weight

Clothes that are completely normal /.../ Probably because my body looks different from most people

Because I dared to stand up for my views?? I really don't know. Harassment isn't very rational.

In some free text comments, personal opinions and positions are mentioned as a reason for discrimination and harassment. An example of this is the following:

/.../ However, I've seen students freeze out other students and act like they're invisible because of their political opinion or a controversial position, e.g. on gender

ideology. I feel like there's a culture of silence at the school, where you don't feel comfortable expressing your opinion without being met with a wave of criticism (they may be few in number, but they're very loud). To safeguard democracy and protect everyone's right to freedom of expression, it is important to combat the demonising of those with a differing opinion and make it clear that school is a neutral and safe place for open discussion.

A category that is not included in the grounds of discrimination but that was included among the answer options for follow-up questions on norms, discrimination and harassment is socio-economic background. In the question about norms²² and which areas are linked to norms, socio-economic background comes in fourth place, just after age, in terms of the proportion of responses in the Swedish version. In the English version, socio-economic background comes first, i.e. the largest proportion of respondents believe that there are restrictive norms at KI that are linked to socio-economic background. However, examples were not requested in free text responses, which makes it difficult to know in what ways this affects education. There were some respondents who indicated "Other" and gave examples of restrictive norms related to socio-economic background (in the Swedish version).

Children of physician parents, highly educated parents

Educational background, e.g. upper-secondary education

Culture: how you choose to talk, who you choose to socialise with, the food you eat, how you dress, what music you listen to

Other areas mentioned in the survey and that appear in the answers to follow-up questions on discrimination and harassment are sexual orientation, gender identity and gender expression.

Some students, especially boys with a foreign background, have a negative view of LGBTQ people, so I wish the survey analysed the link between religion and LGBTQ attitudes and values. I think you'd get more relevant data then and thus better combat these negative attitudes as this would benefit LGBTQ students as well as future LGBTQ patients that the students will encounter in the future when they begin their careers.

In the English version there are generally few free text responses, but there are some concerning discrimination and degrading treatment.

A white boy occupied the room I booked at the library, saying if I cannot find a person who speaks Swedish to explain him the booking rules, he will not leave the room for my use :(

6.4.4 Sexual harassment

According to the follow-up questions, sexual harassment most often takes place in connection with on-site training (VFU/VIL), followed by lectures and group work, although experiences of sexual harassment are stated as occurring in all areas. It is most common for the act to be committed by another student, followed by staff at the on-site training (VFU/VIL) site and supervisors. There are no free text answers regarding sexual harassment in either version of the survey.

²² The question was "Do you feel that there are norms that negatively impact you (in a discriminatory way) in the study environment?" The question was preceded by a definition of norms as e.g. unwritten rules, ideas and ideals; see Appendix 1 and 2.

6.4.5 Summary, discrimination/harassment/sexual harassment

- The proportion of students who state that they have been subjected to discrimination and/or harassment is 11 and 18 per cent (80–85 and 8–13 individuals) in the Swedish and the English version, respectively. The experience of harassment is similar to the experience of discrimination in the Swedish version, but the discrepancy between the experience of discrimination and harassment is greater in the English version.
- With regard to discrimination and harassment, the act is primarily based on ethnicity, sex, age, other, disability and sexual orientation. However, all grounds of discrimination (including socio-economic background) are included as grounds in the Swedish version.
- The results show that discrimination and harassment primarily occur in connection with on-site training (VFU/VIL), lectures/seminars/laboratory sessions and group work. There are also experiences of discrimination and harassment in all the areas listed in the follow-up questions: social media/digital forum, admission processes, on-campus or remote examinations, and student union activities.
- It is primarily supervisors and teachers who are perceived as those who discriminate. The supervisor category also includes on-site training (VFU/VIL).
- The free text responses show, among other things, that experiences of both discrimination and harassment are based on appearance, body shape and political opinion/position.
- In the Swedish and the English version, 17 and 1 person, respectively, state that they have been subjected to sexual harassment.

6.4.6 Discrimination/harassment (including sexual) broken down by background variables

As mentioned earlier, the results were analysed for both the total results for the Swedish and the English version and for the responses broken down by background variables such as sex, age and minority. Below are the results regarding experiences of discrimination and harassment broken down by the background variables sex, age and minority.

6.4.6.1 Sex (including non-binary and other gender identity)

One of the grounds for discrimination in the Discrimination Act is sex, which is defined as being a woman or a man. The prohibition of sex-related discrimination also covers people who plan to change or have changed their gender. There are also other perspectives on sex and identity that are protected under the discrimination ground of gender identity and gender expression.

Figure 8 shows students' experiences of discrimination, harassment and sexual harassment in the past 12 months based on sex.

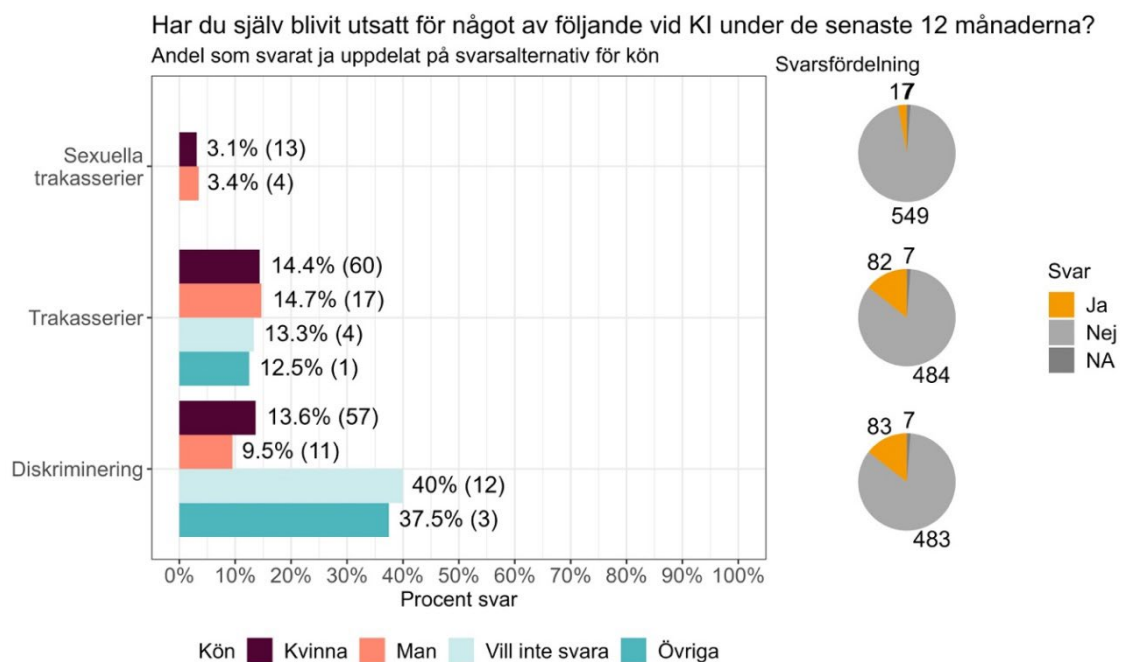


Figure 8. Swedish version. Proportion who reported experiences of discrimination, harassment and/or sexual harassment, broken down by the options for sex: *Woman, Man, Prefer not to answer* and *Other (Non-binary, Other and/or Don't know)*. It was possible to choose more than one answer. Number of responses in parentheses.

The circles on the right show the number of students who answered yes or no out of the total response population. NA stands for Not Applicable, which means there was no response.

Of those who answered yes to the question of whether they have experienced discrimination, harassment or sexual harassment in the Swedish version, the differences between women and men in terms of experiences of harassment are relatively small, although the *number* of women who answered yes is considerably higher. The same can be said to apply to sexual harassment. In the survey, the students were given the opportunity to elaborate on what their experiences of discrimination/harassment were based on, Tables 6 and 7.

Table 6. Swedish version. Proportion of *women* who answered yes to the question: “During your studies at KI over the past 12 months, have you personally experienced discrimination based on any of the following?” It was possible to choose more than one answer. Number of respondents in parentheses.

	Discrimination (women)	Harassment (women)
Sex	34% (19)	25% (14)
Transgender identity or expression	5% (3)	2% (1)
Ethnicity (including skin colour)	39% (22)	36% (20)

Religion or other belief	18% (10)	9% (5)
Disability	25% (14)	14% (8)
Sexual orientation	2% (1)	5% (3)
Age	25% (14)	23% (13)
Socio-economic background	20% (11)	9% (5)
Other, please specify...	29% (16)	23% (13)
Total²³	202% (113)	160% (89)

A slightly higher proportion of women than men state that they have been subjected to discrimination (cf. Table 7 below). When asked what the discrimination related to, the highest proportion of women responded that it related to ethnicity, sex, age and disability. Among the free text responses to "Other, please specify", appearance, dress and weight are given as grounds of discrimination, but parenthood, language skills and origin are also mentioned. With regard to experiences of harassment among women, it mainly concerns the grounds of ethnicity, sex and age, in descending order.

Table 7. Swedish version. Proportion of *men* who answered yes to the question: "During your studies at KI over the past 12 months, have you personally experienced discrimination based on any of the following?" It was possible to choose more than one answer. Number of responses in parentheses.

	Discrimination (men)	Harassment (men)
Sex	36% (4)	23% (4)
Transgender identity or expression	9% (1)	23% (4)
Ethnicity (including skin colour)	45% (5)	23% (4)
Religion or other belief	18% (2)	12% (2)
Disability	9% (1)	12% (2)
Sexual orientation	9% (1)	41% (7)
Age	27% (3)	29% (5)
Socio-economic background	18% (2)	18% (3)
Other, please specify...	18% (2)	6% (1)
Total²⁴	191% (21)	188% (32)

Among the men who state that they have been discriminated against, ethnicity, sex and age are the main factors. When it comes to harassment among men, sexual orientation, sex, transgender expression and ethnicity are indicated as the grounds of the harassment. The

²³ The sum of the percentage here is higher than 100 per cent, as it was possible to choose more than one answer.

