



1 Approved in a meeting of the Student Union Council on 25 November 2020.

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36 1. Introduction

37

38 This equality programme is a description of the aims of the equality work of the Student Union,
39 approved by the Student Union Council of TYY. The programme specifies the equality stands
40 stated in the political agenda of the Student Union.

41 The objective of TYY's Equality Programme is an equal university community and society. By
42 realising its Equality Programme, TYY aims at students being able to fulfil themselves without fear



43 of discrimination at the university, TYY organisations and everyday life outside the university
44 community.

45 TYY's basic task is defined in the Strategy of the Student Union. Equality is one of TYYs central
46 values. In order for all the elements of the basic task it is vitally important that a student feels
47 themselves equal member of the university community.

48 According to the Constitution of Finland, people are equal before the law. it is also stated that "No
49 one

50
51 shall, without an acceptable reason, be treated differently from other persons on the ground of
52 gender, sexual orientation, ethnic background, origin, nationality, language, age, disability,
53 religion, conviction, health, study discipline, family relations, political activities, opinion or other
54 person-related reason." (Constitution of Finland section 6(2)). The Non-discrimination Act in
55 force since the end of 2014, interdicts discrimination in addition to the characteristics mentioned
56 in the Constitution (except for sex) with regard to the following bases related to person:
57 citizenship, political activity, trade union activities, family relations and sexual orientation.
58 Gender equality and its promotion is separately discussed in the Act on Equality between Women
59 and Men, which also interdicts discrimination based on gender identity and expression of gender.

60 Equality legislation binds both the university and TYY. The university should promote and assess
61 the realisation of equality from the perspectives of both an employer and an education organising
62 party. With regard to TYY, the obligation primarily concerns TYY as an employer. The Student
63 Union should also promote the realisation of equality wider – the purpose of the Student Union is
64 to "serve as a link among its members and to promote their societal, social and intellectual aims
65 as well as those related to studying and to the societal status of students" (University Act 46 Section
66 1).

67 In addition to the university and the society, the activities of TYY organisations have a large
68 significance in realising equality in the everyday life of the university community. This programme
69 is thus not only to guide TYY's activities but also to encourage organisations in taking diversity into
70 consideration. The equality of the university community is also the responsibility of its members.

71 **1.1. Reading instructions**

72
73 In order to reach the aims, those responsible for them and measures have been entered. All parties
74 and persons involved in TYY activities are responsible for the realisation of the measures of the
75 programme. In each objective, also the parties mainly responsible for promoting the aim and
76 measures is written.

77 The aims and measures have been divided under four main titles; Fields of equality promotion,
78 Student Union of the University of Turku (TYY), organisations as well as university and the Student
79 Union. Section 5 presents the measures for the follow-up of the document. In addition, three
80 appendices are found in the end of the document, defining the most central concepts for the
81 document, safe space principles and observations for the practical work of the equality observer.



82

83 **2. Fields of equality promotion**

84

85 This section introduces aims and measures of the equality programme thematised into
86 operational areas to which the Student Union should pay attention. The operational areas have
87 been mainly constructed on the basis of the contents of the Non-discrimination Act and Gender
88 Equality Act. The contents of the operational areas include 1) students of different ages, 2) origin,
89 ethnic background, citizenship and language, 3) religion, worldview and conviction, 4) political
90 and trade union activities, 5) family relations, 6) sex, gender and sexual orientation, 7) health and
91 disability and 8) socioeconomic background and social class. The following sections take into
92 account the operational areas of equality in the activities of the Student Union.

93 **2.1 Age**

94

95 Age-based discrimination refers to activities that hamper or hinder a person from participating in
96 the activities of the Student Union due to their age. TYE aims at promoting discussion and mutual
97 understanding between students regardless of age. TYE should take into account the different age
98 groups of its members when planning services and the promotion of student interests. TYE's
99 operational environment is rather youthful, since the employees and persons in positions of trust
100 are mainly young adults. The youthfulness of the operational environment can impact the
101 participation of older students in the activities. Nevertheless, TYE aims at promoting the
102 participation of people of different ages and aims at reducing the hindrances that can cause inequality
103 between people of different ages.

Promotion of student interests takes into account students of different ages and in different life situations.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	Take into account different age groups and life situations when preparing member surveys in order to find information on the special needs of students of different age groups and those in different life situations.

104 **2.2 Origin, ethnic background, citizenship and language**

105

106 The Student Union of the University of Turku is an international and multicultural community.
107 Origin, citizenship, ethnicity or language should not put a student or an employee in a weaker
108 position in the activities of the Student Union or in decision-making.

109 The official language of TYE is Finnish, but TYE consistently communicates bilingually, in Finnish
110 and English.

TYE's activities are also accessible for students without Finnish knowledge.	
Responsibility	International sector and event organiser



111

Measures	<p>Search calls for TYY's different actor groups are always published in Finnish and English.</p> <p>In the internal communication of TYY's actor groups, English is always used alongside Finnish, when there are persons who cannot speak Finnish.</p> <p>International students are observed in TYY's events, for example, by hosting the events in English and Finnish.</p>
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Create a student community with unbiased atmosphere respecting diverse cultures and origins.	
Responsibility	Specialist for Social Affairs, Executive Board Member for Equality and international and cultural sectors
Measures	<p>Activities and events are organised, where Finnish and international students meet.</p> <p>In the marketing and realisation of TYY events, diversity of cultures and origins is considered, and transparency is strived for.</p> <p>Guide organisations to respect cultures in the activities of the organisation and in the everyday life of the organisations.</p> <p>Recognise and understand that origin and social class impact the experience of the accessibility of activities. Work in order to minimise this impact.</p>

