



**EQUALITY PROGRAMME 2013–2016  
OF THE STUDENT UNION OF THE UNIVERSITY OF TURKU**

*Approved in a meeting of the Student Union Council on 24 Apr 2013.*

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## 56 1. INTRODUCTION

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58 The starting point for the Equality programme of the Student Union of the University of Turku is  
59 the objective of an equal Student Union, where everyone is equal despite of their age, conviction,  
60 disability, health, gender, sexual orientation, ethnic origin, mother tongue, family situation or  
61 other reason relating to person. The main responsibility for implementing the Equality programme  
62 lies within the Executive Board and office staff of TYY, but the Student Union in general holds  
63 responsibility: when implementing the Equality programme, TYY is not a mere organisation but a  
64 community whose different levels are provided with aims and measures in order to realise the  
65 equal Student Union.

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67 This Equality programme is a description of the aims of the equality work of the Student Union,  
68 approved by the Student Union Council of TYY. The programme specifies the equality stands stated  
69 in the political agenda of the Student Union. Divided in the levels of the Student Union, sub-  
70 organisations, university and student community, the programme describes aims and measures for  
71 implementing the programme.

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### 73 1.1. STARTING POINTS FOR THE EQUALITY WORK OF THE STUDENT UNION

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#### 75 1.1.1. DISCRIMINATION

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77 Discrimination refers to treating people in an unequal manner on the basis of, for example, being a  
78 member of a certain population group, professing a certain religion or belonging to a sexual  
79 minority. A single word or situation may constitute discrimination, or it can be the result of the  
80 structures of the society. Perception of discrimination is always very subjective.

81

82 Treating in a different manner is not always discrimination: under Non-Discrimination Act,  
83 positive discrimination of people in need of special protection on the basis of origin, age, social  
84 status or other personal characteristics is permitted. Everyone has the right to be themselves  
85 without being discriminated against. The TYY pursued by this programme operates in a  
86 determined manner in order to remove all discriminatory structures and recognises the processes  
87 that might lead to the creation of such structures.

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#### 89 1.1.2. EQUALITY

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91 Several laws and agreements have been drafted in Finland in order to promote and maintain  
92 equality. In addition to national legislation, Finland is committed to several international  
93 agreements promoting equality. Under the Finnish Constitution, the principle of equality refers to  
94 both prohibition of discrimination and equality of people before the law. Act on Equality between  
95 Women and Men, Non-Discrimination Act, Criminal Code and employment legislation specify the  
96 prohibition of discrimination in different fields of life. The level of equality planning and action  
97 varies widely in the Finnish higher education institutions, which treats students in an unequal  
98 manner nation-wide with respect to each other. TYY recognises the situation of the equality work of  
99 the University of Turku, and the work is promoted at the university.

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#### 101 1.1.3. PARTICIPATION

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103 Participation concerns self-evident equal participation of all, enabling everyone's possibilities to  
104 influence, and respect for diversity. Exclusion can be considered the opposite of participation,  
105 which refers to an individual excluded from matters deemed important in the society and  
106 community. TYY considers the opportunities of all municipal citizens to work in the Student Union,  
107 at the university, in student organisations and in the student community at large. Participation  
108 includes, for example, aims and measures related to the accessibility and impartiality of the



109 activities of the Student Union.



110 1.2 KEY CONCEPTS and ACTOR LEVELS

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112 This programme addresses equal TYY through key concepts derived from the Non-Discrimination  
113 Act (age, conviction, disability, health, gender, sexual orientation, ethnic origin, language, family  
114 and other reasons related to person), and through the four actor levels grouped under them. The  
115 programme's aims, measures, responsibilities and indicators used in the evaluation of the  
116 fulfilment of aims are described at the levels of TYY, the university, student organisations and  
117 student community. The aims are intended to be concrete, accessible targets, reaching of which  
118 makes the Student Union a more equal operational environment. The measures are used to  
119 describe, at the most concrete level possible, the actions with which these aims are reached.  
120 Responsibilities and evaluations describe the parties who are required by the programme to  
121 conduct these activities and to follow the progress. There will be interaction between the evaluator  
122 and the party responsible for the action also between the yearly evaluations.

123

124 1.2.1. TYY

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126 The actors in the Student Union of the University of Turku include employees and people in  
127 positions of trust with different backgrounds. The challenge of TYY is to consider different actors  
128 when recruiting new people and when supporting existing actors. TYY is an equal workplace and  
129 community. The best manner to promote this aim is to mainstream equality thinking. The idea of  
130 mainstreaming refers to introducing equality thinking in all TYY activities, which therefore  
131 removes unequal structures and procedures. In addition to its own activities, TYY contributes to  
132 the development of a more equal society.

133

134 In all TYY decision-making, the eventual equality impacts of decisions are considered, and the  
135 openness of decision-making ensures the equal opportunities to influence for all municipal  
136 citizens. Mainstreaming requires well-managed flow of information as well as active  
137 communication and discussion.

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	Aim	Measure	Responsibility	Evaluation
1.	TYY is a community whose members consider themselves equal	The Executive Board includes a member responsible for equality.	Chair of the Executive Board	The Student Union Council
2.		The realisation of the Equality programme is yearly evaluated.	Executive Board Member for Equality	The Executive Board
3.		Different actors are supported when realising actions of the Equality programme.	Chair of the Executive Board, Chair of the Student Union Council	Accessibility working group
4.	Each TYY office employee knows the contents of the Equality programme and how to promote its aims in the respective area.	Equality training is organised each spring for all actors.	Secretary General, harassment contact persons, people in positions of	The Executive Board



			trust	
5.	TYY consults the members in the realisation of equality in the Student Union	TYY webpages include an equality feedback form, through which feedback may be provided for the Executive Board Member for Equality (in the framework of the themes presented in this programme). The feedback may also concern the university.	The Executive Board	Accessibility working group
6.	TYY contributes to the development of a more equal society.	TYY participates in the societal discussion on equality issues.	The Student Union Council, The Executive Board	Chair of the Executive Board Chair of the Student Union Council

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### 1.2.2. UNIVERSITY

TYY follows and actively participates in the equality planning at the university, and contributes to the realisation of the university's Equality programme.

	Aim	Measure	Responsibility	Evaluation
7.	TYY participates in the drafting of the university's equality plan	The Executive Board Member for Equality participates in the action of the university's equality working group.	Executive Board Member for Equality	Accessibility working group
8.	TYY follows the realisation of equality planning at the university.	The Executive Board Member for Equality participates in the action of the university's equality working group.	Executive Board Member for Equality	Accessibility working group

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### 1.2.3. STUDENT COMMUNITY and STUDENT ORGANISATIONS

It is often discovered when observing student activities that the needs and backgrounds of an average student serve as the starting point for the planning and realisation of activities. When observed in more detail, however, it is quickly discovered that average students do not exist, but the possibilities to participate in the activities of student organisations vary widely, for example, with regard to one's background, wealth and gender. TYY deems important that the student community considers the different needs of municipal citizens and that this difference is considered at all levels of action. While working in the student community, TYY is aware that the practices and models of thinking adopted during studying are widely present in the society through students in the future decades.



	Aim	Measure	Responsibility	Evaluation
9.	TYY encourages organisations in equality planning.	Sub-organisations are encouraged to appoint people responsible for equality and to discuss equality issues among members and actors.	Executive Board Member for Equality and Member for Sub-organisations	Accessibility working group
10.	The characteristics of the organisation's operational culture are considered. For whom is it easy to work in the organisation? For whom it is not? How the conditions can be improved?	TYY organises yearly equality training for sub-organisations.	Executive Board Member for Equality and Member for Sub-organisations	Accessibility working group

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159 2. AGE

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161 It is easily thought that assumptions of qualification or non-qualification based on age only  
162 concern young people or age groups in the end of their working careers. However, age is a basis for  
163 discrimination, which can concern Student Union actors and students of all ages. Many prejudices  
164 and attitudes relate to age, and they should be recognised in the Student Union when recruiting  
165 and when working with different actors. Although the Student Union is often considered a  
166 community of young adults, it should be remembered that the average age of students is 26 years,  
167 and there are students of all ages.

