

Education for all!

Equality planning guide
for educational
establishments

Authors

Working Group for Equality planning in educational establishments (Equality is Priority 5 Project)
(Chairman: Panu Artemjeff, Ministry of the Interior, secretaries of the working group: Hitomi Tabuchi and Katriina Nousiainen)

Commissioned by

Equality is Priority 5 Project

Body appointed on

1.2.2012/ SM091:00/2011

Name of publication

Education for all! Equality planning guide for educational establishments

Abstract

This guide is intended as a tool for all upper secondary and higher education institutions that wish to promote equality actively and systematically. The guide introduces the legislative basis for promotion of equality and presents good practices that are suited to educational establishments both for the planning stage and for the plan's implementation. It also points out examples of equality issues from perspective of different discrimination grounds.

This guide has been produced as part of the Equality is a Priority 5 project (YES), which is administered by the Ministry of the Interior and which receives funding from various ministries and the European Commission's PROGRESS programme for employment and social solidarity. The project brought together a group of experts who worked together to produce this guide. In addition, the draft version of the guide was circulated for written comments to a large number of education sector actors.

This guidebook is available in Finnish, Swedish and in English. The electronic versions are available on www.yhdenvertaisuus.fi. The Finnish version is also available as a print copy.

Keywords

discrimination, education, equality, experiences of discrimination, minorities, multiple discrimination, non-discrimination, young people

Other information

ISBN number for online version: ISBN 978-952-491-987-6 (PDF), available at www.intermin.fi or www.equality.fi

Name of series and number of publication

Ministry of the Interior publication 25/2014

ISSN

2341-8524

ISBN

978-952-491-986-9

Number of pages

40

Language

English

Price

free

Confidentiality rating

public

Distributed by

Ministry of the Interior

Published by

Ministry of the Interior

Tekijät

SM:n asettama oppilaitosten
yhdenvertaisuussuunnittelun
työryhmä (YES5-hanke)
(Puheenjohtaja Panu Artemjeff,
sihteerit Hitomi Tabuchi ja Katriina
Nousiainen)

Julkaisun laji

Toimeksiantaja

Yhdenvertaisuus Etusijalle 5-hanke

Toimielimen asettamispäivä

1.2.2012/ SM091:00/2011

Julkaisun nimi

Oppia kaikille! - Yhdenvertaisuussuunnittelun opas oppilaitoksille

Julkaisun osat

Tiivistelmä

Tämä opas on tarkoitettu yhdenvertaisuussuunnitelmia tekevien oppilaitosten tueksi. Se sisältää tietoa yhdenvertaisuuteen liittyvästä lainsäädännöstä, konkreettisia esimerkkejä yhdenvertaisuussuunnitelman laatimisprosessista, suunnittelun tavoitteenasettelusta ja sisällöistä. Lisäksi oppaaseen on kerätty esimerkkejä yhdenvertaisuuskysymyksistä eri ryhmien osalta ja hyviä käytäntöjä oppilaitosten yhdenvertaisuustyöstä.

Oppaan on laatinut sisäasianministeriön YES5-hankkeen asettama työryhmä (SM091:00/2011).

Työryhmän työskentelyyn osallistui eri oppilaitosten, viranomaistahojen, kansalaisjärjestöjen, yhdenvertaisuus- ja tasa-arvoelinten edustajia. Lisäksi oppaan luonnosversiosta pyydettiin lausuntoja laajalta joukolta opetusalan toimijoita.

Oppaan sähköinen versio löytyy internetosoitteesta www.yhdenvertaisuus.fi. Oppaasta on olemassa suomen-, ruotsin- ja englanninkieliset versiot.

Avainsanat (asiasanat)

koulutus, vähemmistöt, syrjintä, ihmisoikeudet, oppilaitokset, opiskelijat, yhdenvertaisuus, yhdenvertaisuussuunnittelu

Sarjan nimi ja numero

Sisäministeriön julkaisut 24/2014

ISSN

2341-8524

ISBN

978-952-491-984-5 (nid.)
978-952-491-985-2 (PDF)

Kokonaissivumäärä

40

Kieli

ruotsi

Hinta

maksuton

Luottamuksellisuus

julkinen

Jakaja

Sisäministeriö

Kustantaja/julkaisija

Sisäministeriö



This publication was produced as part of the Equality is Priority (YES) project co-funded by PROGRESS, the European Union's Community Programme for Employment and Social Solidarity (2007–2013). The opinions expressed in this publication are those of the authors, and the European Commission assumes no responsibility for the use of the publication's contents. The contents of this publication do not necessarily reflect the views or opinions of the European Union.

Equality is Priority (YES) is a cooperation project between the Finnish administration, authorities, and bodies and organisations representing groups at risk of discrimination. Its objective is to promote non-discrimination and equal opportunities. The project implementers are the Ministry of the Interior, the Ministry of Justice, the Ministry of Education and Culture, the Ministry of Social Affairs and Health, the Ministry of Employment and the Economy, Defence Command of the Finnish Defence Forces, the Sámi Parliament as well as organisations and advisory bodies representing parties at risk of discrimination. For more information visit www.yhdenvertaisuus.fi.