²⁴ See footnote 24 above.

number of respondents is relatively small, which should be taken into account in the analysis.

In the group that did not want to answer the question about sex or stated "Other", the proportion who were subjected to discrimination is 40 and 37 per cent, respectively. In the follow-up questions on what the discrimination was related to, the responses were ethnicity, disability, age, other and prefer not to answer. With regard to harassment, it concerns transgender identity or expression and disability. However, the number of respondents in this group is too small for a deeper analysis.

In the free text responses regarding discrimination and harassment where sex is given as a reason, norms about how a woman is expected to be and behave are highlighted.

As a woman, you're expected to be a silent mouse who doesn't talk or ask questions. And if you do, teachers often get annoyed. Other types of behaviour are also more tolerated from men in the class, such as not coming to the clinical training centre changed, arriving late, having to take time off to care for a sick child. Women have less flexibility during training and more demands to live up to, as well as a narrower normative ideal. There is a very stereotypical image of women on the programme.

The same old boring idea that men are supposed to be doctors and women are supposed to be nurses.

Personally, I think it's very stereotypical, especially among women. As a woman at KI, the most important thing is not to be curious and knowledgeable but to "fit in" – don't take up space, be quiet, a "good girl" and chipper. There's no room to be different. Being different is in many ways synonymous with being "a freak" or not taking things seriously in the eyes of colleagues and teachers. In other words, there's a skewed ideal of women. /.../ The programme is also not adapted to having to take time off to care for a sick child. It is virtually impossible to do so. You have to rely 100% on your partner.

There were no responses related to restrictive norms regarding men. However, there were free text answers about perceived discrimination based on sexual orientation.

Many people still have the idea of a heteronormative society, and we should think more about how we talk and be inclusive rather than assuming a person's sex, sexuality, etc.

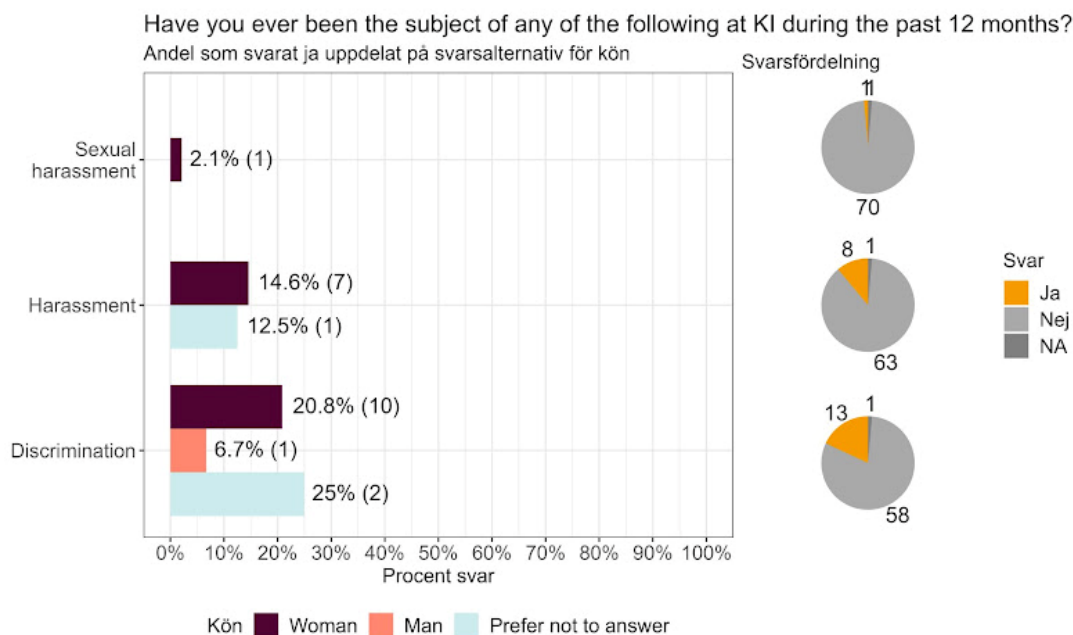


Figure 9. English version. Proportion of respondents who state that they have been subjected to discrimination, harassment and/or sexual harassment, broken down by woman, man and prefer not to answer. The alternatives non-binary, other, don't know had no respondents. It was possible to choose more than one answer. Number of responses in parentheses.

The differences between the sexes are greater in the English version than in the Swedish version.

No man in the English version states that he has been subjected to either harassment or sexual harassment. Only one man reports having been discriminated against. In contrast, one in five women state that they have been discriminated against. Of those who responded that they do not wish to disclose their sex, the number discriminated against and harassed is 2 and 1, respectively. Among the women who state that they have been discriminated against, sex and age are the main factors. As this regards a small number of people and there are no free text answers, no further analysis was possible.

6.4.6.2 Age

Of the individuals who indicated that they have been subjected to discrimination, harassment or sexual harassment, it is difficult to see a clear trend when broken down by the age of the respondents. In the English version, the number of respondents broken down by age group is low and is therefore not presented as a figure.

In Figure 10, the responses are distributed as follows when divided into the age categories 30 or younger, 31–40, 41 or older and prefer not to answer.

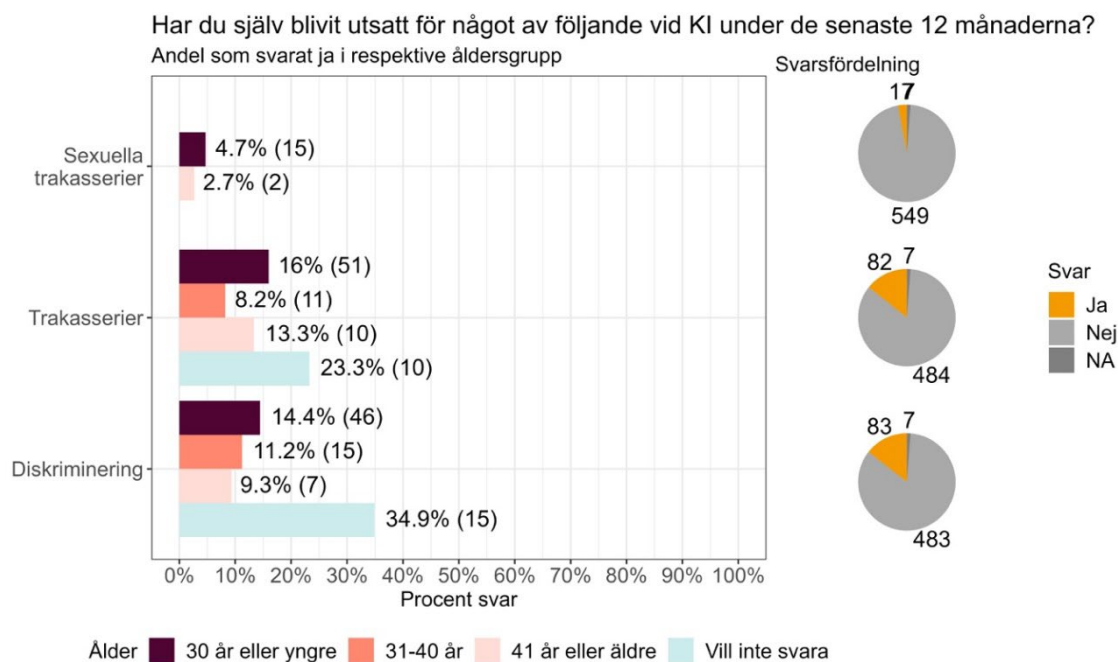


Figure 10. Swedish version. Proportion of respondents who state that they have been subjected to discrimination, harassment and/or sexual harassment, broken down by the age categories 30 or younger, 31–40, 41 or older and prefer not to answer. It was possible to choose more than one answer. Number of responses in parentheses.

In the age group 30 or younger, a slightly higher proportion report experiences of discrimination, harassment and sexual harassment than in the other age groups, Figure 10. A slightly higher proportion of experiences of harassment are also reported in the group aged 41 or older. However, what stands out most clearly in this respect is the group that does not wish to state their age, where responses about experiences of both discrimination and harassment are more common.

The free text responses include the following:

I think that the teachers favour older people in the class and people of a certain sex.

It's not directed at me, but sometimes I overhear jokes about other students being older than average.

Age is a difficult identity category to interpret in this context, as the number of younger students dominates. The tendency seems to be that students younger than 30 are more likely to experience discrimination, harassment and sexual harassment. When it comes to harassment and sexual harassment, students over 41 report a slightly higher incidence than the age group 31–40.

6.4.6.3 Minorities

In the survey, in addition to stating sex and age, students were given the opportunity to state whether they are a member of a minority in terms of ethnicity, national identity and/or skin colour. In the Swedish version, the proportion identifying as a minority is 29 per cent, Tables 1–3.

Among those who state that they identify as a minority linked to ethnicity, national identity and/or skin colour, the proportion who have experienced discrimination and harassment is

higher than in the non-minority category. In addition, the proportion who indicated that they have been subjected to discrimination and/or harassment in the minority group is higher when compared with sex (women), Figure 8. Being a member of a minority thus appears to entail a higher risk and subjection to discrimination and harassment than sex.