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169 As an employer, TYY carries the responsibility for the well-being of employees of different ages.  
170 TYY appreciates the experience and silent knowledge of people of all ages. TYY pays attention to  
171 the transfer of silent knowledge from experienced employees to their followers and to the whole  
172 organisation. People of different ages, with their strengths and weaknesses, form a diversified  
173 Student Union community. At TYY, age is not hidden, but the different strengths of actors are  
174 openly introduced for use in the Student Union. TYY ensures that the needs of students of different  
175 ages are considered at the university.

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178 TYY and ORGANISATIONS  
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	Aim	Measure	Responsibility	Evaluation
11.	All new students are included in the student community despite of their age.	Students of all ages are considered when planning TYY's activities.	Executive Board Member for Equality and Member for Sub-organisations	Accessibility working group
12.	Students of different ages are considered when planning tutoring.	Tutors are encouraged to consider people of different ages – for example older students – during tutoring and orientation week activities.	Executive Board Member for Equality and Member for Sub-organisations	Accessibility working group

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181 3. CONVICTION  
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183 People have different convictions: religious, societal, political and ethical. The Constitution  
184 guarantees freedom of conviction and its practice, right to profess and to practice religion, and the  
185 right to be a member or decline to be a member of a religious community. Fundamental rights also  
186 include freedom of opinion and expression. Discrimination on the basis of conviction is prohibited  
187 by the law. It is also prohibited to justify one's discriminatory behaviour with conviction.  
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189 TYY is an operational environment where different people and convictions meet. Everyone  
190 participating in the activities of the Student Union have the right to express their convictions or to  
191 profess a religion. Equally, everyone has the right not to profess a conviction. Everyone's  
192 convictions are equal at TYY despite of the conviction of the mainstream actors. TYY's atmosphere  
193 towards different convictions is open, and all convictions are equally welcome. University  
194 community should not approve the violation of person's values related to their views of life or  
195 discrimination on the basis of conviction.  
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197 TYY  
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	Aim	Measure	Responsibility	Evaluation
13.	Nobody is discriminated against on the basis of conviction in the university community.	Communication ensures that convictions are not addressed in an insulting manner.	Chair of the Executive Board, Chair of the Student Union Council, Secretary General	Executive Board Member for Equality
14.		Everyone's views are heard and considered and not ignored on the basis of conviction.	Chair of the Executive Board, Chair of the	Executive Board Member for Equality



			Student Union Council, Secretary General	
15.		Issues and ideologies are discussed in an equal dialogue at TYY.	Chair of the Executive Board, Chair of the Student Union Council, Secretary General	Executive Board Member for Equality
16.		People are aware that operating in a religious or political minority is challenging and practices are created in order to help everyone in expressing their opinions.	Chair of the Executive Board, Chair of the Student Union Council, Secretary General	Executive Board Member for Equality
17.		Preparation of documents and presentations is open.	Chair of the Executive Board, Chair of the Student Union Council, Secretary General	Executive Board Member for Equality
18.		Political or societal conviction is not considered when recruiting employees.	Chair of the Executive Board, Chair of the Student Union Council, Secretary General	Executive Board Member for Equality



202 STUDENT ORGANISATIONS  
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	Aim	Measure	Responsibility	Evaluation
19.	Nobody is discriminated against on the basis of conviction in the university community.	Discrimination is addressed if there are signs of discrimination.	All actors	Executive Board Member for Sub-organisations
20.		Communication ensures that anyone's convictions are not addressed in an insulting manner.	All actors	Executive Board Member for Sub-organisations
21.		Everyone's views are considered and not ignored on the basis of conviction.	All actors	Executive Board Member for Sub-organisations
22.		Participating or not participating in religious events is socially possible.	Event planners	Executive Board Member for Sub-organisations
23.		Events' servings consider diets also on the basis of participants' convictions.	Event planners	Executive Board Member for Sub-organisations
24.		Planning and organisation of alcohol-free events is enforced.	Event planners	Executive Board Member for Sub-organisations
25.		People not consuming intoxicants will be considered when organising events.	Event planners	Executive Board Member for Sub-organisations

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205 UNIVERSITY  
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	Aim	Measure	Responsibility	Evaluation
26.	Settling down and other practice of religion is made possible at the university.	University organises and maintains premises with possibilities to settle down during the day at the campus. The premises enable common times of prayer.	Executive Board Member for Equality	Chair of the Executive Board

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#### 209 4. DISABILITY, HEALTH

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212 The definitions of healthy and sick are partly determined culturally and their boundary is not  
213 always clear and unambiguous. Each individual is sick at some point of life and is thus unable to  
214 function temporarily. On the other hand, a person with a chronic disease may be well able to  
215 function. There are sicknesses and health situations which may awake prejudice and may at worst  
216 lead to discrimination. In addition, a person's patient history may cause prejudice.

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218 Chronic diseases and disabilities are issues that significantly impact people's lives. The physical  
219 operational environment is rarely designed so that it is accessible despite of how and with what  
220 people move about there. Adapting to social environment may also be very challenging due to  
221 existing attitudes and prejudices. Fulfilment of social norms is a challenge for a person with  
222 different health status. At the structural level, people with disabilities and chronic diseases are  
223 treated often as a marginal group, whose needs are only taken into account when there is sufficient  
224 amount of resources and time. Discrimination against people with disabilities and chronic diseases  
225 is often structural and attitudinal, and therefore difficult to address.

226

227 Many adult disturbances of the mind begin when people are young. The most typical psychic  
228 disorders at that phase of life include anxiety, affective syndromes and substance disorders.  
229 Especially the share of young adults with game and Internet addiction is increasing. 28 % of  
230 students at higher education institutions suffer from psychic disorders. The most typical problems  
231 include continuous overstress, unhappiness and depression, concentration difficulties and staying  
232 up due to worries (FSHS: Health survey of higher education students, 2012).

233

234 Disturbances of the mind are by far the largest problem influencing study capability. Whole and  
235 well-functioning personality is a central element of students' psychic working ability. Integrating  
236 into the university community and the sense of belonging are perquisites for study capability. For  
237 the members' well-being, TYY deems important that different people can be members of the  
238 student community and that this community encourages in well-functioning study practices and  
239 helps to cope. TYY wants to create and encouraging and well-functioning student community,  
240 whose members support each other in difficult situations and are attentive and active in taking care  
241 of the well-being of each other and in noticing the decrease in the ability to function. TYY wants to  
242 contribute to making the seeking and access of health care as easy and timely as possible.

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244 Accessibility, participation and equality make it possible for different people to participate in the  
245 activities of the Student Union and the university community. According to Johanna Penttilä's  
246 research "Hitaasti, mutta varmasti? Saavutettavuuden edistyminen yliopistoissa ja  
247 ammattikorkeakouluissa 2000-luvulla" (2010), the challenge of the higher education institutions is  
248 especially the consideration of students with dyslexia and problems of mental health. According to  
249 Penttilä, the appreciation of diversity has not taken root yet, which is apparent in the fact that non-  
250 mainstream students feel outsiders and ignored. Based on the results of the research, the higher  
251 education institutions need to develop accessibility with regard to social, psychic and physic  
252 environment.