Graphic design and layout: Grafismo.fi

Drawings: Mari Ahokoivu

Photos

Photo p.7: Tikkurila General Upper Secondary School Study Café. By: Lari Koponen

Photo p. 12: Tikkurila General Upper Secondary School Study Café. By: Lari Koponen

Photo p. 14: Luksia branch at Toivonkatu in Lohja. By: Riikka Suhonen

Equality logo: Hahmo Design Oy

Printed by: Kopijyvä Oy, Jyväskylä

Publisher: Finnish Ministry of the Interior

Ministry of the Interior publication 26/2013

Education for all! Equality planning guide for educational establishments
(Katriina Nousiainen)

ISBN 978-952-491-873-2 (bound)

ISBN 978-952-491-874-9 (PDF)

(ISSN 1236-2840)

Contents

Introduction	6
Educational establishments as creators of social values –aims realised	8
Equal opportunities for learning	8
Legal basis	8
The promotion of equality in educational establishments	11
Common understanding creates team spirit	11
Equality as part of the educational establishment's image	12
Key concepts	13
Equality in educational establishments	15
Planning as a strategic process	15
Where to start?	16
Involve others and delegate responsibility	16
Gather information	18
Using the results of surveys	19
What makes a good equality plan	20
Planning process checklist	22
Publicise the plan	23
From a plan to reality	23
Monitoring, evaluating and updating the plan	23
Good practices in the promotion of equality	24
A good practice from Tikkurila General Upper Secondary School: Study Café	26
A social instructor at Tampere University of Applied Sciences TAMK	26
Further information	27
Appendix 1: Equality survey in an educational establishment	28
Appendix 2: Working group members	35

Introduction

All educational establishments are heterogeneous and diverse communities. People who are different in terms of their background and functional capacity study and work in them, as do those in different age groups. The purpose of the equality plan is to ensure that people from different starting points have an equal opportunity to study and work in educational establishments, thus increasing the attraction of the establishment.

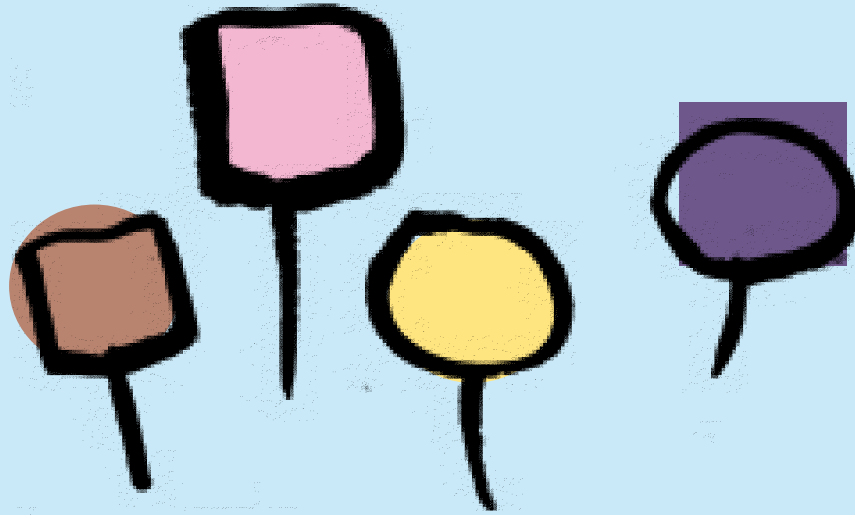
Under the Finnish Non-discrimination Act (21/2004, section 4), authorities are obliged to draw up an equality plan for everything they are involved in and with regard to their role as employers. In the educational sector, this obligation of drawing up plans applies to the education provider, which generally is the municipality maintaining the education establishment. While no statutory obligation of drawing up an equality plan is thus imposed on individual educational establishments, an equality plan is a useful practical tool for developing the establishment. The Ministry of the Interior issued general guidelines for equality planning in 2010. This guide supplements those guidelines by extending them to educational establishments.

This guide is intended as a tool for all upper secondary and higher education institutions that wish to promote equality actively and systematically. The guide presents good practices that are suited to educational establishments both for the planning stage and for the plan's implementation. It considers equality planning mainly from the perspective of the development of educational establishments themselves. Guidelines for staff development may be found in the *Equality Planning Guide* (Ministry of the Interior publication 10/2000).

There are provisions on gender equality planning in educational establishments in the Finnish Act on Equality between Women and Men (609/1986, Equality Act). Guidelines on gender equality planning were issued in 2008. They recommend that gender equality and general equality (anti-discrimination) planning should be combined in educational establishments. Combined plans have indeed been drafted, but the general equality perspective is often a narrow one in them, partly because there are no guidelines available that go deeper into the subject. The purpose of this guide is to provide tools for strengthening the general equality perspective in the combined plans.

This guide has been produced as part of the Equality is a Priority 5 project (YES), which is administered by the Ministry of the Interior and which receives funding from various ministries and the European Commission's PROGRESS programme for employment and social solidarity. The project brought together a group of experts who worked together to produce this guide. In addition, the draft version of the guide was circulated for written comments to a large number of education sector actors. The names of the working group members and a list of those who gave their comments on the guide is attached in Appendix 2 at the end of this document.

We would like to extend our warmest thanks to all members of the working group!



Educational establishments as creators of social values –aims realised

Equal opportunities for learning

The principles underlying equality are above all a respect for human dignity and the quest for social justice. Equal opportunities do not mean the denial of differences. However, people's varying backgrounds should not affect their chances of access to education and to improving themselves according to their abilities.

Educational institutions are crucial for the creation of fair opportunities. The education, training and skills that they provide most of all affect people's social placement, in addition to the skills that they acquire at work. This also puts educational establishments in a special position in the promotion of equality. Institutions must offer equal opportunities for students coming from all demographic groups. The guarantee of equal opportunities may also mean that attention will have to be paid to difference and cases where people do not receive the same treatment.

The ethical principles for teachers drafted by the OAJ (Trade Union of Education in Finland) propose that human dignity must be respected regardless of a person's gender, sexual orientation, appearance, age, religion, social status, origin, opinions, abilities and achievements. These ethical principles also state that a teacher's sense of fairness must extend to the promotion of equality and avoidance of discrimination and favouritism in particular. Fairness must also be accomplished in the sharing of benefits and burdens, in dealing with breaches and disputes, and in learner assessment. A teacher must ensure that all students have the same rights and obligations as members of society. Teachers should also see to it that the cultures of students and of their parents or guardians, as well as their outlook on life, are respected impartially and that no one is discriminated against on the basis of these.