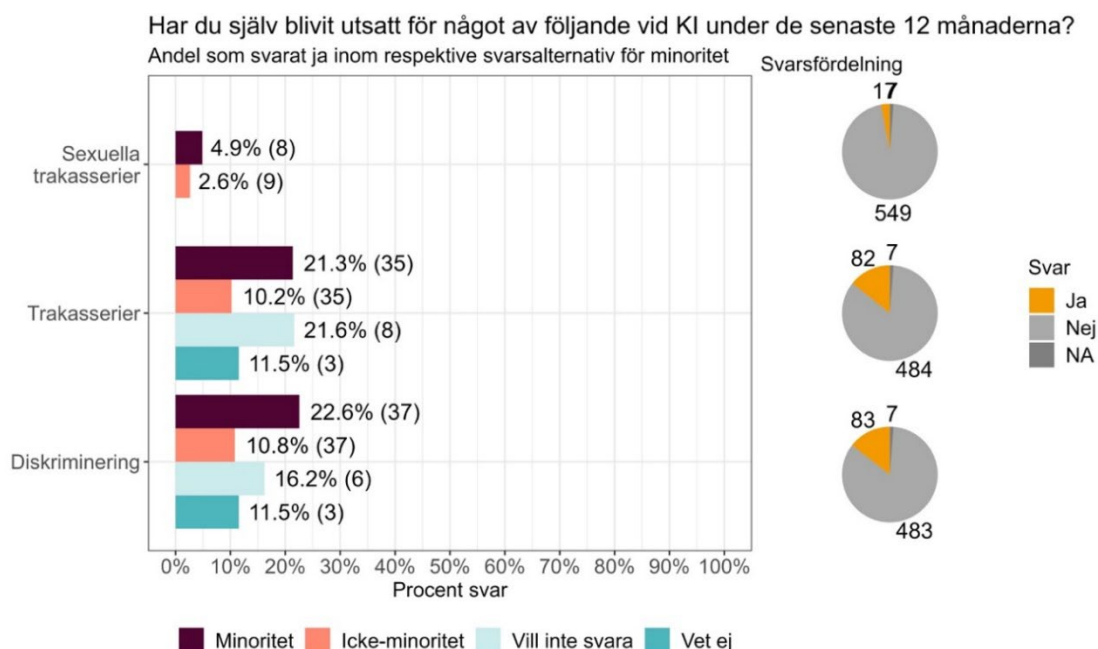


Figure 11. Swedish version. Proportion of respondents who state that they have been subjected to discrimination, harassment and/or sexual harassment, broken down by minority, non-minority, prefer not to answer, and don't know. It was possible to choose more than one answer. Number of responses in parentheses.

The proportion stating that they have been subjected to discrimination, harassment and sexual harassment is about twice as high in the minority category than in the non-minority category, Figure 11. In the groups "prefer not to answer" and "don't know", there are also a number of individuals who state that they have been subjected to discrimination and harassment.

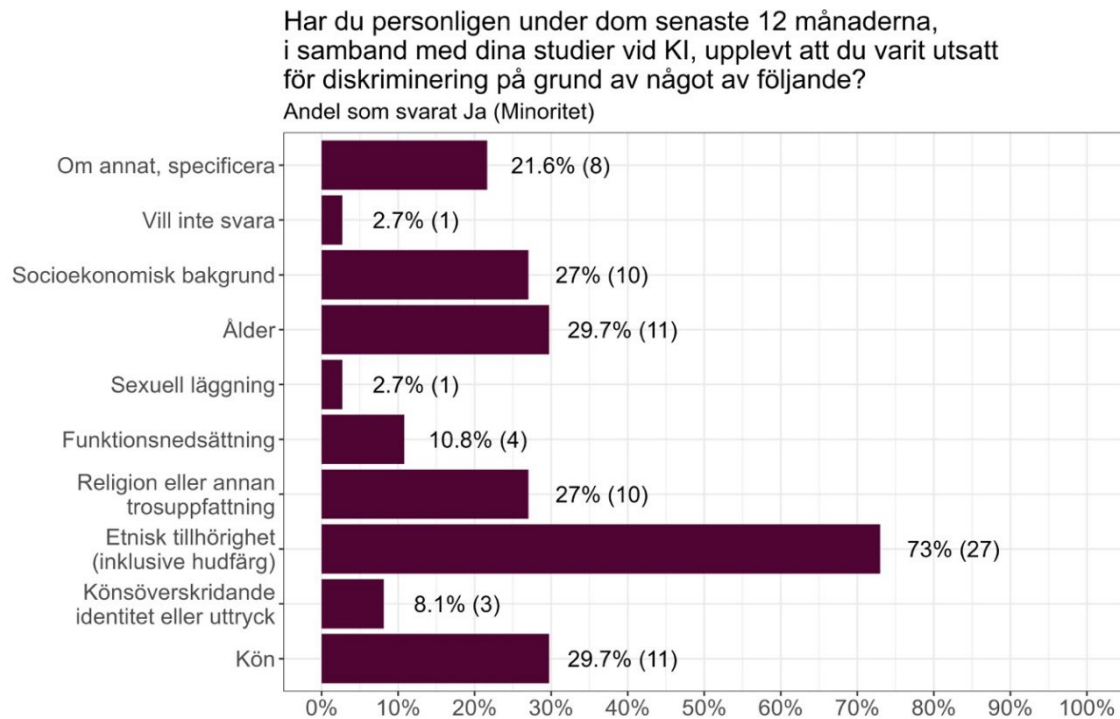


Figure 12. Swedish version. Group who stated that they identify as a *minority linked to ethnicity, national identity and/or skin colour* and that they have experienced discrimination. Shows the proportion of responses indicating which of the grounds the respondents felt the discrimination was based on. It was possible to choose more than one answer. Number of responses in parentheses.

In response to the follow-up question about which grounds the discrimination was linked to, those belonging to a minority stated that the discrimination was mainly linked to ethnicity, sex, age, religion and socio-economic background, Figure 12. The free text comments from those who responded yes to being a minority include language ability, appearance and origin as an answer to Other.

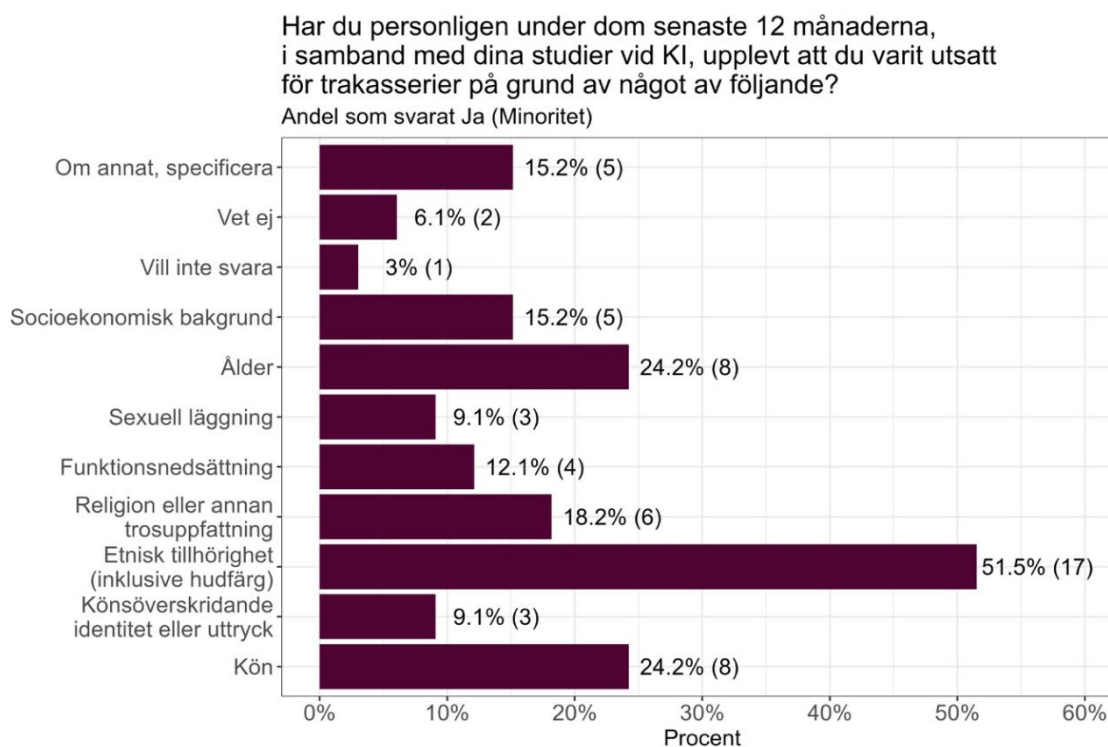


Figure 13. Swedish version. Group who stated that they identify as a *minority linked to ethnicity, national identity and/or skin colour* and that they have experienced harassment. Shows the proportion of responses indicating which of the grounds the respondents felt the harassment was based on. It was possible to choose more than one answer. Number of responses in parentheses.

With regard to harassment, it is primarily based on ethnicity, Figure 13, followed by sex, age and religion. In response to other, the free text comments again include appearance, as well as culture in the form of language, socialising and music.

The free text responses include the following:

I think that if you choose to work at a university where different ethnicities work or study, then you should have a consider that all people are equal.

/.../ I'm also annoyed that all books, PowerPoints, etc. only have white models (I'm white myself), but I think it's extremely boring and narrow and discriminatory towards others.

In addition, I've pointed out on a few occasions that the school used what I perceived as outdated descriptions (regarding ethnicity) for lecturers, and then felt that the response to this was disinterest.

I think there are some Swedish students who discriminate against others who cannot express themselves in the same way. And that makes me feel bad. The teachers are very good at not discriminating against anyone.

In the English version, the number of respondents is small (22 people, which corresponds to 31 per cent), but the same pattern emerges as before, i.e. that the students distinguish between discrimination and harassment, and that a greater number feel that they have been subjected to discrimination than harassment.