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262 TYY  
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	Aim	Measure	Responsibility	Evaluation
27.	TYY's group of actors take care of the mental well-being of themselves and of each other.	People at TYY get to know each other.	The Executive Board, staff, TYY Committees, the Student Union Council	Secretary General and the Chairs of the Executive Board
28.		Actors are interested in each other's matters and offer support for each other.	The Executive Board, staff, TYY Committees, the Student Union Council	Secretary General and the Chairs of the Executive Board
29.		Amounts of work load are critically assessed and tasks are prioritised. Assessment of work load is regularly performed before development discussions.	The Executive Board, staff, TYY Committees, the Student Union Council	Secretary General and the Chairs of the Executive Board
30.		No competition over who works most or has best results.	The Executive Board, staff, TYY Committees, the Student Union Council	Secretary General and the Chairs of the Executive Board
31.		Threshold for seeking help is low.	The Executive Board, staff, TYY Committees, the Student Union Council	Secretary General and the Chairs of the Executive Board
32.	TYY's members are well.	TYY increases the awareness of its members in cooperation with FSHS concerning diversified health care services.	The Executive Board, staff, TYY Committees, the Student Union Council	Secretary General and the Chairs of the Executive Board

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	Aim	Measure	Responsibility	Evaluation
33.	Students are well.	Members are also informed of the well-being services provided by the third sector.	The Executive Board, staff, TYY Committees, the Student Union Council	Secretary General and the Chairs of the Executive Board
34.	TYY's premises are accessible.	The accessibility of TYY's own premises is improved, especially with regard to the Library.	Actors promoting students' interests	Accessibility working group
35.		The accessibility of premises is communicated with clear signboards.	Actors promoting students' interests	Accessibility working group
36.		All work impacting building, renovation and spatial planning emphasise compliance with accessibility provisions	Actors promoting students' interests	Accessibility working group
37.		Feedback concerning accessibility will be gathered in the premises of the campus and of the Student Union.	Executive Board Member for Equality	Accessibility working group
38.	Unica's cafeterias are accessible and the staff has capabilities to serve students with disabilities.	Accessibility working group and TYY Student Cafeteria Committee produce material to support the cafeteria staff.	Accessibility working group, TYY Student Cafeteria Committee	Chairs of the Executive Board
39.		Unified queuing and feedback services will be created in the cafeterias.	TYY Student Cafeteria Committee	Chairs of the Executive Board
40.	Special groups are fully considered in student housing.	Renovation and premise planning of the Student Houses considers accessibility. This is done by consulting the accessibility working group.	Secretary General, Chair of the Executive Board	Accessibility working group
41.		Influencing work relating to student housing emphasises consideration of special groups and accessibility.	Executive Board Member for Social Affairs, student representatives in the TYS Board of Directors	Chair of the Executive Board



265 STUDENT ORGANISATIONS

	Aim	Measure	Responsibility	Evaluation
42.	Organisations maintain good student culture practices.	Organisations set up activities supporting studying, such as study circles and book services.	Sub-organisational actors, student representatives, tutors	TYY Executive Board Members for Social Affairs, Academic Affairs and Sub-organisations
43.		Study environment is actively improved in cooperation with the university.	Sub-organisational actors, student representatives, tutors	TYY Executive Board Members for Social Affairs, Academic Affairs and Sub-organisations
44.	University community is an accessible environment.	The promotion of student interests by the organisations pays attention to the accessibility of study premises.	Sub-organisational actors, student representatives, tutors	TYY Executive Board Members for Social Affairs, Academic Affairs and Sub-organisations
45.	Organisations maintain good student culture practices.	New students are well introduced to the study environment and practices.	Sub-organisational actors, student representatives, tutors	TYY Executive Board Members for Social Affairs, Academic Affairs and Sub-organisations
46.	The culture of the organisations is open to different people.	The realisation of traditions considers different backgrounds and traditions of students.	Sub-organisational actors	TYY Executive Board Member for Sub-organisations
47.		Participating in organisational activities is made simple, for example, by creating low-threshold project posts.	Sub-organisational actors	TYY Executive Board Member for Sub-organisations
48.		TYY organises accessibility and equality training for sub-organisational actors.	Executive Board Member for Equality	Executive Board Member for Sub-organisations
49.		Sub-organisations do not pressure into using intoxicants. Intoxicants should not be referred to as a significant part of student	Chairs of sub-organisations, tutors and members responsible	TYY Executive Board Members for Sub-organisations and Social Affairs



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		culture.	for social affairs	
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50.		Knowledge of single students about meeting diversity and equality is increased. Orientation lectures discuss accessibility.	Tutors, tutor coordinator	Executive Board Member for Tutors
51.	Coping and well-being of organisational actors is ensured.	Attention is paid to the burden of voluntary work, and actors provide peer support for each other.	Executive Board Member for Sub-organisations	Council of Chairs
52.		Sub-organisations exchange good practices, working methods and recreational practices with each other.	Executive Board Member for Sub-organisations	Council of Chairs
53.	Organisations maintain good student culture practices.	Additional material and group study option is provided for courses known to be difficult.	Sub-organisational actors, academic affairs sector, student representatives, tutors	Executive Board Member for Social Affairs and Member for Sub-organisations

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UNIVERSITY

	Aim	Measure	Responsibility	Evaluation
54.	University is an accessible environment.	All building, renovation and spatial planning will comply with accessibility provisions.	Actors promoting students' interests	Secretary General, Accessibility working group
55.		Study support services will be made accessible with clear communication.	Actors promoting students' interests	Executive Board Member for Social Affairs and Member for Communication, Accessibility working group
56.		All signboards at the campus should either be tactile signboards or	Actors promoting students'	Accessibility working group



		include braille.	interests	
57.		Doors of public premises, such as toilets and doors of the lecture halls should either be marked with tactile signboards or braille, and they should reveal how the doors are opened.	Actors promoting students' interests	Accessibility working group
58.		Signboards should have clear colour contrasts.	Actors promoting students' interests	Accessibility working group
59.		User assessment on accessibility will be made for buildings in the commissioning inspection of building and renovation.	Actors promoting students' interests	Accessibility working group
60.	All campus area signboards are accessible by 2016.	The accessibility of the existing signboards should be explored.	Accessibility working group	Executive Board Member for Equality
61.	Support services for students with special needs are enforced.	Resources will be strongly increased to support students with special needs.	Actors promoting students' interests	Specialist in Social Affairs and Executive Board Member for Social Affairs, Sector for academic affairs
62.		Service path for those having learning and reading difficulties will be made functional.	Actors promoting students' interests	Specialist in Social Affairs and Executive Board Member for Social Affairs
63.		University lecturers will encourage students to seek reading tests when observing signs of learning difficulties.	Actors promoting students' interests	Specialist in Social Affairs and Executive Board Member for Social Affairs, Sector for academic affairs
64.		Student admission and application information will clearly communicate that students with special needs are considered, for example, with special arrangements in the entrance examination.	Actors promoting students' interests	Specialist in Social Affairs and Executive Board Member for Social Affairs, Sector for academic affairs
65.		Resources of study	Actors	Specialist in Social



		psychologists are increased.	promoting students' interests	Affairs and Executive Board Member for Social Affairs
66.	Education is accessibly organised.	Study material, teaching schedules and other study-related information will be informed in a unified format and as clearly as possible. Complex tables are avoided and, for example, very accessible Moodle 2 is utilised.	Actors promoting students' interests	Specialist in Social Affairs and Executive Board Member for Social Affairs
67.		Special investment will be made on the accessibility of the university intra.	Actors promoting students' interests	Specialist in Social Affairs and Executive Board Member for Social Affairs
68.		TYY will draft unified instructions for the faculties in order to improve accessibility and encourages teaching staff to follow the instructions.	Executive Board Member for Equality and Member for Academic Affairs, Accessibility working group	Executive Board Member for Social Affairs
69.		A computer will be obtained for the use of students, including preinstalled utility programmes for persons with impaired vision or hearing. The device could be borrowed at the TYY Office or at university library. There could be several devices, and they could be portable.	Secretary General	Specialist in Social Affairs and Executive Board Member for Social Affairs
70.		Movable induction loop will be obtained for the use of TYY and sub-organisations.	Secretary General	Executive Board Member for Equality