112

Bilingual students are also involved in the decision-making of the Student Union.	
Responsibility	Secretary General, Chair of the Student Union Council, international sector and Communications Officer
Measures	<p>Provide English-language material for Student Union Council groups so that they can communicate their activities and hear international students.</p> <p>It is possible to participate in English in the training events of the Student Union and in the information events of the decision-making bodies of TYY.</p> <p>Encourage students to widely apply to the decision-making bodies of TYY also in English.</p> <p>Interpretation is organised for international Student Union Council representatives in the Student Union Council meetings.</p> <p>Documents guiding TYY's activities, agendas for Student Union Council and Executive Board meetings and lists of decisions and meeting appendices, if possible, are also available in English.</p>



	<p>Communication on meetings of the Student Union Council and communication during the meeting is also conducted in English, e.g. in Facebook comment chains.</p> <p>In connection with the annual budget, it is determined which documents related to continuous activities should be published and funds from the budget are reserved for those.</p>
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114 **2.3 Religion, worldview and conviction**

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116 TYY activities are independent from any religion, worldview or conviction. Everyone should have
117 a possibility to be part of the student community regardless of one's religion, worldview or
118 conviction. One strong view may, however, prevail in the operational environment, which may
119 hamper the realisation of equality in the activities, e.g. by ignoring other perspectives. TYY should
120 create possibilities to present diverse perspectives and worldviews and their appreciation and
121 respect.

122

Everyone can participate in TYY activities regardless of conviction or religion.	
Responsibility	Social affairs sector and Executive Board Member for Equality
Measures	Consider the diversity of religions and convictions and have a respectful approach towards them.

123

Settling down and practice of religion is possible at the university.	
Responsibility	Social affairs sector and Executive Board Member for Equality
Measures	It is reviewed if the university has enough suitable calm premises for different religious people to settle down. Communicate every term on the premises that allow settling down and practicing religion for members.

124 **2.4 Political or trade union activities**

125

126 TYY is a pluralistic and political community, within which perspectives can be very different from
127 each other. Student Union Council has both political and politically independent groups.

128 One of the basic functions of the Student Union is to "prepare students for an active, informed and
129 critical citizenship". In TYY's sphere, there are also political and politically independent
130 organisational activities. TYY reflects the views approved by the Student Union Council in its
131 activities, but does not discriminate against opinions that are not represented.

<p>Different political orientations are visible in a wide-ranging manner in elections. Nobody's opinion is ignored due to party stance or participation in political activities.</p>



132

Responsibility	Secretary General, Chair of the Student Union Council and Student Union Council groups
Measures	Other than representatives of parliamentary parties are also invited in election events. Election events with diversified contents are organised. Open and constructive discussion culture is upheld in TYY's events.

133

All members of the Student Union Council have a safe and encouraging environment to show their opinion.	
Responsibility	Secretary General, Chair of the Student Union Council and Student Union Council groups
Measures	Pay attention to the distribution of addresses, decent behaviour and participation as well as encouraging atmosphere in the meetings of the Student Union Council and in preparatory meetings. Principles of safe space are complied with in the meetings of the Student Union Council. Invest in the group activities and introduction of the members and vice-members of the Student Union Council in order to create a safe and positive atmosphere. Provide space for different opinions in TYY activities and communication, as long as they comply with the law and safe space principles.

134

2.5 Family relations

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Non-discrimination Act bans discrimination based on family relations. Family relations refer to a partner, children, parents and siblings. TYY members include a wide group of students with families, who are balancing between family life and studies and possibly work. A student with children refers here to a student who has an underaged child or children at their custody.

140

141

The Student Union enables the participation of its members in the activities and decision-making regardless of parenthood or taking care of an old or sick next of kin.

Students with children can easily recognise child-friendly events of TYY and organisation.



142

Responsibility	Social affairs sector and Executive Board Member for Equality
Measures	Inform in event descriptions if the event is family-friendly. Encourage organisations to include the information on whether an event is family-friendly in the event description.

143

It is easy to visit student cafeterias with children.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	Review the possibilities to provide discount meals for children in the student cafeterias. Review the highchair situation of Unica cafeterias.

144

Students with children are part of the student community.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	Review the needs of students with children concerning the needs facilitating studying. Enable students with children to meet each other through events and communication. In this manner, enable the finding of peer activities.

145 **2.6 Sex, gender and sexual orientation**

146

147 Non-discrimination Act and Gender Equality Act ban discrimination based on sex, gender and
148 sexual orientation. A person operating in the sphere of TYY should not be discriminated or
149 harassed due to these characteristics. Harassment refers to all unequal or unwanted behaviour,
150 such as sexual harassment or bullying. Unequal behaviour means all behaviour that cannot be
151 considered generally accepted or that intentionally or de fact insults another person or group. TYY
152 promotes gender-sensitive thinking by abolishing stereotypes related to sex and gender. Real
153 equality is realised when sex or other individual characteristics do not hamper or hinder
154 participation in TYY activities.

155

TYE considers the diversity of genders in its activities.	
Responsibility	Sector for social affairs, communications sector, international sector and Executive Board Member for Equality.
Measures	Evade gender-dependent terms and categorisation based on sex. When making surveys, consider the need for asking gender.