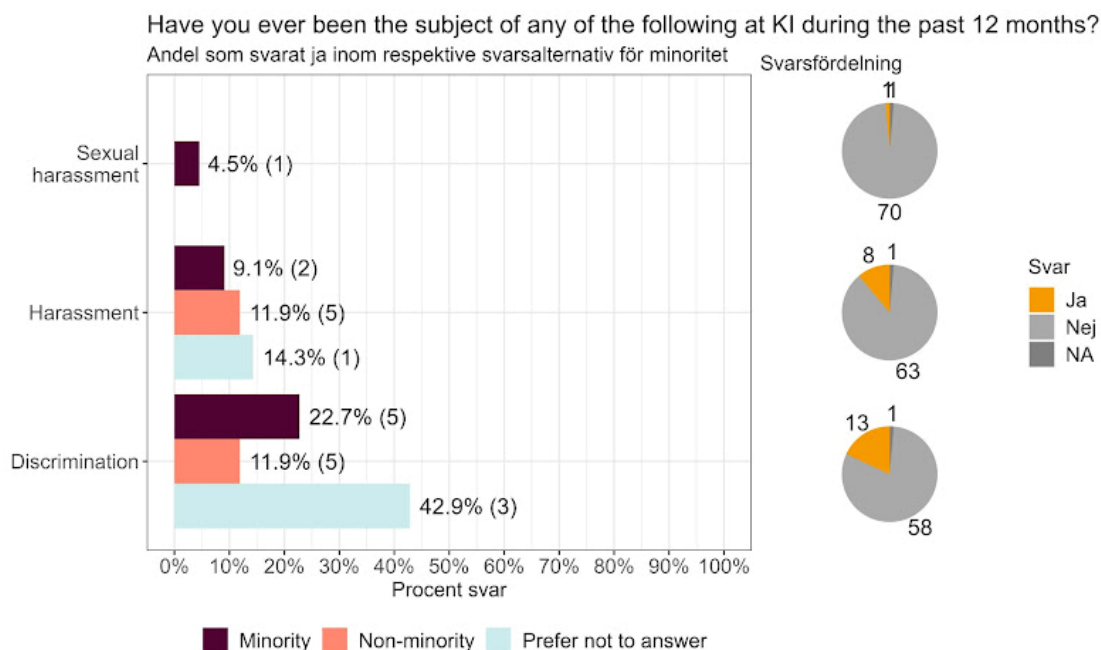


Figure 14. English version. Proportion of respondents who state that they have been subjected to discrimination, harassment and/or sexual harassment, broken down by *minority*, *non-minority*, and *prefer not to answer*. It was possible to choose more than one answer. Number of responses in parentheses.

For the English version, five individuals reported discrimination in the group identifying as being a member of a minority, two individuals reported harassment and one individual reported sexual harassment, Figure 14. In the non-minority group, the numbers are the same, but the proportion is lower for discrimination but higher for harassment. In the group that preferred not to answer, the proportion who experienced discrimination is just over 40 per cent. However, the number of individuals in this category is only three, which makes interpretations uncertain. The distribution in terms of grounds of discrimination is not shown due to too few responses.

6.4.6.4 Summary, background variables

- Respondents who identify as being a member of a minority (linked to ethnicity, national identity and/or skin colour) are more likely to experience discrimination, harassment and sexual harassment than others.
- Among respondents who identify as being a member of a minority, it is most common for the discrimination and/or harassment to be based on ethnicity/skin colour. The free text responses also include experiences of offensive/derogatory language and restrictive norms linked to ethnicity, skin colour, language and culture.
- Women, persons who do not wish to disclose their sex and those who indicated "Other" are more likely to experience discrimination than men.
- In the Swedish version, harassment is more evenly distributed between women and men and the group that prefers not to answer about sex or indicated "Other". In the English version, no men report being subjected to harassment (including sexual harassment).

- When broken down by age, the results show small differences between age groups, but respondents who are younger than 30 and those who did not wish to state their age are slightly more likely to experience victimisation than others.

6.5 Unwanted sexual attention

There is a clear difference between the number who state that they have experienced sexual harassment and the number who answer yes to various perceived behaviours of unwanted sexual attention. In all (both the Swedish and the English version), 18 individuals reported experiencing sexual harassment and 88 reported experiencing some form of unwanted sexual attention.

Both women and men report victimisation, but the group that did not specify sex reports a slightly higher level of victimisation. The group aged 30 or younger and the group that identifies as being a member of a minority in terms of ethnicity also report a higher level of victimisation than others.

Of the 80 students in the Swedish version who were subjected to some form of unwanted sexual attention, 57 are women (14 per cent of the women group), 17 are men (15 per cent of the men group), and six people are in the group that stated "Prefer not to answer" about sex (20 per cent of the "Prefer not to answer" group)²⁵. Of these 80 students, 59 are 30 years old or younger (19 per cent).

Figure 15 shows the answer options on different types of unwanted behaviour.

²⁵ The question was "Did you answer yes to any of the above in question 12?". Question 12 was "In the past 12 months, have you been subjected to any of the following types of unwanted sexual attention at your place of study?" and the answer options were different types of unwanted sexual attention; see Figure 15.

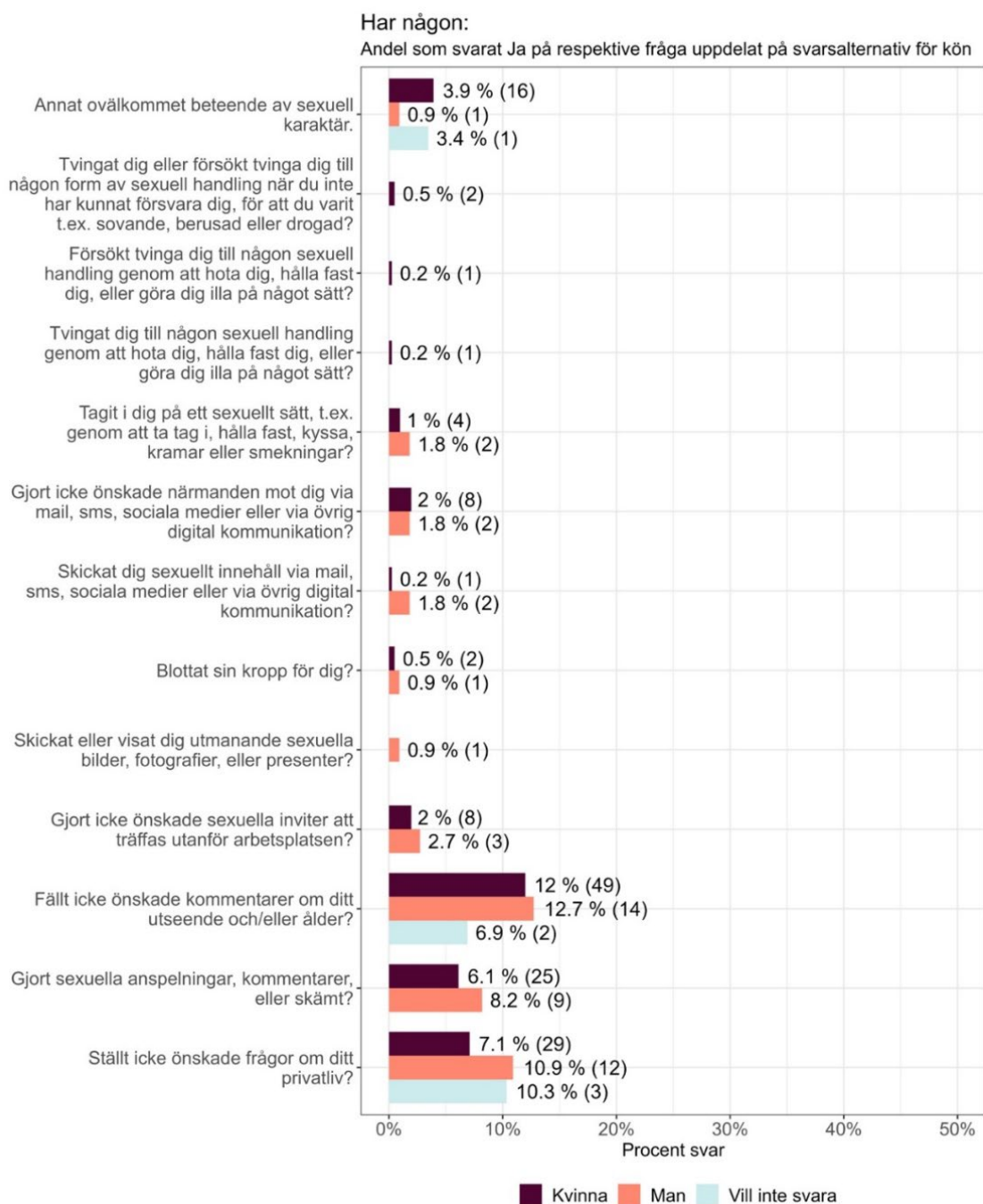


Figure 15. Swedish version. Unwanted sexual attention. Shows the proportion of responses to the question “In the past 12 months, have you been subjected to any of the following types of unwanted sexual attention at your place of study?” broken down by *Woman, Man and Prefer not to answer* (i.e. do not specify sex). Other respondents in the options *Non-binary, Other and Don’t know* did not indicate any of the above. It was possible to choose more than one answer. Number of responses in parentheses.

In the Swedish version, both men and women state that they have experienced unwanted sexual attention and behaviour that can be classified as sexual abuse, Figure 15. The proportion of men report a slightly greater risk of being subjected to sexual innuendos through comments or jokes and unwelcome questions about their private life. At least four

women and two men report being subjected to sexual coercion acts that can be categorised as sexual abuse and sexual assault in connection with their studies at KI.²⁶

Experiences of being subjected to unwanted sexual attention are also reported to a greater extent in the group that answered yes to the question of whether they identify as being a member of a minority linked to ethnicity, national identity and/or skin colour. This applies to both the Swedish and the English version, although the number is low in the English version. In the Swedish version, 19 per cent (30 people) answered yes in the minority group. 12 per cent (39 people) answered yes in the group that answered no regarding whether they identify as a minority. In the English version, a total of eight people answered yes, five of whom belong to the minority group.

In the age group 30 or younger, ten per cent (29 people) state that they have been subjected to sexual innuendos, comments or jokes. In the total group, a smaller proportion (two people) state that they have been subjected to sexual violence in the form of sexual coercion acts that can be categorised as sexual assault. Six people stated that they had been subjected to what can be categorised as sexual abuse, where someone touched them in a sexual manner without consent.

What asked a follow-up question about the context in which the unwanted sexual attention occurs, Figure 16, on-site training (VFU/VIL) is more common in the Swedish version. In a further follow-up question about who committed the act, student is most common, followed by patient/client, staff at the on-site training (VFU/VI) site, supervisor and teacher. When it comes to the environment in which the attention or harassment took place, on-site training (VFU/VIL) is by far the most common answer, followed by lecture/seminar/laboratory session and group work, Figure 17.