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## 273 5. GENDER

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275 Gender is a large part of the identity of the people operating in the Student Union and it widely  
276 influences the manner in which we operate in our everyday life at the university, in organisations  
277 and in our studies. Gender is traditionally divided in two, in male and female gender, which do not



278 correspond to the reality in the light of the current conception: gender is a social entity larger than  
279 biologic background.  
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281 Although many people identify themselves with male or female gender, it should be considered that  
282 the differences among "men" and "women" are large. In addition, there are people who do not  
283 identify themselves with any gender. It is not appropriate to make assumptions on the basis of  
284 gender, and gender-biased views on people's characteristic should be systematically presented and  
285 dissolved.  
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287 TYY provides space to think about one's gender and expressing or not expressing it without the fear  
288 of being labelled or discriminated against. In order to dissolve gender-biased structures, the  
289 Student Union assesses the gender impacts of made decisions, and training will be organised for  
290 the actors. According to TYY's political agenda, gender parity is followed in TYY administration and  
291 in the selection of student representatives, i.e. the aim that the administration includes at least  
292 40% of both men and women. The agenda also states that gender parity is not necessarily applied if  
293 qualification difference between applicants is considerable. This entry is subordinate to the entry  
294 according to which, when selecting student representation in the administration, primary attention  
295 is paid to the representation of faculties and subjects in the organ and secondarily to the division of  
296 gender and year of study. TYY carries responsibility for gender equality when proposing  
297 representatives in the university administration and when training them.  
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299 TYY  
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	Aim	Measure	Responsibility	Evaluation
71.	At TYY, all genders have an equal position.	Representation of genders will be considered when selecting people in different organs.	Executive Board Member for Equality	Accessibility working group
72.		A record will be made on the minutes of the Executive Board and the Student Union Council if gender parity is not applied.	Chair of the Executive Board, Chair of the Student Union Council	Executive Board Member for Equality
73.	TYY has simple and clear statement on applying gender parity to the selection of student representatives in the administration.	The Student Union Council evaluates the appropriateness of the entries of the political agenda.	The Student Union Council	Chair of the Student Union Council
74.		The distribution of addresses is followed in the meetings.	Executive Board Member for Equality	Accessibility working group
75.	Gender standpoint will be mainstreamed.	Training supporting the assessment of gender impacts in the decision-making will be organised for the Student Union	Chair of the Student Union Council	Executive Board Member for Equality



		Council.		
76.		Gender impact assessment training will be organised for the office staff.	Secretary General	The Executive Board

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## UNIVERSITY

	Aim	Measure	Responsibility	Evaluation
77.	Realisation of gender equality at the university will be monitored and supported.	Realisation of gender equality in entrance examinations, teaching and evaluation will be monitored.	Student members in the Equality working group	The Executive Board
78.		Utilisation of research made in the equality field will be supported in the university's equality work.	Student members in the Equality working group	The Executive Board
79.	Contribution to the removal of gender-biased premises from the university.	It will be established whether the university has gender-biased premises, such as toilets and child care premises, and contribution will be made to changing them gender-neutral.	Student members in the Equality working group	The Executive Board
80.	Each section has teaching concerning gender bias.	TYY will explore how widely gender-related teaching is organised and contribute to making such teaching available in all disciplines.	Executive Board Member for Academic Affairs	Executive Board Member for Equality

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## 6. SEXUAL ORIENTATION

The Student Union includes people with different sexual orientation. Some define themselves heterosexuals, homosexuals, lesbians, bisexuals or asexuals, and some do not consider these terms appropriate or do not want to define themselves. It should also be observed that sexual orientation means different issues for different people, despite of common terms. In addition, sexual identity is not stable but may vary in different life situations and phases. Each person has the right to choose whether to reveal one's sexual orientation. There should be a possibility for both revealing and not revealing the issue.

Our culture still includes a strong conception of desire for the opposite sex. An assumption of heterosexuality, according to which heterosexuality is a common norm, has long lived in the society and in the university community. Discrimination confronted by sexual and gender minorities is often indirect, in which case pointing it out may feel difficult. Discrimination encountered by non-heterosexuals is often manifested as hostile environment, derogatory joking or exclusion. TYY has



321 an open atmosphere, where everyone is equal despite of their sexual orientation. Open atmosphere  
322 includes decorous discussion and increase of knowledge concerning sexual diversity.  
323

324 TYY and ORGANISATIONS  
325

	Aim	Measure	Responsibility	Evaluation
81.	Discussion on sexual diversity is encouraged.	Social affairs meetings will discuss the issue and practices will be exchanged concerning the treatment of diversity in sub-organisational activities.	The Executive Board	Chair of the Executive Board
82.	Participation in student events of couples with the same gender is a normal issue, not an exceptional case.	When organising TYY's events, all different couples are considered, for example when setting seats.	The Executive Board	Chair of the Executive Board

326  
327 7. MULTICULTURALISM and LANGUAGE  
328

329 TYY is a community whose members may have different ethnic backgrounds based on language,  
330 religion, country of origin, or culture. Our university community includes people with very  
331 different backgrounds and experiences.  
332

333 Racism is action where unequal treatment and discrimination is justified with people's different  
334 looks, physical characteristics, national character, language or culture. Racism is manifested as  
335 fears, prejudices, attitudinal atmosphere, or as negative comments on ethnic groups, immigrants or  
336 foreigners. Jokes mocking ethnic minorities are also racism. In the research concerning the  
337 position of international students (Kärki; 2005), 25 % of the foreign degree students studying at  
338 the University of Turku told they had encountered racism during their studies. Racism was most  
339 encountered among African students. In the report commissioned by SYL concerning international  
340 degree students (Anna Niemelä; 2008), one out of five students felt being excluded or treated as an  
341 outsider in the university community.  
342

343 The Student Union pays attention multiculturalism and appreciation of diversity as well as  
344 opposition to racist attitudes in all activities. TYY should aim at promoting cultural awareness,  
345 which can be seen as the counterweight to racism. Development of cultural awareness creates basis  
346 for interaction among people with different cultural backgrounds. Cultural awareness includes a  
347 thought that people know themselves and their own cultural background, are able to identify the  
348 cultural codes guiding one's own thoughts, attitudes, beliefs and behaviour and understand that  
349 their own culture and values are not the only right ones.  
350

351 Approximately two thousand international students study every year in the University of Turku,  
352 and almost all of them are members in the Student Union of the University of Turku. In the future,  
353 internationalism will be even more important part of the university community, because the  
354 strategic objective of the University of Turku is to significantly increase the amount of international  
355 student and staff exchange in the upcoming years. The duty of TYY is to take international students  
356 into account in all activities and to aim at integrating them as part of the university community.  
357 The sense of community especially presupposes well-managed flow of information. Therefore,  
358 English communication on the basic issues of the Student Union is essentially important.  
359



360 The Student Union provides the international students with the same services as Finnish students.  
361 If possible, foreign students may also be offered services especially designed for them, which  
362 increase integration in the Finnish study life and community. Internationalism concerns the whole  
363 Student Union, and everyone deems it important.