It is possible to express one's gender and sexual orientation disregard of gender or orientation.	
Responsibility	Social affairs sector and Executive Board Member for Equality
Measures	Discussion on sexual and gender diversity is encouraged.



156

	<p>Organise training for members on the pluralism of sexuality and gender together with the equality committee of the university.</p> <p>Participate in campaigns dealing with sexuality and pluralism of gender.</p>
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157

It is safe to participate in events regardless of gender or sexual orientation.	
Responsibility	Events sector and Executive Board member for Equality
Measures	<p>Review the cis-heteronormative and gendered manner and traditions and remove and adjust their normativity.</p> <p>Events organised by TYY have an announced party that can be contacted if one does not consider an event safe.</p>

158

2.7 Health and disability

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The operational environment of the university is not fully planned with consideration of the pluralism of the operational capacity of students. A student may face, for example, due to disability a lack in the realisation of equality. The Non-discrimination Act also obligates the Student Union to make reasonable adjustments to realise the equality of people with disability. TYY aims at promoting the principles of accessibility in construction, participation and services, both in their own activities and when influencing external parties.

166

167

Hinders for students may be caused by constructed environment and insufficient support services, which are a precondition for equal studying and operating in the university community.

168

TYY's premises are accessible.	
Responsibility	Secretary General, Premise Manager, Specialist for Social Affairs and Executive Board Member for Equality
Measures	<p>When renovating premises, accessible solutions are preferred and should be realised, if possible.</p> <p>When obtaining new premises, ensure the accessibility of the premises and aim at selecting the most accessible alternative.</p> <p>Improve accessibility in TYY premises on the basis of an accessibility review.</p> <p>Establish the use of accessibility signs in TYY events.</p> <p>Instruct organisations to communicate on the accessibility of events with prepared templates, when the event is organised in TYY premises.</p>



Students request and receive help in mental health problems in early phase. Talking about one's mental health problems do not label the person.	
Responsibility	Specialist for Social Affairs, international sector and Executive Board Member for Equality
Measures	<p>Influence FSHS mental health department to ensure sufficient resources.</p> <p>Bring up the parties offering mental health services in different campus cities.</p> <p>Communicate on the mental health services and dealing with issues also In English in order to make it easier for non-Finnish speakers to seek help for mental health problems.</p> <p>Organise campaigns dealing with students' mental health problems and participate in the annual students' mental health day.</p> <p>Encourage organisations to participate in the campaigns and in the annual students' mental health day.</p> <p>Construct a culture for speaking about students' mental health and train students to bring up the issue.</p>

169

170 **2.8 Socioeconomic background and social class**

171

172 According to studies, the academic community may feel strange to a person coming from a family
173 with no higher education and they may feel less included in the student community and in the
174 entire university community. TYE aims at promoting cohesion, mutual understanding and
175 discussion among its members regardless of the students' class background. Socioeconomic
176 background and social class should not constitute a hinder for attaching into the student
177 community and studies.

178

Socioeconomic background and social class do not decrease the accessibility of the university community and student activities.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	<p>Recognise and review the impact of the socioeconomic background and social class on the accessibility of the activities.</p> <p>Take socioeconomic background and social class into account when drafting member surveys in order to find information on the experiences of students coming from different backgrounds and their possible special needs.</p>

179



180 **3. The Student Union of the University of Turku (TYY)**

181

182 With regard to this section, the objectives and measures primarily concern TYY as an employer
183 and as a work community, Persons and parties operating in TYY's name include the Student Union
184 Council of TYY, the Executive Board, employees, Wings and committees and working groups
185 established by the Executive Board and the Student Union Council.

186 The objectives of the Student Union of the University of Turku have been further divided in three
187 groups: TYY's operational community, working community and decision-making

188 **3.1 TYY's operational community**

189

TYY's activities are accessible.	
Responsibility	Secretary General and Specialist for Social Affairs
Measures	Everyone involved in TYY activities is trained about equality and its promotion. People involved in TYY activities are trained about how to act when observing or experiencing hate speech, harassment, discrimination or racism. A feedback form is created at TYY website, where a problem may be informed in an anonymous manner. Clarify for those giving feedback what is the difference between anonymous and non-anonymous feedback.

190

Everyone has equal possibility to apply and become elected in TYY activities.	
Responsibility	Secretary General, Communications Officer, Central Election Committee, Election Committee and Student Union Council groups
Measures	Calls are communicated in a multi-channel manner. Student Union Council elections encourage election groups to pay attention to accessible communication and diversity of one's group of candidates. TYY and the Central Election Committee intervene in possible discriminating or improper Student Union Council campaigns or advertisements. There are measures and instructions for intervention. Describe the practices of candidate election, Executive Board election and other personal elections in TYY communication channels. In election and recruitment events, apply election criteria equally in order for the protected personal characteristics do not impact the elections.