²⁶ The number of women is uncertain as it may be the same women who answered yes to several of the options.

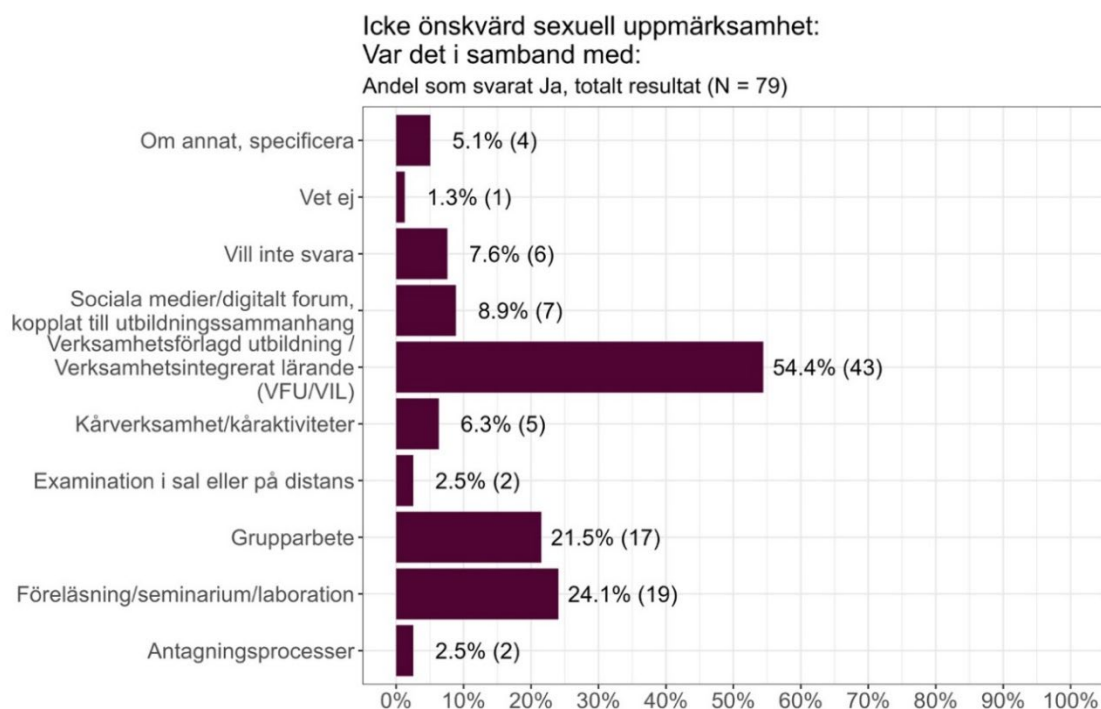


Figure 16. Swedish version. Total results. Unwanted sexual attention. Shows the proportion of responses indicating which area(s) the respondents felt that the incidents were related to. It was possible to choose more than one answer. Number of responses in parentheses.

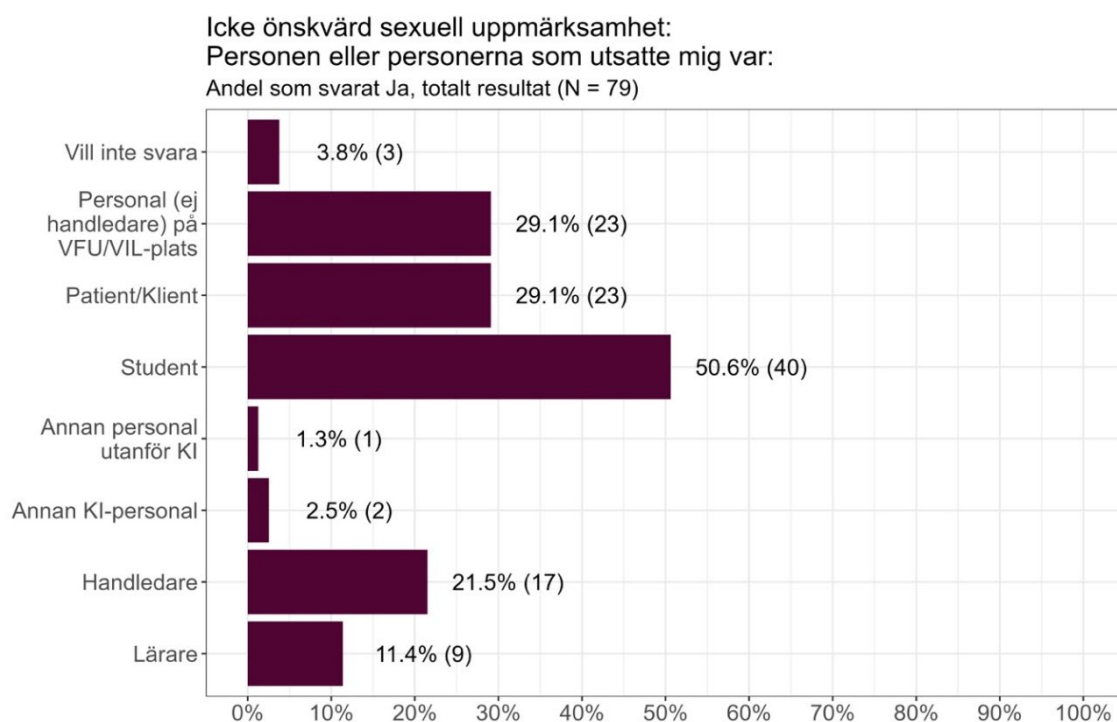


Figure 17. Swedish version. Total results. Unwanted sexual attention. Shows the proportion of responses indicating who committed the act. It was possible to choose more than one answer. Number of responses in parentheses.

In the English version of the survey, 12 per cent of women answered yes to having experienced some form of sexual violation (8 people), Figure 18. Of these eight, five are aged 30 or younger.

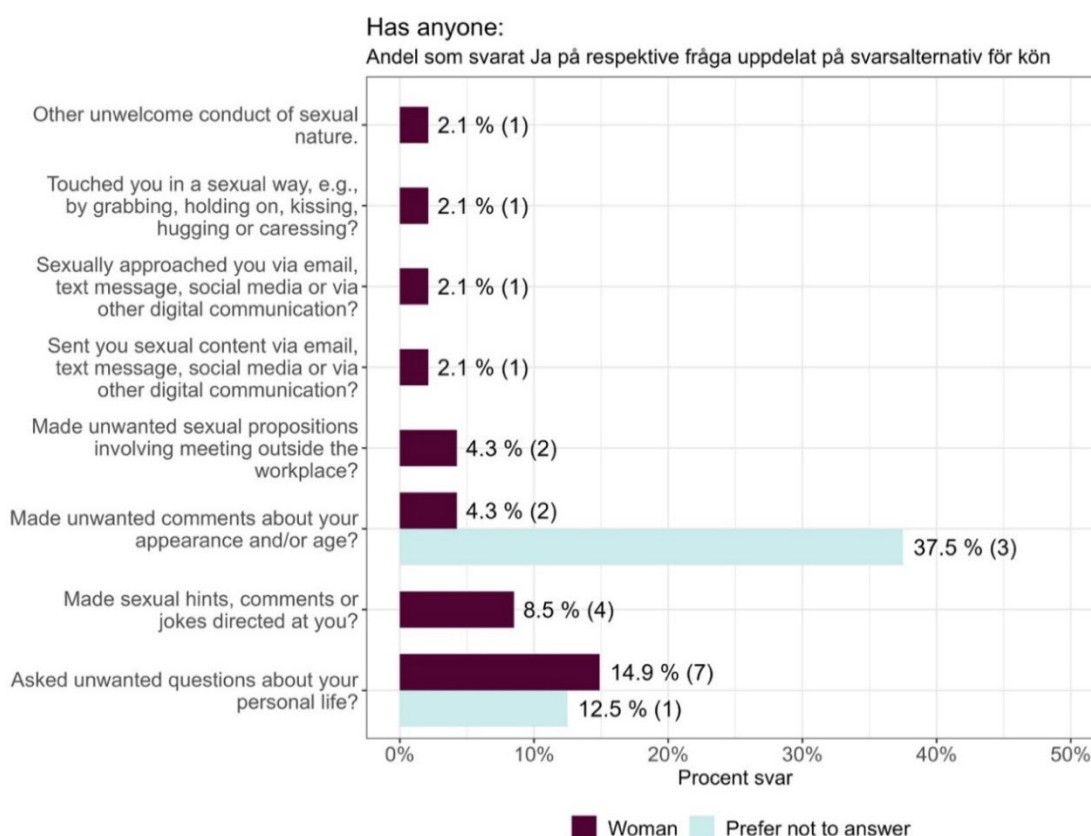


Figure 18. English version. Unwanted sexual attention. Shows the proportion of responses to the question “In the past 12 months, have you been subjected to any of the following types of unwanted sexual attention at your place of study?”, broken down by Woman and Prefer not to answer (do not specify sex). Other respondents in the options Man, Non-binary, Other and Don’t know did not indicate any of the below. It was possible to choose more than one answer. Number of responses in parentheses.

The follow-up question about the context in which the unwanted sexual attention takes place had only a small number of respondents and no specific context is prominent.

6.5.1 Summary, unwanted sexual attention

- In the Swedish version, both men and women and those who do not wish to disclose their sex state that they have been subjected to unwanted sexual attention and behaviour.
- In the Swedish version, a few women also state that they have been subjected to sexual coercion.

- In the English version, only women and those who do not wish to disclose their sex report being subjected to unwanted sexual attention, and one woman reports experiencing what can be categorised as sexual abuse.
- In both the English and the Swedish version, the majority of those who report being subjected to unwanted sexual attention are in the younger age category, 30 or younger.
- In both the English and the Swedish version, the group that identifies as being a member of a minority linked to ethnicity, national identity and/or skin colour reports a slightly higher level of victimisation compared to others.