364  
365 TYY and ORGANISATIONS  
366

	Aim	Measure	Responsibility	Evaluation
83.	TYY has open culture, which respects everyone and promotes cultural awareness.	With its activities, TYY will encourage the interaction among cultures and tolerance.	Executive Board Member for Equality	TYY Committee on International Affairs, Executive Board Member for International Affairs
84.		TYY will address all observed racism.	All actors	Executive Board Member for Equality
85.		TYY will encourage, through its activities and atmosphere, positive attitudes towards immigrants, as well as well-being, adaptation and sense of community.	All actors	Executive Board Member for Equality
86.	TYY's activities are also accessible for students without Finnish knowledge.	Communication on the basic issues will also be provided in English.	All actors	Executive Board Member for Equality and Member for International Affairs
87.		Training on multiculturalism and internationalism will be organised for the organisations operating under TYY.	Executive Board Member for International Affairs	TYY Committee on International Affairs, Executive Board Member for Equality
88.		TYY's official documents will be translated in English.	Executive Board Member for International Affairs	Executive Board Member for Equality
89.		TYY's sub-organisations also communicate their activities in English.	Executive Board Member for Sub-organisations	Executive Board Member for Equality



			and Member for International Affairs	
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UNIVERSITY

	Aim	Measure	Responsibility	Evaluation
90.	Studies support understanding of diversity and multiculturalism.	Home internationalism will be promoted in a target-oriented manner.	Executive Board Member for International Affairs	TYY Committee on International Affairs
91.	University community is fair and supports the integration of international students into the scientific community.	The university will ensure that international students have sufficient support services at their disposal.	Executive Board Member for International Affairs	TYY Committee on International Affairs
92.		Tutoring and orientation of international students will be enforced.	Executive Board Member for Tutors and Member for International Affairs	TYY Committee on International Affairs
93.		University will have a sufficient amount of high-quality English course supply throughout the year.	Executive Board Member for Academic Affairs and Member for International Affairs	TYY Committee on International Affairs
94.		University will have sufficient amount of Finnish language courses.	Executive Board Member for International Affairs and Member for Academic Affairs	TYY Committee on International Affairs

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374 8. FAMILY

375

376 According to a health survey for students at higher education institutions (2012), 8.6 % of students  
377 have children. Students with a family are of all ages, and their life situations are diverse.

378

379 Student Union employees and active participants must accommodate work, leisure, studying and  
380 family life. Pregnancy or maternity, paternity or parent leave do not impact the length of a fixed-  
381 term employment. In recruitment, people should not be placed in different positions due to their  
382 pregnancy, parenthood or responsibility to provide for their family. TYY encourages all employees  
383 to utilise the parent leave in full.

384

385 A positive stand should be taken on flexible working times, when care duties so demand.  
386 Employees should not be placed in unequal position in the distribution of work load, rewards or  
387 work advancement due to care duties. In addition to child care duties, the duties may include, for  
388 example, care for ageing parents.

389

390 Arrangements of the society and of the university do not support combining family and studying.  
391 Students with children are often struggling with the challenges in the use of time and revolve in the  
392 unclear support system. Inflexible possibilities to complete studies and insufficient part-time child  
393 care services constitute great challenges in the life of students with children and may prolong study  
394 times or make the students terminate their studies.

395

396 TYY

397

	Aim	Measure	Responsibility	Evaluation
95.	Students with children are able to participate in the activities of the Student Union and to accommodate studying, family, work and leisure.	Participation of students with children will be made possible by organising activities at varying points of time and by decreasing the centrality of alcohol in the events.	Executive Board Member for Social Affairs	Executive Board Member for Equality
96.		Flexible possibilities to conduct university studies will be promoted, such as electronic exam service and possibilities for home exams.	Executive Board Member for Social Affairs and Member for Academic Affairs	Executive Board Member for Equality
97.		TYY will promote flexible day care possibilities.	Executive Board Member for Social Affairs	Executive Board Member for Equality
98.		Potty will be obtained at the TYY Office.	Secretary General	Chair of the Executive Board

398

399



400 9. OTHER REASONS RELATING TO PERSON

401  
402 In its activities, the Student Union considers the different economic situations of members. The  
403 Student Union should be able to serve all members despite of their economic situation.

404  
405 Members of TYY study in the campus units of the University of Turku in Turku, Pori, Rauma and  
406 Salo. The Student Union ensures the availability of equal membership services in all study towns.  
407 TYY ensures that members studying at filial campuses and sub-organisations have the possibility to  
408 organise events in Pori, Rauma and Salo.

409  
410 TYY and ORGANISATIONS

411

	Aim	Measure	Responsibility	Evaluation
99.	Students have the possibility to participate in student activities despite of study town and economic situation.	When planning events, it will be considered that the participation fee should not prevent anyone from participating.	Executive Board Member for Student Culture	Executive Board Member for Equality
100.		Availability of TYY's membership services will be enabled at filial campuses.	Secretary General, Specialist for Sub-organisations	Executive Board Member for Sub-organisations

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413

414

415 10. EVALUATION, FOLLOW-UP and REVISION OF THE PROGRAMM

416

417 The realisation of the Equality programme is yearly evaluated with a progress report. The Executive  
418 Board approves the report, and proposals for projects will be made accordingly in the Plan of  
419 Action. The report also evaluates the measures that promoted the aims of the programme and  
420 originated outside the equality programme.

421

422 TYY

423

	Aim	Measure	Responsibility	Evaluation
101.	The Equality programme develops the Student Union towards an equal TYY.	A progress report of the Equality programme will be drafted, according to which entries will be made in the Plan of Action.	The Executive Board	The Student Union Council
102.	Realisation of the aims of the Equality programme will be	The Executive Board and the Student Union Council review the progress report of the Equality programme.	The Executive Board	The Student Union Council



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	monitored.			
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**11. APPENDICES**

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Appendix 1 Equality vocabulary

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Appendix 2 Useful Internet pages for further information

428

Appendix 3 Sub-organisational actors' tip list for developing activities against discrimination

429

430

Appendix 4 Check list for the organiser of an accessible event

431

Appendix 5 Harassment contact persons

432

Appendix 6 An example of a progress report of the Equality programme



433 **APPENDIX 1**

434 ***Equality vocabulary***

435  
436 **Asexuality**  
437 Asexual person does not have sexual attraction to anyone, regardless of gender.

438  
439 **Bisexuality**  
440 Bisexual is characterised by the ability to feel romantic, erotic and sexual attraction towards men  
441 and women.

442  
443 **Indirect discrimination**  
444 Indirect discrimination means that an apparently neutral provision, criterion or practice puts a  
445 person at a particular disadvantage compared with other persons, unless said provision, criterion  
446 or practice has an acceptable aim. Among other issues, it is a case of indirect discrimination if  
447 perfect Finnish command is required for a job, although it would not be necessary for the conduct  
448 of work.

449  
450 **Accessibility (being free from impediments)**  
451 Accessibility in the sense of being free from impediments refers to a principle according to which  
452 the built environment and infrastructure as well as devices, software and services are as accessible  
453 as possible from the point of view of a person with impairment. Accessibility principle aims at  
454 coping without assistive devices. Accessibility in the sense of being free from impediments also  
455 includes an assumption of the existence of an obstacle that needs to be removed: when addressing  
456 services, communication, social or psychic environment or activity, it is appropriate to discuss  
457 *accessibility* as such.

458  
459 **Accessibility**  
460 Accessibility refers to the principle and practices according to which different services, psychic  
461 environment and social interaction, strategies and policies can be equally accessed by people who  
462 function differently, for example people with disabilities or special needs. Accessibility does not  
463 assume the existence of an impediment but 'accessible' is easy to access as such, such as electronic  
464 learning environment.

465  
466 **Assumption of heterosexuality**  
467 The prevailing view that heterosexuality is the common norm.