Are those students that can gain 55 academic credits a year the only ones of value to the university? In other words, students who, for health or social reasons, or reasons totally unconnected with the students themselves, cannot achieve this target, are less valuable to the university.

Amélie Martikainen, Varkaat ry, the student organisation for people studying early childhood education at the University of Jyväskylä.

Legal basis

Equality is a fundamental right enshrined in the Constitution of Finland. There are various prohibitions against discrimination in place, both in national legislation and in international human rights treaties that Finland is signatory to. Under the **Non-discrimination Act**, nobody may be discriminated against on the basis of age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation or other personal characteristics. The purpose of the Act is to foster and safeguard equality and enhance the protection provided by law to those who have been discriminated against in cases of discrimination.



Section 2 of the Non-discrimination Act states that the Act applies to both public and private activities in the context of access to training, including advanced training and retraining, and vocational guidance. On this basis, the Act does not apply to the aims or content of education or the education system. However, teachers and others involved in education have an obligation under the Constitution and the Non-discrimination Act actively to promote equality among pupils and change the circumstances that prevent this.

Equality challenges encountered by students from different backgrounds:

- It is difficult for Roma students to find work placements for obligatory work practice.
- Teachers are not able to provide adequate support for students who are discriminated against e.g. during a work practice period or when looking for a work placement.
- Legislation on student suitability may prevent a disabled person from being admitted as a student.
- The built environment may not be accessible, which at worst may force a disabled student to drop out of their studies.
- Students with visual impairments are not informed of study materials they need in time (producing an audiobook takes three months).
- The diversity of gender or sexual identities is not taken into account in sexual and health education.
- Teachers do not have capabilities for recognizing racism or intervening in it.
- In higher education, communication is often only available in Finnish.
- Education completed abroad is not appreciated.
- Student supervisors do not have the skills to support and encourage young people with different backgrounds, and the guidance provided for these students is stereotypical
- Finding out about various alternative ways of studying is left to the young persons and their families.
- Young immigrant and Roma people have unrealistic ideas of the requirements of general upper secondary school studies, and they are thus afraid to apply for these schools.

An equality plan is a plan drawn up by an authority or other organisation for how it, in its capacity as employer, can promote equality and prevent and address the problem of discrimination.

In order to foster ethnic equality, the authorities must draw up a plan (equality plan) to the extent required, given the nature of their activities. The Ministry of the Interior has issued general guidelines on the content of such a plan (9.11.2007/978). Although the legal obligation to produce a plan only applies to ethnic origin, the Ministry recommends that authorities should produce plans that cover all prohibited aspects of discrimination. In the education sector, the obligation to produce an equality plan applies to the education provider, but many educational establishments have found it a good tool for developing their organisation.

Equality is also an important legal principle in special legislation on education and teaching. Under section two of the **Finnish Basic Education Act**, for example, the purpose of education is to support pupils' growth into humanity and into ethically responsible membership of society and to provide them with knowledge and skills needed in life. The Act also states that education should promote civilisation and equality in society and pupils' prerequisites for participating in education and otherwise developing themselves during their lives. Equality is also the guiding principle of legislation on upper secondary and polytechnic education.

Finland also ratified the **UN Convention** against Discrimination in Education back in 1971. Anti-discrimination and equality also relate to certain subject areas of education and teaching in the **national core curriculum**



The promotion of equality in educational establishments

Common understanding creates team spirit

To begin with, it would be a good idea to think about together what equality means in the life of the establishment, whom it affects, and what steps can be taken to foster equality between students and staff from different backgrounds. The questions to consider for the educational establishment concerned include:

- How does human diversity manifest itself?
- Does everyone have an equal opportunity to make progress in their studies?
- Are the materials necessary for study accessible for all?

Bullying continues to affect students in secondary and higher education. Almost one half of the respondents (48%) in a student health survey (2012) had experienced bullying in their time at school. One out of five had been bullied for several years. In higher education, 5% of students felt they had been bullied by other students and 6.5% by staff members.

(Source: Statement of the National Union of University Students in Finland to the Ministry of the Interior, 15 March 2013)



- How successfully is equality accomplished in the organisation of tuition?
- Are facilities intended for study accessible?
- How equal are the study methods (exams, essays, study diaries, etc.)?
- How is equality accomplished in the student community, e.g. in student unions?
- Is there discrimination in the educational establishment against students or staff in certain groups?
- How can discrimination be dealt with?
- What sort of a workplace is the educational establishment for staff from different backgrounds?

The promotion of equality means the identification of different starting points and the establishment of teaching and work arrangements that enable each student or employee to achieve the goals and targets set for him or her.

A positive attitude and a willingness to improve internal interaction in the establishment is needed in order to promote equality. The goal is showing that all members of the educational establishment are appreciated, regardless of their different backgrounds and starting points.

Positive attitudes to equality issues may also be promoted without large resources. Joining the Discrimination-free Zone campaign is an example of low-threshold activities that can help to open a dialogue and launch equality work in an educational establishment.

Equality as part of the educational establishment's image

Work on equality in an educational establishment is an important part of its image. An establishment that guarantees equal opportunities for study is of interest to students from all demographic groups and from different parts of the world. Identifying and developing the skills and competence of different students boosts the establishment's competitiveness. A diverse student environment offers a rich learning experience and is also valuable for experience of life. On the other hand, news of discriminatory practices spreads rapidly, and this will have an adverse effect on the establishment's attraction as a place of study and a workplace.

Key concepts

HARASSMENT

The creation of an intimidating, hostile, degrading, or offensive environment.