6.6 Degrading treatment and offensive/derogatory language

6.6.1 Victimisation

Offensive acts that are not covered by the Discrimination Act may fall under the concept of victimisation according to the Swedish Work Environment Authority's provisions on organisational and social work environment (AFS 2015:4). These provisions apply to employees. However, students are covered by KI's overarching responsibility for work environment management, which is regulated by the Work Environment Act and the Swedish Work Environment Authority's provisions on systematic work environment management (AFS 2001:1). This means that situations in which a student feels that they have experienced bullying or the like must also be handled and prevented.

The survey asked questions about experiences of victimisation. The overall question was whether they had experienced conflicts that affected them negatively, bullying and degrading treatment and/or threats and violence in their study environment at KI during the past 12 months.

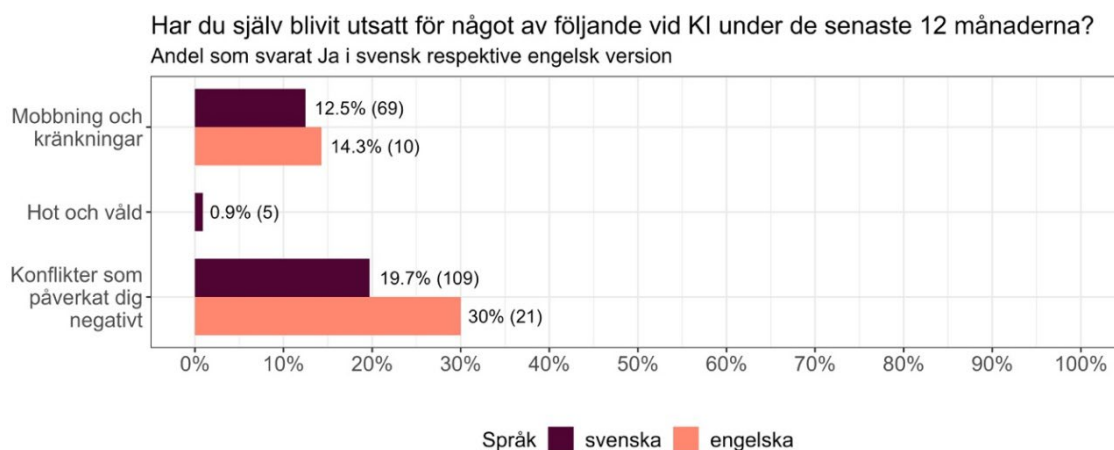


Figure 19. Proportion who reported experiencing conflicts, threats and violence and/or bullying and degrading treatment, broken down by Swedish and English version. It was possible to choose more than one answer. Number of responses in parentheses.

One fifth of the students in the Swedish and one third in the English version experienced conflicts that affected them negatively, Figure 19. 13 and 14 per cent respectively (a total of 79 students) experienced bullying and degrading treatment. Five people in the Swedish

version state that they have been subjected to threats and violence during their studies at KI.

The responses to the Swedish survey state that the abuse most often occurs in connection with group work (47 per cent), on-site training (VFU) (38 per cent) and lecture/seminar/laboratory session (34 per cent). In the English version, it is in connection with teaching, group work and student union activities. In both versions, it is most common to be subjected to degrading treatment by other students (56 per cent Swedish version and 54 per cent English version) and teachers (41 per cent Swedish version and 51 per cent English version). In the Swedish version, supervisors are also included (30 per cent).

The survey also asked more detailed questions about different types of behaviour of a degrading nature and whether the student has been subjected to this at any time in the past 12 months during their studies at KI, Table 8. The most commonly occurring in both the Swedish and the English version is to have experienced one or more of the following:

- someone ignoring what you said or being uninterested in your opinions
- being interrupted or having someone “talk over you”
- being ignored
- being given hostile looks, stared at or smirked at
- being addressed in an unprofessional manner (e.g. inappropriate curiosity, questioning)
- someone making a joke at your expense
- receiving a lower mark that you feel you earned in an examination

In the Swedish version, almost half of the respondents (262 individuals) answered yes to the question of whether they had been subjected to any of the above. In the English version, half of the respondents (35 individuals) answered yes. These behaviours mainly occurred in connection with lecture/seminar/laboratory session, group work and on-site training (VFU/VIL).²⁷ The perpetrators of the behaviours are other students, teachers and supervisors.²⁸ However, the survey responses do not indicate how often these degrading behaviours occurred.

The responses include those who have been subjected to behaviour of a more serious abusive nature, such as being attacked with anger or rage (23 individuals).

Behaviour	Number, Swedish version	Number, English version
Had offensive or disrespectful remarks made about them	63	7
Was shouted or cursed at	26	3
Was attacked with anger or rage	19	4
Was physically attacked/hit	1	

²⁷ Responses related to on-site training (VFU/VIL) were only reported in the Swedish version of the survey.

²⁸ Supervisors were only indicated in the Swedish version of the survey.

Table 8. Swedish and English version. Number of individuals who answered yes to the question of whether they had been in a situation where a teacher, supervisor, KI staff or fellow students had done any of the following in the past 12 months.

From the results it is not possible to see which specific behaviours are linked to which areas or categories of victimisation. However, the free text responses state that the acts were committed by teachers, supervisors and other students. Several free text comments linked to these and other questions also concern offensive/derogatory language and unpleasant behaviour.

6.6.2 Offensive/derogatory language

The survey contains a number of questions about experiences of offensive or derogatory language, both from staff and teachers and from other students.²⁹ Overall, around 50–60 per cent of respondents in the Swedish version and 60–70 per cent in the English version experience no offensive/derogatory language at all, with 10–20 per cent in both versions answering don't know. However, 10–25 per cent state that they experience offensive/derogatory language linked to the various grounds of discrimination and socio-economic background. In both the Swedish and the English version, it is slightly more common to experience offensive/derogatory language from other students than from teachers/staff. Among the grounds of discrimination, it is slightly more common to experience offensive/derogatory language related to ethnicity (including skin colour), disability and sex.

In the free text comments under the option other, there are examples of experiences of offensive/derogatory language from teachers and staff that go completely against KI's zero tolerance policy. The examples of offensive/derogatory language are linked to ethnicity/skin colour, disability, age, socio-economic background and an experience of a derogatory attitude towards students in general.

We had a lecturer who used the n-word. Several who expressed themselves in a derogatory way about ADHD.

Belittling of individual students based on their individual level of knowledge and development during their studies.

Some clinicians, as lecturers, have an unpleasant bully-like attitude. Sometimes some openly show contempt if you ask a question and you have to repeat yourself several times.

As previously discussed regarding discrimination/harassment/sexual harassment, there are several free text comments that highlight examples of offensive/derogatory language about weight and body shape from staff, teachers and students.

I think that people generally talk a bit too broadly about "fat people", e.g. that a patient is "fat". In the rest of society, this word choice would cause a reaction. It's

²⁹ The questions in the form of statements read: "At KI, there are staff or teachers who express themselves in an offensive or derogatory manner (e.g. through jokes or derogatory language) related to..."

"At KI, there are students who express themselves in an offensive or derogatory manner (e.g. through jokes or derogatory language) related to..."

The answer options were divided into the grounds of discrimination, socio-economic and other, with the possibility of responding on a six-point scale for each option).

better to use overweight of something similar that doesn't come across as so judgemental.

Overweight patients/people. Doctors apparently do not know that you can call patients overweight, instead they call them fat or obese.

Weight. Unbelievable number of comments about patients being fat/obese and joking about it.

In terms of how teachers/supervisors/staff at KI express themselves, the following comments appear in the free text responses to other questions.

If a teacher has been suspected of harassment and discrimination but still continues to treat students differently, it must be checked and serious measures must be taken to resolve this and make students feel safe in their work environment. Over the past 12 months, there has been ostracism in front of the whole class, mocking, belittling students, unequal treatment where higher demands are made of some students than others, offensive comments that have affected students' mental health, poor tone towards students, interrupting students when they try to give constructive criticism with a good and friendly tone, not allowing students to speak, silencing us. But also from students because of the teacher's attitude towards students.

Being a student performing on-site training (VFU), this is where treatment at some VFU placements has involved supervisors expressing themselves in a derogatory manner about students by laughing or ridiculing them.

At the VFU placement, supervisors have expressed themselves very unpleasantly and made fun of me. This happened in front of patients as well as in public areas. There were comments where he could give me praise then take back what he said and for example say "or, yeah, you were OK". But also in the hallway, where he would call out to me and clap his hands and say "get the patient then, hurry up and do it" on several occasions. It went so far that I tried to convince another student manager that I should be allowed to study instead of doing my patient examination when I was scheduled with him because he embarrassed me in front of patients.

Joking about foreign names at roll call where they act like the foreign name sounds like something ridiculous in Swedish.

Clinic shifts have sometimes led to irritation with teachers, where the teachers have made belittling comments.

Been called a peasant by a senior doctor - for no reason at all, because it was a bit of fun /... / a senior doctor has also said that Middle Eastern women with pain should be taken with a pinch of salt...

When it comes to experiences of offensive/derogatory language among students, the examples in the free text option are similar to what has been experienced from staff/teachers. Comments about body shape, weight or appearance are common.

Where you come from, whether you are Swedish or not, I think that some students are degraded in that way.

For example, that poor and black people use healthcare unnecessarily, etc.

I sometimes hear people express themselves offensively towards people with non-normative sexual orientation. And have a poor attitude towards people with disabilities.

Weight. Students don't say anything, but stare at me a lot.

In the English version, there are few free text comments in the "Other" option, but even here, offensive/derogatory language about disability are indicated in the examples.

We have had some very ableist professors in a couple courses. Totally unwilling to make accommodations for (proven!) illness and in one case even for a student's documented disability.

The responses in both the Swedish and the English version of the survey indicate some uncertainty about whether staff/teachers and students will step in and speak out in instances of degrading treatment and offensive/derogatory language.