468  
469 **Heteronormativity**  
470 Heteronormativity is the thought that there are only two kinds of people in the world – women and  
471 men – and that a person cannot be both at the same time. This thought also includes an  
472 assumption or wish of all individuals being heterosexual. Men's heterosexual manhood and  
473 women's heterosexual womanhood is thought to derive from biology or nature. The existence of  
474 other kinds of sexualities or genders is denied, or they are considered inferior to heterosexuality  
475 and bipolar gender system.

476  
477 **Homophobia**  
478 Homophobia describes negative attitudes or actions of people and society towards homosexuals. It  
479 is a general term for all negativity towards homosexuals.

480  
481 **Homosexuality**  
482 Homosexuality means that an individual is romantically, erotically and/or sexually excited mainly  
483 by people of the same gender. In everyday usage, homos generally refer to men that like men, while  
484 women that like women are called lesbians.

485  
486



487 **Harassment**

488 Harassment is the infringement of the dignity and integrity of a person or group of people with a  
489 prohibited basis for discrimination by creating an intimidating, hostile, degrading, humiliating or  
490 offensive environment. Both deliberative harassment and procedure which de facto leads to  
491 harassment are prohibited in the Non-Discrimination Act. Racist jokes or name-calling of a  
492 colleague belonging to a sexual minority with an offending purpose are examples of harassment.  
493

494 **Inclusion**

495 Inclusion refers to action which seeks social equality and prevention of exclusion. Inclusion pays  
496 attention to the members of the society in a socially or otherwise weaker position and aims at  
497 strengthening their position.  
498

499 **Multiple discrimination**

500 Eventual joint effect of different bases for discrimination on an individual level refers to multiple  
501 discrimination. An individual may be discriminated on a several different bases. When a person  
502 belongs simultaneously to several disadvantaged groups, discrimination together on these bases is  
503 multiple. For example, a woman may a member of an ethnic minority, a member of an ethnic  
504 minority may be disabled, a member of a sexual minority may be elderly etc. One person may be  
505 discriminated against on all these bases. Poor social and economic positions, low level of education  
506 or poor language skills may result, in addition to discrimination, in multiplying exclusion.  
507

508 **Polyamory**

509 Polyamory is a way of thinking and living, in which a person may simultaneously have several  
510 [relationships](#) having [sexual](#) or [romantic](#) characteristics. In polyamory, openness has a central  
511 significance, because it is important, with regard to simultaneous relationships of different kinds,  
512 that all parties understand the situation.  
513

514 **Positive discrimination**

515 The aim of positive discrimination is equality. In positive discrimination, a person or a group is  
516 supported with special measures or arrangement, if there is a risk that the person or group is  
517 otherwise in an unequal position. For example quotas that guarantee educational posts for  
518 minorities represent positive discrimination.  
519

520 **Structural discrimination**

521 Structural discrimination refers to the structures of the society, such as existing practices,  
522 agreements, legislation and services. An example may be the lack of interpreting services in the  
523 health care, which prevents the fulfilment of patient rights for persons with impaired hearing.  
524

525 **LGTB parenting**

526 LGTB parenting is structured around non-heterosexual relationship. They can be families of same-  
527 sex couples, families of a non-heterosexual single parent or families with more than two parents.  
528 The other parent may also be bisexual or transgender.  
529

530 **Sexual minorities**

531 The term sexual minority refers to homosexual or bisexual people. With regard to these, a term  
532 non-heterosexual person has been introduced lately. It refers to people with feelings of love or  
533 sexuality, behaviour and self-definition towards the same gender. Sexual minorities should not be  
534 mixed with gender minorities, i.e. transsexualism, transgender people, intersex people and  
535 transvestites.  
536  
537  
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539



540 **Stereotype**

541 A stereotype is a simplified, labelling, strict and rigid image, opinion or evaluation. It can be  
542 created, for example, about another person, group or people. The problem of stereotyping is  
543 forgetting individuality and individual differences. Stereotypes are often linked to minorities.

544  
545 **Gender difference**

546 There is a biologic gender difference between man and woman. “Manhood” and “womanhood” are,  
547 however, linguistically and culturally defined, well-rooted concepts.

548  
549 **Gender minorities**

550 Gender minorities, i.e. transgender people are those whose biologic, social or psychic gender does  
551 not constitute a continuum. Gender minorities should not be mixed with sexual minorities: gender  
552 identity does not reveal one’s sexual orientation or preferences. Gender minorities include a.  
553 intersex people b. transgender people c. transsexuals and e. transvestites.

554  
555 **a. Intersexuality**

556 A person is intersexual (hermaphrodite), if they have congenital characteristics of two biological  
557 genders. People’s biological gender development is multi-phased – a part of the development  
558 phases may be girl’s development and another boy’s development. There are several different  
559 forms of intersexuality. 1:2,000 – 1: 10,000 of children are born intersex.

560 **b. Transgender**

561 Transgender people live permanently in the borderline between manhood and womanhood.  
562 However, they do not need or want gender reassignment therapy that changes gender  
563 characteristics. English transgender concept is also used in a wider term, case in which it means all  
564 trans-people, i.e. people with trans-experiences.

565 **c. Transsexualism**

566 Transsexual people feel their psychic gender is in contradiction with their physical gender  
567 characteristics: a biological woman feels like a man or a biological man feels like a woman. A  
568 biological man that feels like a woman is referred to as transsexual woman and a biological woman  
569 as transsexual man. Transsexuals usually go through a medical gender reassignment process. Sex  
570 change is a process lasting several years, in the course of which legal, social and psychological  
571 gender is changed.

572 **d. Transvestite**

573 Transvestites are people with the ability to identify themselves and to empathise with both genders.  
574 Transvestite man has an inner need to express womanhood – for example with clothes, make-up,  
575 body language and other feminine role expression.

576  
577 **Gender impact assessment**

578 Gender impact assessment is a method of mainstreaming originated in the United Nations, and it  
579 means the assessment of gender impacts. Gender view should be remembered when making all  
580 impact assessment. In a good process, the assessment is not made afterwards but in the course of  
581 preparation, when there are possibilities to influence. Budget impact assessment refers to the  
582 assessment of income and expense policies and their impact on gender equality.

583  
584 **Discrimination**

585 Discrimination means situations and processes where a person ends up or is set in a less favourable  
586 position on the basis of, for example, ethnic origin, gender, age, religion, disability, sexual  
587 orientation or gender identity. Discrimination is not based on how people really are but on which  
588 images and presuppositions are linked to them. Discrimination refers to exclusion, and includes a  
589 message of the difference and lower value of the person being discriminated against.

590  
591 In the Non-Discrimination Act, the definition of discrimination is entered as follows:

592  
593 “Discrimination means:



594 1) the treatment of a person less favourably than the way in which another person is treated, has  
595 been treated or would be treated in a comparable situation (*direct discrimination*);

596 2) that an apparently neutral provision, criterion or practice puts a person at a particular  
597 disadvantage compared with other persons, unless said provision, criterion or practice has an  
598 acceptable aim and the means used are appropriate and necessary for achieving this aim (*indirect*  
599 *discrimination*); 3) the deliberate or de facto infringement of the dignity and integrity of a person  
600 or group of people by the creation of an intimidating, hostile, degrading, humiliating or offensive  
601 environment (*harassment*);

602 4) an instruction or order to discriminate.”