Example: Some of the teachers in the teachers' common room continually tell jokes that are offensive to ethnic and sexual minorities and no one does anything about it.

REASONABLE ACCOMMODATION

Under the Non-discrimination Act, a person commissioning work or arranging training must, where necessary, take any reasonable steps to help a person with disabilities to gain access to work or training, to cope at work and to advance in their career. Reasonable accommodation means necessary and appropriate modification and adjustments, where needed in a particular case, to ensure for persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. Reasonable accommodation should not impose a disproportionate or undue burden on the employer or organiser of education.

Example: Students who are physically challenged are offered the opportunity to complete a field course in an alternative way.

MULTICULTURALISM

Multiculturalism is a concept that is mainly understood as cultural diversity across ethnic groups. Currently, the concept of multiculturalism is also used in a wider sense as a synonym for diversity to also cover such areas as diversity in sexual and gender identity. It is sometimes replaced by the term inter-cultural dialogue.

MULTIPLE DISCRIMINATION

A person may be discriminated against on various grounds in different situations or for more than one reason in the same situation. The most common of these 'other grounds' include age and gender.

FORMAL EQUALITY

People in the same situation are always treated in the same way. Because formal equality means the same treatment for all regardless of different starting points (e.g. age, health, language or gender), it does not guarantee the realisation of equality for all.

Example: Requirement for entry to the educational establishment is a minimum height of 170 centimetres, although 95% of men and just 30% of women on average would meet this condition.

POSITIVE DISCRIMINATION

Positive discrimination means special measures that improve the position of and conditions for a certain group exposed to discrimination (for example elderly people, children, ethnic minorities). These measures aim to safeguard substantial equality, and they are not extensive enough to discriminate against other groups. Under section 7 of the Non-discrimination Act, positive discrimination must be in correct proportion to its objectives.

ACCESSIBILITY AND USABILITY

To be accessible, an environment, a service or offer must be as obstacle-free as possible, i.e. suitable for use by different people. More information on accessibility can be found, for example, in the Ministry of Education and Culture report *Slowly but sure-*

ly? Progress in the accessibility of university and polytechnic education in the 2000s. Usability means that such as electronic learning materials can be used by means of various aids.

GROUPS AT RISK OF DISCRIMINATION

Demographic groups in a vulnerable position from the standpoint of equality. Examples are children and young people, the elderly, ethnic, religious and linguistic minorities, disabled people and those belonging to sexual and gender minorities. It is worth remembering, however, that although we refer to groups at risk of discrimination, discrimination always pertains to individuals and their identity.

GENDER EQUALITY

The concept of gender equality generally refers to equality between the sexes. Under the Finnish Act on Equality between Women and Men, the authorities, educational establishments and other bodies organising education and tuition must ensure that the instruction, research, and learning materials support the purpose of the Act. The legislation on gender equality is being reformed to also cover gender minorities.

SUBSTANTIAL EQUALITY

People's different starting points and opportunities are taken into account by organising support measures and positive action for those who need it. The realisation of substantial equality may depend on the active promotion of equality by deviating from the equal treatment principle.

Example: An educational establishment allows the use of a computer for disabled people in an entrance exam, because writing the answers by hand is not possible for them or it is a slower process than it is for those without disabilities.

INDIRECT DISCRIMINATION

An apparently neutral provision, criterion or practice that puts a person at a particular disadvantage compared with others.

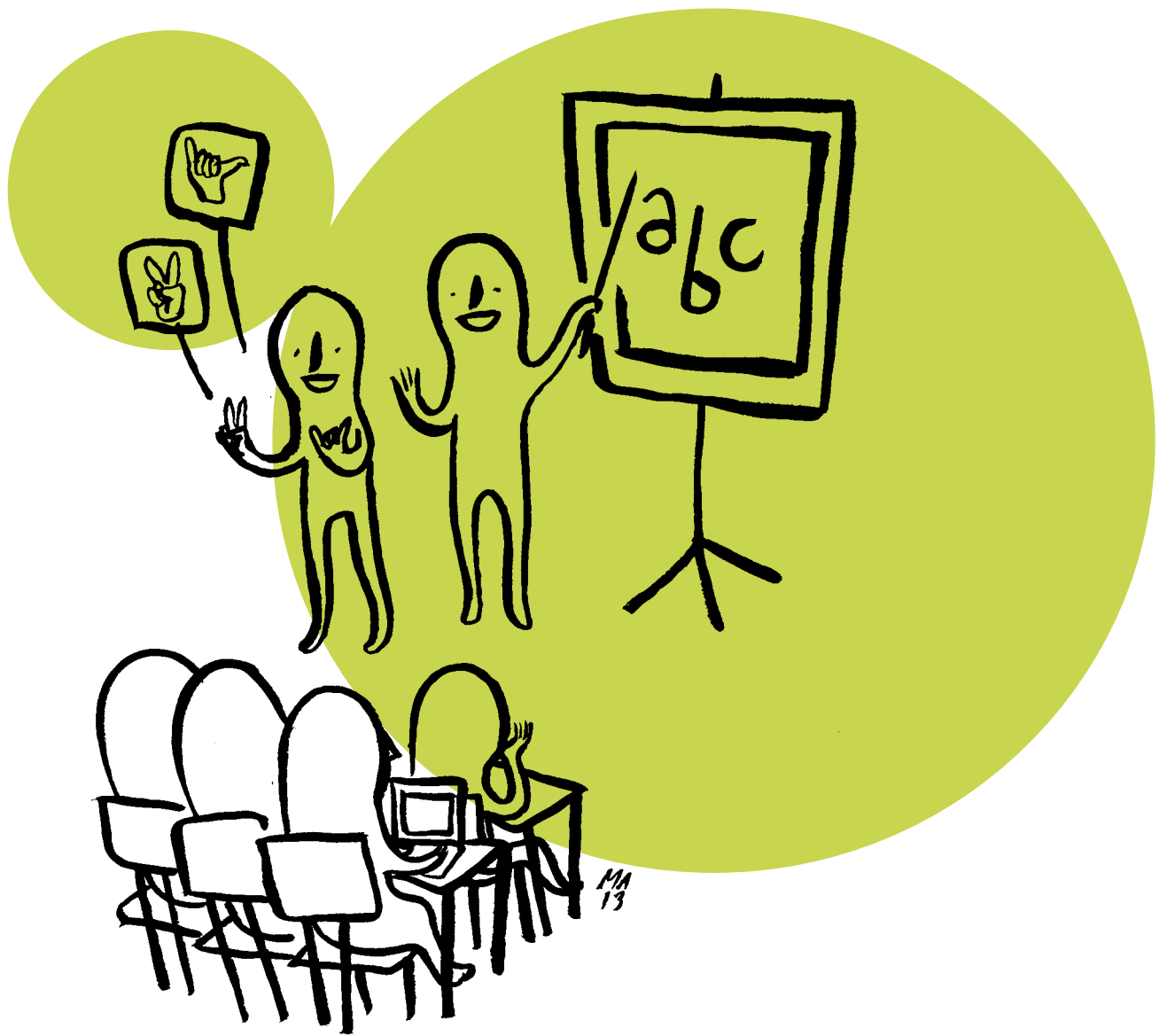
Example: There is a dress code for an open festive occasion organised by an educational establishment and ethnic dress, for example, is not permitted.