6.6.3 Summary, degrading treatment and offensive/derogatory language

- A relatively high proportion of respondents experience conflicts that affect them negatively.
- There are several experiences of victimisation in both the Swedish and the English version of the survey, by both teachers and students.
- In the English version, there is a slightly higher proportion who report experiencing bullying and degrading treatment as well as conflicts that affect them negatively.
- There are experiences of harsh language and unpleasant behaviour (based on all grounds of discrimination, socio-economic background and body shape) by teachers, staff and students.
- There are also examples of derogatory language towards students in general in the free text comments.
- Some examples of offensive/derogatory language express more severe forms of racist stereotypes.
- There are a number who have experienced behaviour of a more serious abusive nature, such as being attacked with anger or rage. A few have also experienced threats and violence in connection with their studies at KI.

6.7 Reporting of victimisation

This section presents the results of the follow-up question asked of all students who answered yes to any of the questions about victimisation.³⁰ When asked if they had reported the victimisation to someone at their place of study, only 21 per cent answered yes in both versions, Figure 20.

³⁰ This included the questions:

- Have you been subjected to any of the following at KI during the past 12 months? (answer options: Discrimination, Harassment, Sexual harassment);
- In the past 12 months, have you been subjected to any of the following types of unwanted sexual attention at your place of study? (several different answer options for behaviours);
- In your study environment at KI, have you experienced any of the following in the past 12 months? (answer options: Conflicts that affected the person negatively, Threats and violence, Bullying and degrading treatment);
- During the past 12 months, have you been in a situation in which any of your teachers, supervisors, KI staff or fellow students... (answer options: different behaviours of a degrading nature).

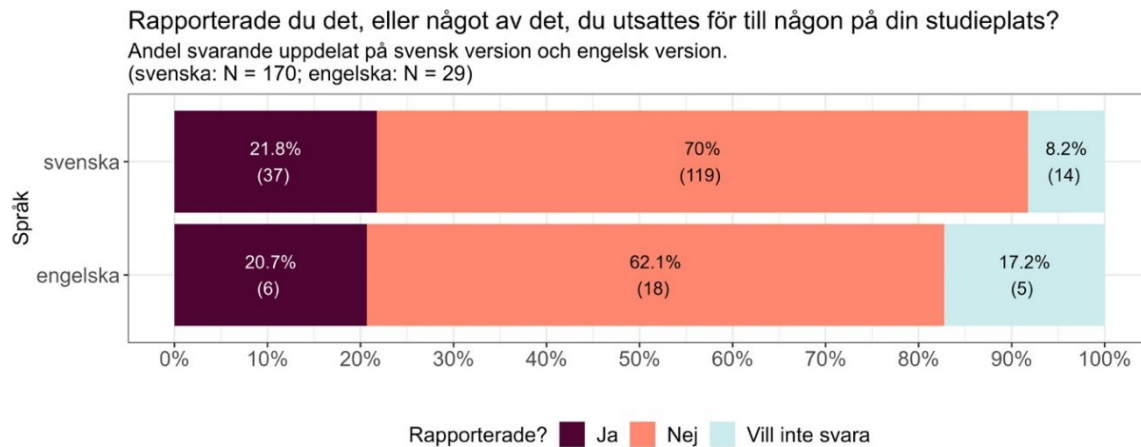


Figure 20. Proportion of responses to the question “Did you report it, or any part of what you experienced, to anyone at your place of study?”, broken down by Swedish version and English version. Number of responses in parentheses.

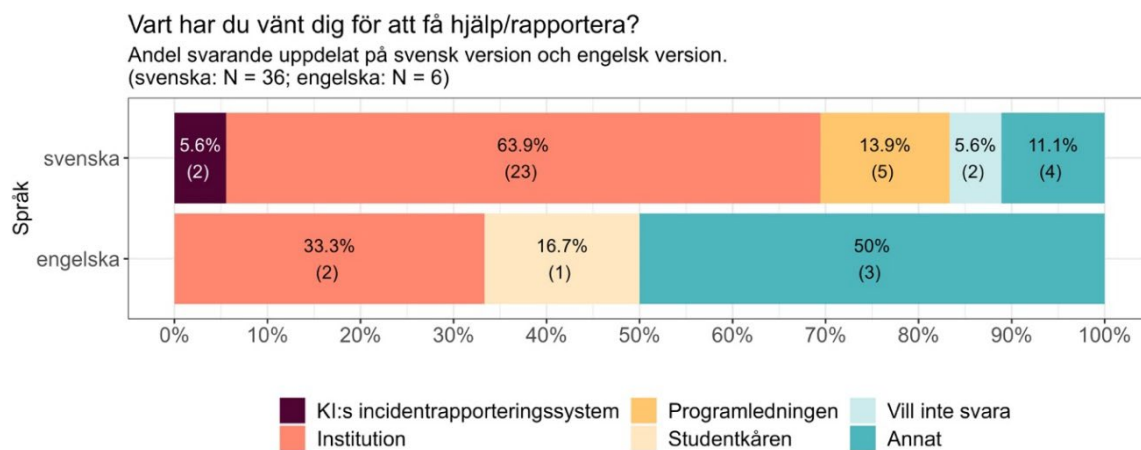


Figure 21. Proportion of responses to the follow-up question for those who answered Yes in Figure 20 above, “Where did you turn for help/to report the matter?”, broken down by Swedish version and English version. Number of responses in parentheses.

Most people who reported victimisation did so to their department (Swedish version).³¹ The number of responses in the English version is small and it is therefore difficult to draw a conclusion. It is worth noting that only two respondents in the Swedish version used KI's incident reporting system. No one in the Swedish version contacted the student union.³²

³¹ This answer option was described as follows in the survey: “The department (e.g. course coordinator, teacher, study counsellor, Departmental Director of Education (GUA) and/or head of department)”.

³² This answer option was described as follows in the survey: “The student union (e.g. student and doctoral student ombudspersons or student safety representative)”.

In the answer option "Other", it was possible to specify in free text responses. To summarise, the Swedish version mentions that contact was made with other students, student representatives and supervisors. The English version mentions course evaluation.

As mentioned above, the majority of those who indicated that they experienced victimisation have not reported this, Figure 20. Reasons for not reporting the victimisation are found below, Figure 22.

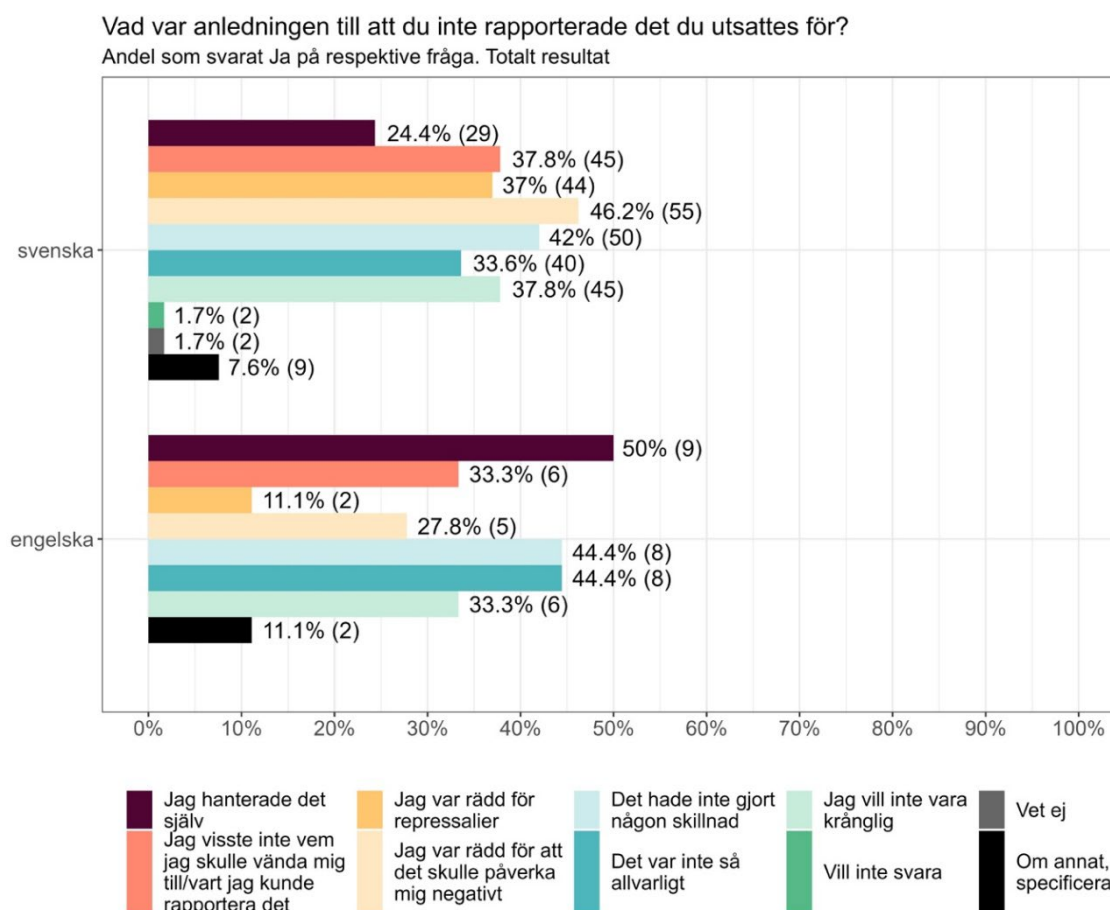


Figure 22. Proportion of responses to the follow-up question for those who answered No, Figure 20, "What was your reason for not reporting what happened to you?". It was possible to choose more than one answer. Number of responses in parentheses.

In the Swedish version, the most common reason is fear that it would affect them negatively (55 responses), followed by that it wouldn't have made any difference (50 responses), unclear who to turn to (45 responses), didn't want to cause trouble (45 responses), afraid of retaliation (44 responses), it wasn't that serious (40 responses), and dealt with it themselves (29 responses).

In the English version, the number of respondents is much lower, but the most common reason given was that the student dealt with it themselves (nine responses), followed by that it wouldn't have made any difference and it wasn't that serious. Six respondents stated

that they did not know where to turn and five stated that they were afraid it would affect them negatively.