191

	Gender parity rule is not applied in situations where it is not obligated under law.
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192

TYY's communications is accessible and equal.	
Responsibility	Communications Officer
Measures	<p>TYY communications take into consideration the readability of the material, such as contrasts and the visibility of colours. Electronic material is produced to suit reading devices.</p> <p>Activities and events are also widely communicated in English.</p> <p>When updating TYY website, Finnish and English version are updated simultaneously.</p> <p>TYY communications do not use stereotyping language or images concerning e.g. different fields of study, cultures or minorities or talk about convictions in an insulting manner.</p>

193

Preparation of documents and presentations is open.	
Responsibility	Secretary General and the Chair of the Executive Board
Measures	<p>Agendas and public appendices for Executive Board and Student Union Council meetings are published at TYY website well before the meeting, if the documents do not include personal data.</p> <p>Members are provided with events to participate in the preparation of the documents with, for example, questionnaires or workshops.</p>

194

TYY provides sufficient services for students disregard of the study town.	
Responsibility	Secretary General, organisational sector and Executive Board Member for Satakunta campuses
Measures	<p>Review the services reaching students in Satakunta campuses and service needs and develop them in accordance with the reviews.</p> <p>Communication measures are developed between campuses.</p> <p>Hybrid participation possibility is added to events and training organised by TYY.</p>

All students feel welcome in the university community.	
Responsibility	TYY's responsible persons for Tutoring and Equality
Measures	TYY's responsible persons for Tutoring and Equality train the organisations' persons responsible for tutoring and tutors on the pluralism of students, socioeconomic backgrounds, different minorities and their consideration in the university community and on multiple discrimination.



195

All students receive support also in other issues besides studying.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	Utilise the events and campaigns of cooperation partners to increase awareness and peer activities. Students are encouraged to utilise and use low-threshold mental health services, such as OpintoVartu, mental health path and mental health website to be included in TYY website providing peer support.

196

197 **3.2 TYY as a work community**

198

Everyone working at TYY Office knows the contents of the Equality Programme and knows how to promote its aims in one's activities.	
Responsibility	Secretary General and Specialist for Social Affairs
Measures	Equality training is organised for employees and the new Executive Board in the turn of the year. A new employee is introduced to TYY Equality programme. Train Office employees at least once a year and when needed on equality issues.

199

Staff at TYY Office increase their knowledge in equality annually in order to develop equality issues.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	TYY activities utilise material and training prepared by external parties to support equality work. Each sector follows and develops its equality activities annually and report them in the annual report.

200

201 **4. Organisations**

202

203 Significant part of student activities and culture occurs in organisations, and organisations are
204 very central actors in promoting equality. The objectives and measures of this section concern
205 both TYY and organisations. In parts dealing with TYY, the emphasis is on the role of the Student
206 Union as trainer of organisational activities and provider of counselling and support services.
207 Organisations are trained and supported especially in the organisation of events, communication,
208 equal treatment of members and in open and non-discriminatory atmosphere. Aims and
209 obligations concerning organisations are indicative, but they can be utilised in the grant criteria
210 for activity support.



211 The most important measures available to TYY to promote equality in organisations include
212 training, equality guide drafted to support the programme, safe space principles and pointing the
213 activity support applications of organisations. When the measures discuss instructing
214 organisations, they refer primarily to Equality Guide and training. When they discuss
215 encouragement, they refer to the points in the activity support applications. Safe space principles
216 support organisations in creating an equal and safe atmosphere.

217 Section four is divided in three subsections, which include organisation community, events and
218 communication.

219 **4.1 Organisational community**

220

Organisations receive sufficient support and encouragement to realise equal activities.	
Responsibility	Specialist for Social Affairs, organisational sector and Executive Board Member for Equality
Measures	<p>Instruct the organisations to appoint persons responsible for equality in their Board.</p> <p>Train organisations on TYY Equality Guide and provide counselling to consider equality in a wide-ranging manner.</p> <p>Provide each organisation with the Equality Guide.</p> <p>Equality perspectives are observed in a cross-cutting manner in other organisational training.</p> <p>Enable distance or hybrid participation in all organisational training where it is purposeful.</p> <p>The pointing of activity support applications includes a section whose value is emphasised towards measures promoting the equality of the organisation.</p>

221

Organisations have an open atmosphere and discussion culture.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	<p>Train organisations to create an equality plan or review and to agree on annual follow-up related to it.</p> <p>Organisations are supported in processing internal conflict situations by providing counselling and discussion assistance, if necessary.</p> <p>Instruct organisations to communicate TYY harassment contact persons and to place their contact details visibly in the organisation's activities, e.g. in the website of the organisation.</p>



222

	Organisations are instructed in collecting and processing feedback related to equality matters.
	Train organisations to be aware and observe the issues that promote and decrease the equality of their activities.

223

Students can participate in organisational activities disregard of their personal characteristics and health.	
Responsibility	Specialist for Social Affairs, organisational sector and Executive Board Member for Equality
Measures	Promote the understanding of the organisations on the pluralism of students through training and communication. Train organisations in the consideration of students with disability in organisational activities. Encourage organisations to cooperate with equality planner.

224

Students with mental health problems receive support from the other students.	
Responsibility	Specialist for Social Affairs, organisational sector and Executive Board Member for Equality
Measures	Organisational actors and other students are provided with material and organised a training dealing with bringing up the issue and situations where one is concerned over another student's well-being. Develop a concept where students can be part of mental health promotion in early phase and provide support for their student colleagues. Enable and train low-threshold contact and cooperation in mental health issues between organisations and faculties. Market project support in order for organisations to realise projects supporting early intervention in mental health problems. Increase mutual awareness of organisations and the university, e.g. by communicating on the new concept and OpintoVartu.

225

Students have the possibility to participate in student activities disregard of study town and wealth.	
Responsibility	Person responsible for Satakunta campuses and organisational sector
Measures	Maintain and develop discussion contact with the organisations in Satakunta campuses. Encourage organisations to organise cost-free events and to provide wide-ranging manners for participation, such as hybrid participation.