DIRECT DISCRIMINATION

The treatment of a person less favourably than the way another person is treated, has been treated or would be treated in a comparable situation.

Example: An educational establishment pays a foreign teacher less than a Finnish one, although they do the same work and both have the same formal qualifications.





Equality planning in educational establishments

Planning as a strategic process

Equality issues have many links with the educational establishment's activities and strategic processes, including the curriculum, evaluation of teaching quality, occupational safety and health work, equality planning, communication strategy, facilities planning, information management, procurement processes, recruitments etc. Determined efforts to promote equality can be introduced as a cross-cutting theme in nearly all strategic processes. However, it is also a good idea to address action to promote equality as a separate entity and to record its key challenges and measures in an equality plan.

An equality plan creates a framework for the organisation that makes it easier for everyone to bring up equality and discrimination issues. **Just having a plan, however, is not enough: there is a need for honest debate and development – not forgetting resources.**

The equality challenges that face educational establishments of different sizes vary greatly. While diversity may seem a remote concern in a small rural general upper secondary school, equality planning can help to create a setting for receiving such students as those in need of special support in the future.

Where to start?

When an educational establishment has taken a decision to draw up a plan, the next step is to decide whether it should be a separate equality plan or a combined general equality (anti-discrimination)/gender equality plan. Questions of general equality allow for many new perspectives on considerations of gender equality. For example, a disabled woman may, during her studies, have to face barriers that she will be unable to eliminate merely through the use of measures that promote gender equality. Aspects of discrimination can therefore accumulate in the case of some people (multiple discrimination). **A combined gender/general equality plan will result in a more comprehensive approach to the fight against discrimination.**

The entire school or college needs to be informed when the planning process gets under way, e.g. via a staff newsletter, at meetings, in work groups and as an equality survey conducted as an initial step.

Involve others and delegate responsibility!

The management of an educational establishment must be committed to promoting equality systematically, and management representatives should be involved at all stages of the planning work. More often than not, a committee or a work group is appointed for the planning work to take the process forward. The committee should consist of representatives of all groups in the school or college community, as much as that is possible, including management, administration, teachers, researchers, other staff and students. **Those on the committee should be knowledgeable, competent and experienced with regard to issues of discrimination, either professionally or**

Can gender equality and anti-discrimination be part of the same plan?

- Functional gender equality and anti-discrimination plans combine easily. However, it is recommended that HR policy plans are drawn up separately.
- A combined plan covers all grounds of discrimination. The plan can thus simultaneously work as an institution's equality plan, point the direction for accessibility, promote multiculturalism etc.
- Combined plans enable the monitoring of multiple discrimination in the plans. For example, the implementation of gender equality can be examined from the point of view of students who have an immigrant background or are disabled.

Encourage everyone to take part in the survey!

- Make the survey part of a course and award credits for participating.
- Publicise the survey on multiple channels and in various languages.
- Stress the benefits that the survey brings to everybody.
- Explain what you are going to do and why.
- Make the survey clear and easy to respond to. Inform the respondents at the beginning of the questionnaire of the time it takes to complete it.
- Actively market the survey and send reminders before the closing date.
- Do not conduct the survey at the same time with another study or survey.

Remember that a high rate of responses is not the most important factor in surveying the situation of equality!