### 603 **Impairment**

604 Impairment refers to the limitations caused by damage at the level of individual action.  
605 Functioning ability may be limited due to physical, intellectual or sensory disability or disease.  
606 Damage, impairment, hindrance and disease are close concepts for handicap disability.  
607 Impairment, disease or damage may be permanent or temporary.  
608

### 609 **Coming out**

610 Coming out is a process where people give themselves and/or communicates to their environment  
611 a definition related to sexual or gender minority. Sexual orientation is often not recognisable from  
612 the outside, and its definition may be a long process for the people themselves. The assumption of  
613 heterosexuality, among other issues, makes coming out a continuous process: in new social  
614 situations a member of a sexual or gender minority has to decide how to express one's identity.  
615

### 616 **Disability**

617 According to practical definition, a person with a disability is a person that has special long-term or  
618 permanent difficulties in completing ordinary life activities due to disability or disease (Section 2,  
619 Disability care act, 'Vammaispalvelulaki'). According to social definition, disability is not just a  
620 medical concept but refers to the relationship between an individual and the environment.  
621

### 622 **Empowerment**

623 Empowerment means that such circumstances are created for the people having the threat of  
624 discrimination, where they receive resources, possibilities, information and know-how needed to  
625 control their life and to plan their future. In order for the empowerment to be realised, the  
626 impairments for it have to be known and removed.



- 627 **APPENDIX 2**  
628 ***Useful Internet pages for further information***  
629  
630 **Strategy of the University of Turku**  
631 [https://intranet.utu.fi/en/unit/planning-development/strategy/Documents/UTU\\_strategy\\_2013-2016\\_final.pdf](https://intranet.utu.fi/en/unit/planning-development/strategy/Documents/UTU_strategy_2013-2016_final.pdf)  
632  
633  
634 **University of Turku Equality Plan**  
635 [https://intranet.utu.fi/en/unit/occupational-safety/Mental%20Occupational%20Safety/Documents/equality\\_plan.pdf](https://intranet.utu.fi/en/unit/occupational-safety/Mental%20Occupational%20Safety/Documents/equality_plan.pdf)  
636  
637  
638 **Instructions of the University of Turku against sexual harassment and molestation**  
639 -link will be updated later-  
640  
641 **Services of the University of Turku for students with disabilities or special needs**  
642 <https://intranet.utu.fi/en/unit/educational-development-and-counselling-services/disability/Pages/Services-for-students-with-disabilities-or-special-needs.aspx>  
643  
644  
645 **Recommendation of the University of Turku for students with disabilities or special needs**  
646  
647 <https://intranet.utu.fi/en/unit/educational-development-and-counselling-services/disability/Pages/Services-for-students-with-disabilities-or-special-needs.aspx>  
648  
649  
650 **Gender studies at University of Turku**  
651 <http://www.hum.utu.fi/oppiaineet/sukupuolentutkimus/en/>  
652  
653 **Turku for All portal – Accessibility information about the public and private services in Turku**  
654  
655 <http://www.turkukaikille.info/index.php?lang=eng>  
656  
657 **ESOK project (accessible studying at higher education institutions)**  
658 <http://www.esok.fi/esok-hanke/esittely/en>  
659  
660 **Kynnys (The Threshold Association) - Fundamental and human rights association for people with different disabilities**  
661  
662 <http://www.kynnys.fi/kynnys/english.html>  
663  
664 **Suomen Viittomakielen Tulkit ry - Finnish Association of Sign Language Interpreters**  
665 <http://www.tulkit.net/in-english/>  
666  
667 **Vammaisfoorumi ry – promotes the social position and well-being of people with disabilities**  
668  
669 <http://www.vammaisfoorumi.fi/indexuk.php>  
670  
671 **The Finnish Association for Mental Health – National public health association**  
672 <http://www.mielenterveysseura.fi/en>  
673  
674 **The Ombudsman for Equality**  
675 <http://www.tasa-arvo.fi/en/home>  
676  
677 **Ombudsman for Minorities**  
678 [http://www.vahemmistovaltuutettu.fi/en/front\\_page](http://www.vahemmistovaltuutettu.fi/en/front_page)  
679  
680 **Equality.fi – material bank for authorities, organisations and those interested in equality and non-discrimination**  
681  
682 [http://www.yhdenvertaisuus.fi/welcome\\_to\\_equality\\_fi/](http://www.yhdenvertaisuus.fi/welcome_to_equality_fi/)  
683



- 684 **Minna.fi – Centre for Gender Equality Information in Finland**  
685 <http://www.minna.fi/web/guest/home>  
686
- 687 **Hilma – Network for Gender Studies**  
688 <http://www.hilmaverkosto.fi/english>  
689
- 690 **The European Commission webpage for tackling discrimination**  
691 [www.stop-discrimination.info](http://www.stop-discrimination.info)  
692
- 693 **Seta - LGTBI Rights in Finland**  
694 <http://www.seta.fi/en.php>  
695
- 696 **Inappropriate Treatment at Work – Guidelines for Preventing and Dealing with**  
697 **Harassment and Inappropriate Treatment in the Workplace**  
698 [http://tyosuojelujulkaisut.wshop.fi/documents/2010/10/SGI\\_42.pdf](http://tyosuojelujulkaisut.wshop.fi/documents/2010/10/SGI_42.pdf)  
699
- 700 **Nyyti - Support Centre for students of higher education institutions (in Finnish)**  
701 [www.nyyti.fi](http://www.nyyti.fi)  
702



703 **APPENDIX 3**

704 ***Sub-organisational actors' tip list for developing activities against discrimination***

705

706 This appendix includes practical tips on how sub-organisations can create an operational culture  
707 that appreciates diversity and decreases discrimination. The tips are also well adapted for other  
708 Student Union actors, such as members of the Student Union Council and of the Executive Board  
709 and the staff. We will update more links on the webpage of the Student Union, and there you can  
710 also find the guide for organising accessible events. The Student Union regularly organises training  
711 concerning equality, and attending them will give you valuable further information. The  
712 participation in the trainings is open for all. TYY's Specialist in Social Affairs and the Executive  
713 Board Member for Equality are happy to help you, in case you need further information!

714

- 715 • When selecting people, for example in the Executive Board of the sub-organisation and in  
716 other eventual organs, it should be ensured that all applicants have equal possibilities to  
717 apply for positions. Person's age, gender, wealth and social background should not  
718 influence the assessment of person's qualifications for conducting the task.
- 719
- 720 • It would be good to select a person responsible for equality. The Student Union organises a  
721 yearly training for people responsible for equality, as well as meetings.
- 722
- 723 • Sub-organisations should avoid joking related to a person's characteristics, because it  
724 constitutes discrimination. It is everyone's right and responsibility to address insulting talk.  
725 Everyone should have the right to address insulting joking concerning themselves or  
726 another person without the fear of being labelled.
- 727
- 728 • Each organisational actor should have the right to tell or not tell about their diseases,  
729 patient history or disability. Justice is not served if the general atmosphere is contrary!
- 730
- 731 • All members of the sub-organisation should have the freedom to express their gender or  
732 androgyny without discrimination. Open discussion on the diversity of gender is useful for  
733 creating an approving atmosphere.
- 734
- 735 • The communication of the sub-organisation should pay special attention to the photos  
736 attached on the webpages of the organisation and on the Facebook group. The Executive  
737 Board of the sub-organisation should approve the presentation of all photos on these  
738 forums in order to prevent the publication of photos that may be insulting. If a person in a  
739 photo wants the photo to be removed, this must be done.
- 740
- 741 • The planning and advertisement of sub-organisational activities should consider the  
742 possibility for students with children to participate in the event, either with or without  
743 children.
- 744
- 745 • Discrimination on the basis of conviction is prohibited, but a conviction should not be a  
746 basis for discriminative behaviour against other people. All convictions should be  
747 respected!
- 748
- 749 • Participating or not participating in religious events should be socially possible.
- 750
- 751 • There are university students of all ages. When advertising events, it should be considered  
752 that the advertisements are not too directed at a certain age group. Willingness to belong  
753 and to network with other students does not depend on age.
- 754
- 755 • When constructing the webpages of the sub-organisation, their usability with regard to  
756 visually impaired should be considered. Further information on accessible webpages is  
757 available, for example, at the webpages of the Finnish Federation of the Visually Impaired.
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- The atmosphere of the sub-organisations and of the university community has a long-term effect on students' psychic well-being. Respect for diversity and non-discrimination create well-being.
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- A gender sensitive manner to organise a sauna evening of the organisation is to organise separately "women's time", "men's time" "time for all".
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- When organising events, it should be remembered that everyone does not want to use alcohol or other intoxicants and each of us is in a situation at a certain time of life, where we want to choose an alcohol-free option. Sub-organisations can also contribute to creating a free and accepting atmosphere, in which, for example, not using alcohol is not a fuss. This can be done by organising also alcohol-free events, such as game evenings. The events which serve alcohol should always provide the possibility to choose a decent alcohol-free option.
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- Sub-organisations should respect everyone's right to tell or not to tell about their private life, relationship or sexual orientation. Open and permitting atmosphere is the responsibility of all!
- 778  
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- Sub-organisations can promote multiculturalism by communicating their events in English and by welcoming people of different national background to join.
- 781  
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- Sub-organisational activities and communication should consider the diversity of gender and sexuality. Continuous emphasise of heterosexuality and ignoring non-heterosexuality is discrimination.
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- Different diets on the basis of ethical and health reasons should be considered in order to enable eating for all. Special diets can be asked to be notified to the organiser of the event in connection to registration.
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792
- Accessible premises should be selected when organising events and meetings. Accessibility or non-accessibility should be mentioned in the invitation for the event. When using university premises, those with the possibility to use induction loop should be preferred.
- 793  
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796
- When communicating events and occasions, a person should be appointed to be contacted for further information. Students may contact the person in case they want further information on accessibility or to notify their special diet.