226

In their promotion of student interests, organisations pay attention to the accessibility of studies.	
Responsibility	Specialist for Social Affairs, Specialist for Academic Affairs and Executive Board Member for Equality
Measures	Organisational members for academic affairs are trained to observe the accessibility of study methods and premises in their promotion of student interests. Encourage organisations to bring up the accessibility issues of study premises and to move them forward.

227

Organisational premises are accessible.	
Responsibility	Specialist for Social Affairs, organisational sector and Executive Board Member for Equality
Measures	Organisations are supported and counselled in improving the social and physical accessibility of their premises. Influence the university so that students can be provided with physically accessible organisational premises. Encourage organisations to bring up the accessibility issues of organisational premises and to move them forward.

228

229 **4.2 Events**

230

Events do not pressure to use alcohol.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	Organisations are guided to take intoxicant-free perspective into account when planning events. Counsel organisations on how refreshments can be equal also for those selecting an alcohol-free alternative. Organisations are encouraged to organise alcohol-free events. In trainings, discussion is raised on alcohol culture and the use of alcohol. Support organisations in planning wide-ranging events.

231

Organisations know what TYE harassment contact persons do and can utilise them in their activities.	
Responsibility	Specialist for Social Affairs



232

Measures	<p>Train organisations annually on TYY harassment contact persons and their activities.</p> <p>Organisations are instructed to process bullying and discrimination in events and activities immediately when observed.</p>
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233

Events do not include bullying, discrimination, harassment or racism.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	<p>Train organisations on how to act when observing or experiencing hate speech, harassment, discrimination or racism in the events of the organisation.</p> <p>Instruct organisations and their members to contact TYY harassment contact persons in these situations.</p> <p>Instruct organisations to have an anonymous feedback possibility in events, with the help of which one can announce improper experiences with a low threshold.</p>

234

Events are physically and socially accessible.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	<p>Organisations are instructed to take different accessibility perspectives into account when planning events and selecting event location.</p> <p>Organisations are instructed to consider different diets in events at least when they are known in advance.</p> <p>Organisations are instructed to inform the physical accessibility of event premises in the invitation.</p> <p>Organisations are instructed to describe the rules of the event and the feedback possibility already in the event invitation.</p>

Meaningful activities are available for each student in the student community.	
Responsibility	Specialist for Social Affairs, organisational sector and Executive Board Member for Equality
Measures	<p>Organisations are encouraged to organise wide variety of events with different contents.</p> <p>Encourage organisations to follow and review the needs of their members.</p> <p>Encourage organisations to market their events and activities widely in order for possible new members to find the activities of the organisation.</p>



235

	<p>Communicate the activities of the organisations widely in different communication channels.</p> <p>Organisations and members will be encouraged to follow TYY communication channels.</p>
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236

Students with children are able to participate in organisational activities.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	<p>Organisations are encouraged to have activities in different hours of the day.</p> <p>Organisations are encouraged to organise events where it is possible to bring children.</p>

237

Activities for international students are available elsewhere than only in the organisations directed for international students.	
Responsibility	International sector
Measures	<p>Organisations are encouraged to have bilingual (Finnish and English) events and to communicate them bilingually.</p> <p>Function as a role model in bilingual communication for organisations.</p> <p>Organisations are encouraged to observe international students in Finnish-speaking events e.g. by interpreting the central matters of the event.</p> <p>Encourage international tutors to integrate international students as part of organisations by way of example.</p> <p>Encourage organisations to communicate their activities both in Finnish and English.</p> <p>Encourage organisations to review the number of non-Finnish speaking members in their activities and consider the increase of English communication, e.g. through a monthly English summary mail.</p> <p>Subject-specific organisations and international tutors are instructed to reach international students in the beginning of each term.</p>

238

239

4.3 Communication

Organisations' communications is accessible and equal.	
Responsibility	Specialist for Social Affairs, Communications Officer and Executive Board Member for Equality



240

Measures	Organisational actors are trained and instructed in taking into account the diversity of students in communication. Organisational actors are instructed on the visual accessibility of communication.
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241

Basic information on the activities of all organisations is also available in English.	
Responsibility	International sector
Measures	Encourage organisations to communicate in English everything that can concern students who do not speak Finnish. Organisations are annually reminded to update the English website.

242

Nobody is spoken of in the communication in an insulting manner.	
Responsibility	International sector, organisational sector
Measures	Instruct organisations not to use gendered, stereotyping, racist or otherwise discriminating language or images. Feedback from organisational communication is discussed with the organisations concerned, if necessary.

243 5. University and society

244

245 As a promoter of students' interests, TYY has an obligation to observe and promote with its actions
246 the realisation of equality at the university. University should treat students equally, provide equal
247 possibilities for studying and also ensure sufficient support services for studying. The aims of this
248 section function as the guiding principles in TYY's promotion of student interests. When talking
249 about promotion in measures, it is intended primarily that the issue is promoted in different
250 meetings of the university administration, staff and other interest groups.

251 As a Student Union, TYY is also an active social actor, participating in the public debate outside
252 the university community. Equitable, accessible and non-discriminatory society promotes the
253 participation and social aims of both students and other individuals.

254 The measures of the Equality programme support other documents steering TYY activities.

255 5.1 University

256

Students participate in the equality work of the university.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	Participate in the preparation of the university's equality and gender equality plan and monitor its realisation.