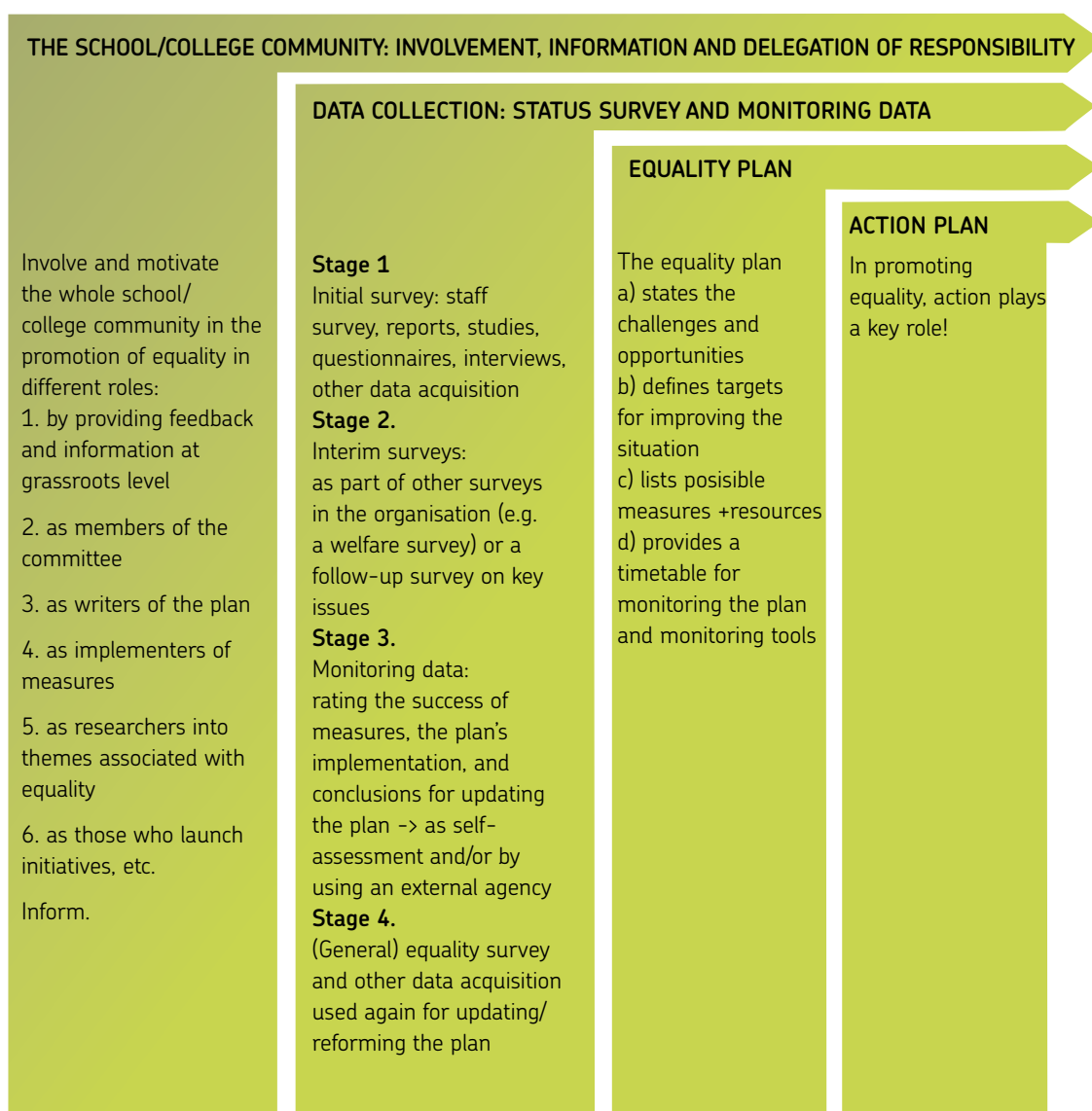
Open questions produce important qualitative information.

No educational establishment without students

The role and significance of students in equality planning can never be overemphasised. Various establishments have different organised student bodies, including student associations and student unions, which should be involved in various stages of the planning as equal partners. Students have first-hand information about the equality of student admissions and study attainments, which can be drawn upon to improve the establishment's activities in a targeted and efficient manner.

personally. The committee can also acquire specialist expertise in matters of discrimination through consultation, by asking for opinions and statements and by using external experts, for example, from organisations representing minorities. In addition, staff groups should represent different areas of education, as there may be very different issues of discrimination and equality associated with them.

As the committee may often be a very large body, it may appoint a separate small group to write up and implement the equality plan and to report back to the committee.



Gather information!

The planning process commences with acquisition of data on equality challenges and the diversity of the community in the educational establishment. One important method for gathering information is an equality survey conducted among all the staff and students.

Appended to this guide is a proposal for a questionnaire, which can be edited according to need. What follows are some observations for producing such a survey.

When asking about background details (such as the respondent's sex or other reference group), it may be an advantage to allow the respondent to identify him/herself in the form of an open question. Furthermore, the background information should include details of whether the respondent feels that he or she belongs in a group at risk of discrimination. Otherwise, it will not be possible to interpret perceptions and experience of discrimination sufficiently reliably when the results are being analysed.

The survey should also be formulated so that it can be used to raise awareness in the educational establishment of the good practices to promote quality that have already been identified; for example, *"I suppose you knew that our university has a discrimination contact officer whom you can tell about your experiences of discrimination and who will help you to take the matter further if you need to."*

In the survey, everyone can also be asked about their ideas for improving equality in the establishment and enthusiastic participants could be invited to help in the planning work and implementation of the equality plan. Remember to point out that the survey is confidential and that the information that it produces may be used to address the problem of discrimination and to promote the well-being of everyone in the school or college community.

It will be an exacting task to conduct the equality survey, but of enormous importance, especially for drawing up any initial equality plan. At the stage when the plan comes to be updated, data can also be partly collected by means of other surveys, e.g. a staff welfare survey. Some key indicators may be identified when monitoring the implementation of equality (experiences of discrimination in key functions). These indicators should be covered in briefer surveys carried out once a year. At best these key indicators can reveal information which, if compiled, would gauge the general mood at the school or college.