797 **APPENDIX 4**

798 ***Accessible event – quick check list for organisational actors***

799

800 Several events are organised at TYY, and they may be different in size, contents and aims, but each  
801 can be observed from the point of view of accessibility. The basic task of the organiser is to find out  
802 how they may enable full participation of people interested in the event. This quick check list is  
803 intended for the use of both TYY's Office and other parties operating in its sphere of activity.

804

805 **1. COMMUNICATION ON THE EVENT**

806

- 806 • Write in a language that is easy to understand
- 807 • Printed material should contain clear and sufficiently large text
- 808 • Inform early on the event
- 809 • Photocopy event programmes and maps of the premises beforehand
- 810 • Draft accessibility guide for the event, which will ensure information on the following  
811 before and during the events: accessible toilet – other toilets – phones – induction loop  
812 – interpreter for the deaf – sign language interpreter. The accessibility guide should be  
813 able to guide to taxi and from taxi to the venue and to the eventual seat, cafeteria, toilet  
814 etc.
- 815 • Remember to ask the following issues in the registration: food allergies, special needs  
816 with regard to moving and other special wishes.

817

818 **2. VENUE/PREMISES**

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- 819 • Accessible environment is safe. There is no danger of falling, slipping or tripping.  
820 Passages are even and well-lit. Doors and openings are wide enough for those with a  
821 wheelchair, a push chair or a pram. Doors open easily and stay open for long enough.
- 822 • Taxis, collection points for vehicles for persons with disabilities and parking spaces for  
823 persons with disabilities should be located in connection to all venues.
- 824 • Venues should be easy to go through without getting lost. This can be done, for example,  
825 by using large and clear information boards. Signboards may include international  
826 symbols or other known signs. More information on the symbols is available at:  
827 <http://www.kulttuuriakaikille.fi/en.php> -> Information and instructions -> symbols for  
828 communication.
- 829 • If there are stairs in the entrance, there should be an alternative entrance or temporary  
830 ramp. Remember to mention the alternative entrance in the communication.
- 831 • If there is an auditorium in the event, make sure there are spaces for wheelchairs.
- 832 • All premises where events are organised must be smoke-free. Rich perfumes should be  
833 avoided, because they may cause difficulties for the allergic. Fitted carpets should be  
834 avoided.
- 835 • Do the premises, where events are organised, contain tele/induction loop or other  
836 system assisting persons with impaired hearing? The premises should have good  
837 acoustics. In 2013, TYY will obtain an induction loop which may be borrowed by  
838 organisations.
- 839 • If food is served in the event, make sure that everyone is able to eat. Tables should be  
840 positioned widely enough to permit moving around them. In addition, the tables should  
841 have spaces without chairs for people with wheelchairs.
- 842 • Make sure that the standing supports of tables do not prevent a person with a  
843 wheelchair from accessing the table. Make sure there are a couple of seats of different  
844 heights and high chairs if small children attend the event.
- 845 • Places for rest, such as chairs or benches in quiet places, indicate that the participants  
846 have been considered. For resting, set also higher chairs for those who cannot sit on a  
847 chair of normal height. If the chairs have armrests, one may brace the arm when seating  
848 and getting up.
- 849 • Accessible toilet must be in the immediacy of each venue.
- 850 • Does your event need an interpreter or a prima vista interpreter? Ask it in the  
851 registration and remember to book them in time!



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**OTHER ISSUES TO CONSIDER:**

- All movie and video films should have subtitles. If films are shown at your event, do they have subtitles?
- Entrance fee may prevent some from participating. Could the event be free for all? Can the assistant of a person with a disability enter the event free of charge?



860 **APPENDIX 5**

861 ***Harassment contact persons***

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863 If you encounter harassment or other discrimination, bring it up with a harassment contact person  
864 or with the Secretary General. You can also directly contact the industrial safety district or other  
865 equality authority. The whole community is responsible for a good atmosphere, and clearing  
866 harassment cases is important for the well-being of the entire community.

867

868 Harassment may be manifested, among other issues, as racist or homophobic joking, as general  
869 teasing and ignoring, or as sexually suggestive gestures. With TYY's harassment contact person,  
870 you can discuss all harassment. Harassment contact persons are bound by obligation to observe  
871 secrecy, and they clear and put forward the issue only with the consent of the proper person.

872

873 Do this if you fall victim of harassment:

874 • try to inform the person harassing you – if possible – immediately and unambiguously  
875 that you do not like the treatment or messages received.

876 • keep a record of the events: record dates, times, places and those present

877 • keep the evidence, such as letters, emails and text messages

878 • contact a harassment contact person and/or Secretary General in an early stage.

879

880 TYY's harassment contact persons in 2013 are Jukka Vornanen and Minttu Naarninen:

881 • Jukka's contact details: [tyy-koposihteeri@utu.fi](mailto:tyy-koposihteeri@utu.fi)

882 • Minttu's contact details: [tyy-soposihteeri@utu.fi](mailto:tyy-soposihteeri@utu.fi)

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885 **APPENDIX 6**  
886 ***Evaluation of TYY's Equality plan***

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888 Reporting template (example)  
889 Evaluation by: The Executive Board  
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Aim	Measure	Realised	Partly realised	Not realised
TYY is a community whose members consider themselves equal	The realisation of the equality programme is yearly evaluated			
Each TYY office employee knows the contents of the equality programme and knows how to promote its aims in the respective area	Equality training is organised each spring for all actors			
University community is an accessible environment	TYY's trainings consider people with special needs			
	The position of students with special needs is improved in the work done with the administration			

891  
892 The report is a form at Webropol or at other Internet service, and it is filled each year. Each  
893 evaluating party has their own tailored report template with the measures, defined in the  
894 programme, which they should evaluate. Measures are evaluated in a tripartite scale: realised, not  
895 realised or partly realised. The evaluating party fills the form and the Internet service creates  
896 equality reports for the evaluating party, for the people responsible for the measures and for other  
897 TYY actors. Partly or not realised measures will be brought for scrutiny, and entries will be made in  
898 the Plan of Action for the following year. Therefore, the work in the following year especially  
899 considers the unrealised aims and encourages taking measures to meet them.  
900