257

	Make sure that students are widely involved in preparing the plan.
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258

Students participate in the development of the university in different units in all faculties.	
Responsibility	Specialist for Social Affairs and Specialist for Academic Affairs
Measures	Encourage students to become involved in different working groups and bodies. Influence so that students are represented and considered in different groups as comprehensively as possible.

259

Education is accessibly organised.	
Responsibility	Specialist for Social Affairs, Specialist for Academic Affairs and Executive Board Member for Equality
Measures	Participation in drafting the instructions for accessibility and individual studying arrangements and monitoring its realisation. Students are informed of study arrangements at TYU website. Increase students' awareness of special arrangements at the university. It is promoted that university computers support reading machines and other assisting programmes for accessibility. Student-benefiting, flexible and diversified study completion possibilities are promoted.

University is an accessible environment.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	It is promoted that signboards are made more accessible for visually impaired and non-Finnish speakers. Review together with the university the locations that decrease accessibility. Solutions are reviewed together with the university to make the university hill and other non-accessible locations more accessible for the physically impaired. Influence to increase the number of gender-neutral toilets. Influence to add individual changing rooms in CampusSport facilities. The accessibility of the intranet of the university is improved by actively delivering feedback received by TYU concerning intranet to the university.



260

	Cooperate actively with the university communication in order for the information to reach students widely.
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Students coming from different backgrounds are openly welcomed in teaching and tutoring events.	
Responsibility	Specialist for Social Affairs and Specialist for Academic Affairs
Measures	<p>Influence so that the university and the faculty emphasise in the introductory lectures that university life includes respect for other people and acceptance of diversity.</p> <p>Make equality issues easily approachable and integrate them in everyday life, e.g. with a low threshold campaign in the beginning of the term.</p> <p>It is promoted that the university regularly asks students whether they have met or observed discrimination, insulting talk, racism etc.</p> <p>It is ensured that situations deemed problematic by students are discussed with the person/people concerned, if necessary.</p>

261

Nobody is bullied at the university. Bullying events are revealed and processed duly.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	<p>It is ensured that the university has easily accessible information on how to act if one faces bullying personally or observes it.</p> <p>Eventual bullying events are processed by utilising OpintoVartu and mediation.</p> <p>Support and guidance is provided for the bullied.</p> <p>A campaign against higher education bullying is organised annually.</p>

262

Mental health problems do not create a hindrance for studying.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	<p>Promote sufficient study psychologist resources and availability of low threshold study support services.</p> <p>It is promoted that teaching aiming at preventing mental health problems and supporting study methods is included in the start of studies.</p> <p>Communicate Kela support to which students are entitled in different life situations in order for them to be able to apply and use them.</p>



263

	Communicate services provided by OpintoVartu and encourage organisations to communicate study support services for their members.
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264

Family and studying can be seamlessly fit together.	
Responsibility	Specialist for Social Affairs, Specialist for Academic Affairs and Executive Board Member for Equality
Measures	The teaching staff is encouraged to have a positive approach towards children in teaching situations. Short-term child-caring possibilities during lecture times are reviewed and promoted. It is promoted that the teaching staff also informs in the course descriptions on the schedules of eventual small groups related to the course.

265

Students are in an equal position regardless of their background or external factors.	
Responsibility	Specialist for Social Affairs, Specialist for Academic Affairs and Executive Board Member for Equality
Measures	University provides special support for those who need it. Encourage the university to transfer to gender-sensitive communication. Train the university on stereotypes and fields promoting equality.

266

Different cultures are seen as a strength of the scientific community. University has zero tolerance towards racism.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	It is reviewed if the university has clear practices to address racist events, with regard to both staff and students.

International students receive sufficient support to act in the Finnish academic community.	
Responsibility	Specialist for Social Affairs, Specialist for Academic Affairs and international sector
Measures	Tutoring of international students is planned together with the university. Promote the quality and quantity of English teaching in different disciplines. Provision of sufficient Finnish teaching for international students is promoted.



267

268 5.2 Society

269

TYE contributes to the development of an equal society.	
Responsibility	Specialist for Social Affairs, Chair of the Executive Board and Executive Board Member for Equality
Measures	Campaigns and events aiming at promoting equality are participated, such as Pride or anti-racist activities. Equality perspective is upheld in public debate and statements. Communicate bilingually in Finnish and English on elections.

270

Special groups are taken into account in student housing in a cross-cutting manner.	
Responsibility	Specialist for Social Affairs and Executive Board Member for Equality
Measures	Influence work related to student housing emphasises the consideration of special groups and accessibility. TYS and the university are influence in order to guarantee a reasonable amount of apartments for international students.

271

Promotion of equality is a strong theme in the lines of SYL and OLL.	
Responsibility	Specialist for Social Affairs, Chair of the Executive Board and Executive Board Member for Sports
Measures	In TYE statements concerning SYL and OLL material, suitable parts from the Equality Programme are brought up.

272

273 6. Assessment of the realisation of the programme

274

275 The realisation of the equality programme is annually monitored. Wide-ranging review on the
276 realisation of the aims is made with the mid-year review and annual report. Main responsibility
277 for the monitoring lies at the Executive Board Member for Equality and secondary responsibility
278 lies at the Specialist for Social, who evaluate the realisation of the targets with the help of other
279 TYE Office. In connection with the assessment made in connection with the mid-year review, the
280 Annual Report includes a section dealing with equality, drafted by the Executive Board Member
281 for Equality at the end of their term.