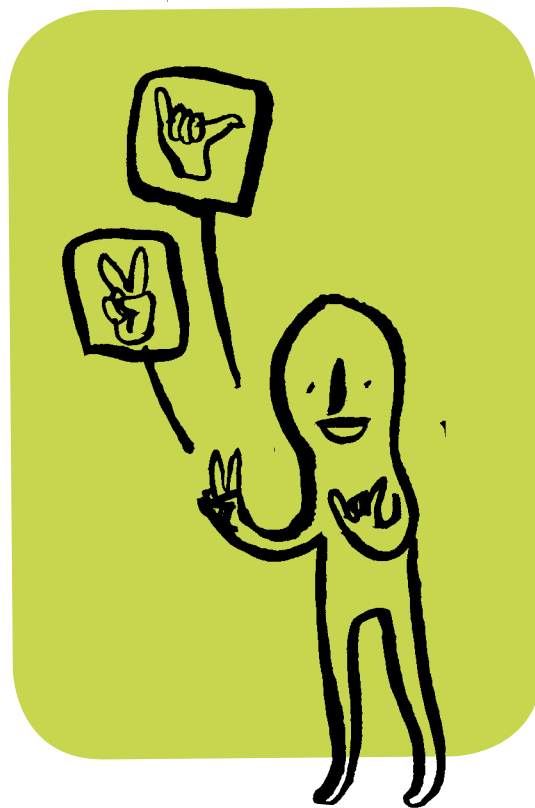
• In addition to surveys, there are many different ways in which information may be collected:

- Theme interviews
- Accessibility surveys (space and premises)
- Surveys on accessibility to study materials and information
- Feedback emails (student feedback)
- Survey on equality in student selection
- Information on special arrangements
- Quality assessment of teaching
- Discussion meetings
- Self-assessment tools (diversity indicators)
- Atmosphere/mood indicators
- Staff statistics (diversity angle)

Data can also be collected by targeting certain bodies or people. The opinions of staff may be discovered separately, for example, by means of surveys, questionnaires and theme interviews conducted with teachers of different fields. Gender and general equality committees at the school or college may have gathered information previously that will help to form an overall picture. Discrimination contact officers, staff representatives and student psychologists are also crucially important in gaining an idea of the equality situation. The views of students can be obtained from student bodies and associations of students studying the same subject. Janitors may be able to provide important information on the accessibility of facilities. NGOs representing groups at risk of discrimination, on the other hand, should be included as specialists in the planning process as soon as data begins to be collected.

Using the results of surveys

The results of surveys may be analysed in any way the educational establishment concerned wishes. In some institutions, students of statistics have analysed the results of a survey and been awarded credits for it. If there are other experts in the organisation available, they too should be used. **What is essential is that the clearest results of a survey are ultimately seen as targets and measures to be adopted in the equality plan.** Experts, however, can help to pinpoint factors in the results and their interpretations that otherwise could be overlooked.



What makes a good equality plan?

A good equality plan a) is closely linked to other aspects of planning in an educational establishment, b) clearly defines responsibilities and the division of labour, c) is publicised widely, and d) its implementation is regularly monitored.

Planning process checklist

TABLE 1.

Background survey	Involvement	Drawing up the plan
<ul style="list-style-type: none"> ● Has the establishment's current equality activities been comprehensively examined? ● Analysis /study of the operating environment and its diversity. ● Data collection via a wide variety of channels. 	<ul style="list-style-type: none"> ● Are all the key groups involved in the planning? ● What are their tasks? ● Determine which is the best one to draw up the plan and who should implement it. ● How will you get the individuals and groups involved? 	<ul style="list-style-type: none"> ● Determining the plan's connections with other plans, e.g. a gender equality plan. ● Are there adequate resources set aside for the measures contained in the plan? ● Is the group preparing the plan sufficiently extensive and inclusive? ● Is the entire community committed to the different stages of the process?
Publicising the plan	Monitoring	Updating the plan
<ul style="list-style-type: none"> ● The plan should be publicised actively to reach staff, students and stakeholders. ● Publicity is complemented with other awareness-raising activities. 	<ul style="list-style-type: none"> ● The responsible bodies and mechanisms have been specified. ● The plan's monitoring has been integrated with other monitoring systems. ● How will the monitoring data be used? 	<ul style="list-style-type: none"> ● An update cycle should be recorded for the plan as well as any other process connected with updating the plan (e.g. status survey). ● Updates help to assess plan effectiveness. Contents in short

The equality plan is only an initial step in the process of improving equality in the educational establishment. If the plan is not implemented, it has little importance, and so the plan should clearly define responsibilities and the division of labour. The following table gives a general summary of what the plan should contain.

TABLE 2.

A systematic approach	Consideration of different discrimination criteria	Staff policy
<ul style="list-style-type: none"> ● The plan contains measurable goals and partial targets. ● The plan is concrete. ● A good plan contains priorities, has a schedule and is based on a clear delegation of responsibility. 	<ul style="list-style-type: none"> ● The plan takes account of the general official obligation an educational establishment is under to promote equality with reference to many different criteria. ● Taking account of multiple discrimination. 	<ul style="list-style-type: none"> ● How does the school/college intend to ensure that it treats employees and job applicants impartially (are there, for example, guidelines in the plan for addressing any perceived discrimination or harassment)? ● How does the school or college intend actively to promote equality through its staff policy?

Good practice: A shorter survey is conducted each year to monitor the key indicators defined in the plan.

Publicise the plan!

When the plan is ready, it should be publicised throughout the school/college community. Many educational establishments have found it a good practice to link the equality theme to other areas of the organisation that promote well-being. For example, well-being awareness days at schools and colleges could incorporate information on equality plans and their aims and targets. There could also be a separate day organised around the theme of equality, where the entire school/college has an opportunity to discuss how equality is implemented. **Theme days could also be held while equality planning is under way, so that the discussions held may involve all members of the institution in the planning process and commit them to it.** The aim is that even after the theme day, equality remains a natural part of thinking and acting for everyone.