When comparing whether reporting took place broken down by background variables, the differences are small. When comparing whether reporting took place broken down by background variables, the differences are small. However, there is a tendency for women, people who identify as a member of a minority linked to ethnicity, and younger people to say that they have not reported the matter.

Perceptions of difficulties in reporting victimisation are also mentioned in the free text responses when asked whether KI is perceived as working actively with equal opportunities issues:

Have not noticed any work with this at all? and when I wanted to report discrimination, this was handled completely wrong. There were no functioning links on Canvas and the general reporting function on KI's website didn't even work. The website just froze, no matter which browser I used.

6.7.1 Summary, reporting of victimisation

- The results show that a majority of the respondents in the survey who have been victimised have not reported this.
- There are several reasons for not reporting. A large proportion of the responses in the Swedish version relate to fear of being negatively affected, that it would not make any difference, not wanting to cause trouble and a fear of retaliation.
- In the English version, the number of responses is low. The most common reason for not reporting was that they were dealing with it themselves.
- The responses in both versions also show that most of the respondents who felt victimised did not know where to turn.
- Of the few who reported their victimisation, most contacted their department.
- Among the responses, it is rare that KI's incident reporting system was used or the student union was contacted.

6.8 Student opinions about the survey

The survey ended with a free text field to allow for feedback on the survey itself. The survey ended with a free text field to allow for feedback on the survey itself. Common feedback was that the topic of the survey is important, but that the survey itself is considered too long and repetitive, which is why a shortened, revised version is attached to this report. Several students also ask for further work to investigate experiences of discrimination and victimisation, and also want to know how the results will be used in the organisation.

Please tell us what you actually do with these results. Surveys come; surveys go. What do you do with it next? The results are analysed, but then what?

So grateful that you are engaging in this way and drawing attention to parts of a student's study time that might otherwise be forgotten or even pushed aside in all the study stress/rush, where you simply don't have the energy to pursue all the issues you would like.

I thought it was exciting to answer the many good questions that other universities should perhaps also have!

I think it was better than surveys you've had before. Concrete examples of things to say yes or no to, that was an improvement.

There should be an abbreviated version of this survey in all course evaluations. I know it exists at other universities and it would capture events more quickly. However, I welcome this survey over none at all :) Questions about the actual knowledge material are missing, in the teaching, knowledge about some is generalised. For example, "people of African descent ..." is often mentioned, but people of African descent are actually the most genetically diverse "group" there is /.../ There are also generalised statements about obese/overweight people. It is thrown in, often with questionable evidence. Furthermore, the survey does not capture what I think matters. On several occasions, I've sat in the break room at various on-site training (VFU) sites and the staff have spoken in a way I consider racist. There were occasions where fellow students who the racist comments were about were right in the same room. I think these kinds of situations affect what you dare to say and hope for. What you think your future will be like. KI does not instil much hope of protecting students in these situations as they have not even returned stolen remains.

I think it is an important topic to speak about and create broader awareness and visibility. I would maybe add a rubric of how students feel represented (by gender, ethnics, etc.).

I feel it's nice to have a space to express our experiences in an anonymous way. I hope this contribute with the improvement of the system.

7. Conclusions – Risk areas and recommendations

The analysis of the survey results shows that there are several areas that KI needs to work on to combat discrimination and promote equal rights and opportunities for all students. The analysis has also shown that some student groups are particularly at risk of discrimination, harassment and sexual harassment.

Based on the overall conclusions of the analysis, risk areas and particularly at-risk groups are presented below, followed by recommendations for action. These should be seen as a basis for KI's continued work with active measures in education at the first and second-cycle level. The continued work should also be aligned with existing and future plans and steering documents related to equal opportunities.

7.1 Risk areas

KI's general work to promote equal opportunities

- A relatively high proportion of the respondents state that KI does not work enough and/or does not adequately communicate the work on promoting equal opportunities.

Parenthood in combination with studies

- There are perceived difficulties with, and great uncertainty about, the possibilities of reconciling studies with parenthood, especially in connection with in-site training (VFU).

Inadequate accessibility

- For students with disabilities, the following environments are stated to have higher levels of perceived inadequate accessibility: on-site training (VFU), teaching,

examination, physical and digital learning environment. There are also experiences of inadequate accessibility in admission processes such as PIL and TAPIL.

Discrimination/harassment in relation to minority and sex

- Respondents who have experienced discrimination and harassment state that the victimisation is primarily related to the discrimination grounds of ethnicity, sex and age.
- The group that reports the most experiences of discrimination and harassment is the group of people who identify as being a member of a minority linked to ethnicity, nationality and/or skin colour.
- Women and those who do not wish to disclose their sex or age also experience more discrimination than other groups.
- Discrimination and harassment are reported as occurring primarily in connection with on-site training (VFU), group work, teaching and examination.
- Discrimination is reported as being committed primarily by teachers and supervisors.
- Harassment is reported as being committed primarily by a supervisor, student, teacher or other staff at the on-site training (VFU) site.

Unwanted sexual attention/Sexual harassment

- Experiences of sexual harassment are more common among younger people and people who identify as being a member of a minority linked to ethnicity, nationality and/or skin colour.
- Both men and women, as well as those who do not wish to disclose their sex, have experienced unwanted sexual attention and behaviour and sexual harassment.
- When it comes to experiences of sexual coercion, these are few, but women report more victimisation of this kind.
- The risk of being victimised is linked to all contexts, but is higher in on-site training (VFU/VIL), teaching and group work. It is primarily committed by other students and patients/clients, but is also committed by staff, supervisors and teachers.

Degrading treatment and conflicts

- Experiences of conflicts that negatively affect a person are relatively common.
- Experiences of victimisation and derogatory language are relatively common and occur mainly in connection with lectures/seminars/laboratory sessions, group work and on-site training (VFU/VIL) (Swedish version only). The degrading treatment is reported as being committed by other students, teachers and supervisors.

Reporting of victimisation

- A majority of those who have experienced victimisation have not reported the incident.
- Reasons for choosing not to report the incident are:
 - Fear that it would affect the person negatively or there would be retaliation
 - Not wanting to cause trouble or feeling like it wouldn't make any difference
 - Uncertainty about where to turn to report the incident and get support
 - The person deals with it on their own instead

7.2 Recommendations

Finally, the following recommendations are made based on the risk areas identified in this analysis.³³

7.2.1 KI's work with active measures to promote equal rights and opportunities

- As the results of the survey show deficiencies in KI's work with active measures, the following recommendations are made:
 - KI should initiate a project to clarify the processes and levels of responsibility for the work with active measures. This should also be aligned with the systematic work environment management for students (see also the final report of the project from 2022, Ref. no: 1–1106/2021).
 - University Administration should continue to offer organisational support and produce clearer guides to the work.
 - University Administration should continue to conduct regular surveys and follow-ups of the equal opportunities work of departments and study programmes within the framework of KI's quality system in order to develop KI's work.
 - University Administration should highlight and spread awareness of KI's work at the central level to promote equal rights and opportunities for students linked to all grounds for discrimination.
- Study programmes and departments should base their work with active measures and quality plans on the results and conclusions presented in this report.³⁴ This involves:
 - Identifying risks of discrimination linked to all areas, discrimination forms and grounds of discrimination in accordance with the requirements of the Discrimination Act
 - Proposing measures to prevent identified risks at the programme and department level
 - Including measures in quality plans
 - Following up and evaluating the measures
 - Cooperating in the work with students and disseminating information about the work

³³ Some of the recommendations can also be found in the final report for the project "Pilotundersökning om lika villkor – för studenter på grundnivå och avancerad nivå" from 2022. The project aimed to implement and evaluate the survey as a method for meeting the requirements of the Discrimination Act. The recommendations include, among other things, that a revised and abbreviated version of the survey be made a recurring part of KI's cohesive quality system and conducted every three years. In addition, the project recommended that departments and programmes collaborate in the annual survey step and decide which survey method works best in their organisation; see the final report for "Pilotundersökning om lika villkor – för studenter på grundnivå och avancerad nivå" (Ref. no: 1–1106/2021).

³⁴ To support their work, programmes and departments can utilise the operational support offered via University Administration: [Instructions for systematic work environment management](#) & [Equal opportunities at KI](#). To further support the analysis work of programmes and departments, programme-specific reports of the survey results were sent out in early 2023.

7.2.2 Identified needs

Knowledge enhancement

Knowledge and dialogue is needed about:

- possibilities for reconciling studies with parenthood, aimed at administrative staff, teachers, on-site training (VFU) supervisors and students
- how certificates and adaptations for students with disabilities should be handled, aimed at administrative staff, teachers, on-site training (VFU) supervisors and students
- accessibility adaptations³⁵ in teaching, on-site training (VIL/VFU), physical learning environment, examinations, digital learning environment/Canvas and admission processes, aimed at administrative and teaching staff
- the Discrimination Act and all grounds of discrimination, particularly ethnicity (including skin colour) and sex, aimed at teaching staff (at KI and on-site training (VFU) sites) and students
- what zero tolerance means in practice, aimed at teaching staff (at KI on-site training (VFU) sites) and students
- sexual harassment linked to all grounds of discrimination, particularly sex, age and ethnicity (including skin colour)
- victimisation in accordance with the Work Environment Act
- methods aimed at creating an inclusive study environment and combating offensive/derogatory language linked to all grounds of discrimination, socio-economic background and body shape
- different ways to report victimisation and procedures for students and staff
- zero tolerance for retaliation against staff and students

Improved procedures

Improved procedures are needed to:

- more clearly define what applies in cases of absence to care for a sick child during on-site training (VFU) and review possibilities of a person getting on-site training (VFU) placement close to their home/preschool/school
- work with recorded and subtitled lectures
- clearer information and points of reference during on-site training (VFU) placement; this is necessary for some students with disabilities, but would benefit everyone
- increase confidence in reporting victimisation and investigations

8. Appendices

1. [Report on the results of the Swedish version of the survey](#)
2. [Report on the results of the English version of the survey](#)
3. [Revision of survey questions](#)

³⁵ For example, Universal Design for Learning (UDL). [A detailed explanation of UDL can be found on KI's website](#)