282 The achievement of aims can be assessed in the following scale: **achieved - partly achieved - not**
283 **yet achieved.** In a similar vein, the realisation of the measures is assessed in the scale: **realised -**
284 **partly realised - not realised.** The assessment is made verbally. The assessment helps at following
285 how a measure and an aim has been realised and reached. In order for the follow-up to be easier



286 in the coming years, it can be written in the follow-up form how a measure has advanced and what
287 we should do next to promote the measure. The assessments of different years should be entered
288 in one document in order for the monitoring to be systematic. The assessment is also provided for
289 the Student Union Council either in connection with the mid-term review of the Executive Board
290 or at the first meeting of the autumn term.

291

292

293 **I. Key concepts**

294

295 Key concepts support the reading of the Equality programme. There are more concepts related to
296 equality than have been brought up in this programme. We have described here the most
297 important concepts for the programme.

298 **Ableism** means discrimination against people with disabilities, where the norm thinking place
299 non-disability in the centre as desirable.

300 **Disabilism** refers to impediments constructed in the society that decrease the participation of
301 people with disabilities. It takes place among people and in the structures, such as organisations,
302 companies, institutes and agencies.

303 **Accessibility** and accessibility in the sense of being free from impediments have similar contents;
304 when one speaks of being free from impediments, one often refers to the physical environment;
305 accessibility is a wider concept.

306 **Harassment** is behaviour violating human dignity related to one of the forbidden discrimination
307 bases. Purposeful or de facto violation of a person's human dignity and integrity e.g. by creating a
308 threatening, hostile, discriminatory or humiliating atmosphere.

309 **Reasonable accommodation** aims at enabling a person with disabilities to equally interact with
310 the authorities and receive education, work and generally available items and services as well as
311 perform work tasks and advance in career path. (Section 15, Non-discrimination Act) What is
312 reasonable is assessed in addition to the needs of the person with disabilities from other
313 perspectives including the size of the actor, economic status, nature and scope of the activities and
314 the assessed costs of the accommodation and support available for accommodation. Reasonable
315 accommodation is assist-type, individual solutions.

316 **Multiple discrimination** means being the target or discrimination based on two or several
317 discrimination bases. Non-discrimination Act is applied in multiple discrimination also when one
318 of the discrimination bases is gender. Non-discrimination act is also applied to such multiple
319 discrimination where one or several characteristics related to a person only together lead to
320 forbidden discrimination. This is called intersectional discrimination. Minorities, for example, can



321 be susceptible to intersectional discrimination. For example, a disabled person belonging to an
322 ethnic minority can be discriminated both for disability and origin.

323 **Norm awareness** refers to an approach where one observes the structures of the society, make
324 norms visible and question them. In this context, norms refer to perceptions prevailing in the
325 society on what is considered “normal”. Norm awareness is active work to abolish norms. For
326 example, cis-heteronormativity refers to a norm according to which people are considered to be
327 divided into two opposite and mutually attractive cis-genders, female and male. Cis gender means
328 a person who considers their gender to correspond to the sex assigned at birth.

329 **Instruction or order** to discriminate takes place, for example, in a situation where a guidance,
330 instruction or obligation has been given based on authority or status, the aim of which is to create
331 discrimination. Employer or superior cannot order employees to act in a discriminatory manner,
332 e.g. forbid from hiring a person belonging to a certain ethnic group.

333 **Racism** refers to the social and individual attitudes, practices and systems that purposefully or de
334 facto place a certain supposed group inferior to others based on e.g. ethnicity, skin colour,
335 citizenship, culture, mother tongue or religion. Racism thus means devaluing the human dignity
336 of a group or its member. Racism takes place among people or groups of people but also in the
337 structures. Structural racism refers to direct or indirect discrimination against certain groups of
338 people existing in organisations, companies, institutes and agencies. Racism promotes inequality
339 and harms the entire society, in addition to its victims. Racism is used as a tool of power.

340 **Accessibility** is about the equal possibility to participate so that the threshold caused by physical,
341 mental and social hindrances is as low as possible. Physical accessibility can mean, for instance,
342 easily read event posters with sufficiently large and contrasted event posters. Psychological
343 accessibility can be seen as mental welfare and prevailing attitudes and as consideration for the
344 needs different from the norm of people suffering from different mental health challenges and
345 neuroatypical people. Social accessibility means, for example, welcoming and safe group where
346 one does not have to fear being bullied or pressured.

347 **Sexual harassment** means approaching a person in a sexual manner against their will. Sexual
348 harassment can also mean physical approach but can also be other kind of non-desired attention.
349 Sexual harassment can refer to insulting talk about another person’s gender, insinuations, sexually
350 coloured jokes or talk or questions related to one’s body or private life. Sexual harassment can thus
351 be both verbal and physical.

352 **Gender sensitivity** refers to values, attitudes, abilities and skills, thinking, feeling and activities
353 that specifically take into account gender-related perceptions and stereotypes. It is critical
354 sensitivity to recognise and identify gender-related meanings and impacts in terms of people’s
355 possibilities to experience, be and act.

356 **Gender equality** means that individuals have equal social tasks, rights and obligations despite of
357 gender, and all have the possibility to fulfil themselves without facing obstacles on the basis of
358 gender or expression of it (source: Advisory Board for Gender Equality tane.fi). Everyone should



359 have equal possibilities and liberties in their lives. Equality Ombudsman follows the realisation of
360 gender equality. The Act on Equality between Women and Men (so-called Gender Equality Act)
361 aims at preventing discrimination based on gender and its expression and at promoting equality
362 between women and men.

363 **Hate speech** has been defined in the recommendation of the Committee of Ministers of the
364 Council of Europe (R 97 20) as follows: The term "hate speech" shall be understood as covering all
365 forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-
366 Semitism or other forms of hatred based on intolerance. In normal speech and public debate, hate
367 speech has become a concept subject to interpretation.

368 **Indirect discrimination** means that a seemingly unbiased rule, basis or practice places someone
369 in a position that is less fortunate than others. The criteria for indirect discrimination are not
370 fulfilled if the rule, basis or practices has an acceptable aim and reaching of the aim makes the
371 used measures necessary and appropriate. In practice, indirect discrimination means often that it
372 is more difficult for people belonging to a certain group to fulfil a determined precondition. The
373 question can also mean that the selected realisation method has negative impact specifically and
374 only for people belonging to a certain group. For example, too high language requirements in a job
375 where they are not necessary for the work are indirect discrimination.

376 **Direct discrimination** means the treatment on the basis of a legally defined discriminatory ground
377 of a person less favourably than the way in which another person is treated, has been treated or
378 would be treated in a comparable situation. Unfavourable treatment means such treatment (act,
379 negligence) that places the target in a less favourable position compared to others. In practice, this
380 can mean placing restrictions, requirements or obligations only to a certain person or group of
381 people, or e.g. preventing or restricting access to a generally accessible benefit, service or right.
382 Indirect discrimination is, for example, if a person is prevented from entering a restaurant due to
383 their ethnic background.

384 **Equality** means that all people are equal regardless of their gender, age, ethnic or national origin,
385 citizenship, language, religion and conviction, opinion, political or trade union activities, family
386 relations, disability, health, sexual orientation or or other person-related reason (source:
387 yhdenvertaisuus.fi). Equal treatment means that nobody can be put in a weaker position based on
388 the aforementioned reasons

389 **Individual learner** Each student can learn information, skills and to study with good results when
390 the right preconditions are provided. For example, dyslexia, belonging to autism spectrum,
391 attention deficit disorders or other neuroatypicality, hearing or seeing disability can seriously
392 harm studying, unless it is duly taken into account in the teaching arrangements. The
393 discrimination bases mentioned in the Equality Act shall not be a hindrance for studying to
394 anyone, if the preconditions for learning can be safeguarded with reasonable measures.

395 **II. Principles of safe space**

396



397 A safe space means that everyone has the liberty to be themselves, express themselves freely and
398 participate in all activities. Harassment is absolutely forbidden in a safe space. Harassment is any
399 action or behaviour that is degrading to someone, creates a hostile or unpleasant atmosphere or
400 threatens a person or a group of people.

401 The purpose of safe space principles is to increase the safety of acting in TYY and its organisations.
402 All organisations are encouraged to create principles of safe space based on TYY principles.
403 Principles of safe space guide members, event participants or other limited group of people for
404 whom the safe space principles have been created and brought to use.

- 405 • Treat others as you would have them treat you. Note that each of us is an individual and
406 sometimes very different e.g. with regard to personal limits. Do not generalise your
407 preferences.
- 408 • We constantly make assumptions of the characteristics of other people, such as origin,
409 gender, sexual orientation or the like. However, you cannot know another person's
410 experiences, thoughts and life situation or their self-identification for them. Aim to
411 acknowledge the assumptions you make and evade from acting on their basis.
- 412 • Do not generalise your experience to apply to others. It is not appropriate to define other
413 people's experience for them.
- 414 • Be open and listen, respect another person as a human being beyond your own prejudices.
415 Do not question or judge another person's difference. Demand respect also for yourself.
- 416 • Give space. Ensure that everyone is heard in a discussion and can participate.
- 417 • Use language that is understandable also for people outside your own reference group.
- 418 • Do not use aggressive addresses or expressions towards other people, not to those present
419 or those absent.
- 420 • Do not harass anyone verbally, by touching or staring. No means no. Stop or change your
421 behaviour if another person so requests. What feels good to you may not feel good to
422 others. Try to interpret the situation and the other party. The most secure method is to ask,
423 listen and respect.
- 424 • It is allowed to give proper and constructive feedback for improper treatment. If someone
425 provides you feedback about your behaviour, listen to the person giving the feedback. Have
426 an open approach towards the feedback you receive and aim at considering the feedback
427 in the future.
- 428 • If you need help or support in problematic situations, do not hesitate to ask for it.

429

430 **III. Equality observer**

431

432 The task of equality observer will be developed during the validity of the programme. In order to
433 be able to create a role for an equality observer in TYY activities, issues to be noted are entered
434 below.



- 435 Equality observers follow the realisation of equality and good manners in an event or series of
436 events.
- 437 They can report how succesful an event was from the perspective of equality and discuss this e.g.
438 with the event organiser.
- 439 On the basis of the report and observations of the equality observer, events and activities can be
440 developed in the future.
- 441 The contact details of the equality observer have been clearly communicated for the participants
442 of an event so that they can inform their observations of experiences to the observer if needed. An
443 equality observer will not make further measures without consent.
- 444 Equality observers do not work alone but there are always at least two of them.
- 445 Equality observers will become part of TYY activities one event at a time.
- 446 It will be reviewed who can work under the title of equality observer in order for it not to be abused
447 and for it to maintain its significance.
- 448 TYY Executive Board is responsible for appointing equality observers event- and activity-
449 specifically.