The equality plan should have a separate record of its goals and measures relating to publicity. Educational establishments have different structures and practices to which publicity can be naturally linked, e.g. staff training and staff newsletters. The aim is for all members of the organisation to be aware of the plan, its goals and the measures contained in it. More down-to-earth information channels should not be overlooked, including conventional notice boards.

From a plan to reality

There is still a long distance to travel between having a good plan in place and equal opportunities in educational establishments. If an equality plan has been drawn up on a very general level, a separate action plan may be needed. In large institutions, an equality plan for the whole organisation covers a wider area (the long-term development of the school or college, its image etc.), and action plans for individual departments can address actual challenges posed to equality at grassroots level.

Monitoring, evaluating and updating the plan

It is important to monitor plan implementation and to evaluate its effectiveness. **Evaluation is part of practical plan implementation**, since awareness of equality and the need to develop it spread as a result of the evaluation process.

Monitoring and evaluation can be conducted at three different levels: 1) evaluating the plan, 2) evaluating the implementation of measures recorded in the plan, and 3) evaluating the equality plan's effectiveness. Quality indicators in Tables 1 and 2 can be used to support plan evaluation. Monitoring the implementation of measures is made easier if the plan incorporates the specific aims of the measures, responsibilities for them and their schedules. If a separate work group or other body has been appointed to implement the plan, it should report back on the work it has carried out to the party indicated in the equality plan.

The effectiveness of planning can be evaluated for example by conducting studies on issues related to the implementation of equality. For example, student organisations at the University of Helsinki have conducted studies and produced reports that have lent themselves to use in the development of equality planning.

Good practices

The objectives should be recorded in the equality plan, as concrete objectives make it easier to monitor plan implementation and to evaluate its effectiveness. **Even a single concrete development project can mean a step forward for equality.**

The table below gives examples of equality goals, good practices and forms of monitoring and evaluation of those practices

TABLE 3.

FUNCTION	GOAL	GOOD PRACTICES	MONITORING AND EVALUATION
<p>Student selection</p>	<p>All school/college applicants have an equal opportunity to demonstrate their competence</p> <p>The needs of different applicants are taken into account in selection procedures</p> <p>Increased diversity is included as one of the conscious aims of student selection</p> <p>The recognition of prior learning is developed (selection points).</p>	<p>Accessibility is taken into account in information on selection</p> <p>Flexible selection</p> <p>Extended time to answer questions in entrance exams if necessary</p> <p>Targeted student selection</p> <p>Guidelines on accessible student selection (ESOK project)</p> <p>Use of an assistant if necessary</p> <p>Training selection exam invigilators in equality issues</p> <p>Targeted selection exam coaching and information (e.g. for immigrants)</p>	<p>Student diversity</p> <p>Special arrangements for selection exams</p> <p>Appeal procedure (request for rectification and appeal in the administrative court); follow-up</p> <p>Number of preparatory courses</p> <p>Use of a personal study plan</p> <p>Analyses of who gets selected</p> <p>Surveys of those who do not apply</p> <p>Information about equality policy during the application procedure</p>
<p>Research, development and innovation</p>	<p>Students and researchers have equal opportunities to progress in their careers and to conduct research in different faculties</p>	<p>Students are encouraged to carry out research and development in the area of equality</p>	<p>The studies conducted are surveyed and followed up: how are equality issues visible in them?</p>

FUNCTION	GOAL	GOOD PRACTICES	MONITORING AND EVALUATION
<p>Equality in education and the learning environment</p>	<p>The methods used in teaching are accessible</p> <p>Course content deals with diversity and equality as a cross-cutting theme</p> <p>Everyone feels it is their shared responsibility to promote equality</p> <p>Premises, space and study materials are accessible</p> <p>Everyone has equal access to work placements</p> <p>Everyone has the right to be in an environment that promotes equality, even when training</p> <p>Everyone has an equal opportunity to apply for postgraduate studies</p>	<p>Support services in learning situations (including testing)</p> <p>Individual teaching (differentiated instruction)</p> <p>Accessibility of student materials</p> <p>Databases</p> <p>Equality training is organised for staff engaged in teaching and evaluating study attainment</p> <p>Accessibility of premises and space is inspected</p> <p>Accessibility of services is assessed (e.g. accessibility of registration/enrolment and induction, etc.)</p> <p>Use of aids in lectures</p> <p>Screen readers, induction loops, and other similar aids</p> <p>Use of various visual methods to support or replace aural communication</p> <p>Checklist for the organisation of an accessible educational event</p> <p>Subtitling of videos</p> <p>Accessibility of study materials</p> <p>Distance learning and multiform teaching</p> <p>Accessibility of the e-learning environment, surveys</p> <p>Different language versions of teaching materials</p> <p>Partners are informed about equality policies</p>	<p>Evaluation of teaching methods</p> <p>Use of individual teaching</p> <p>Feedback on study modules</p> <p>Monitoring the accessibility of teaching materials</p> <p>Syllabus and implementation plan</p> <p>Grade distributions</p> <p>Number of complaints and other feedback about inaccessibility</p> <p>Results of accessibility inspections</p> <p>Follow-up questionnaire/survey</p> <p>Number of cases of reasonable accommodation</p> <p>Special (needs) arrangements in teaching situations</p> <p>Student interviews</p>

FUNCTION	GOAL	GOOD PRACTICES	MONITORING AND EVALUATION
Supervision of studies	<p>Student supervisory services are available to all students</p> <p>Student supervisors know how to take account of the needs of students and they treat everyone equally</p> <p>Anti-discriminatory career guidance and help to find employment available to all</p>	<p>Ethical principles underlying the supervisory relationship</p> <p>Individual orientation in connection with qualifications</p> <p>Training in anti-discrimination for student supervisors</p> <p>Supervision and guidance for international students</p>	<p>Satisfaction surveys</p> <p>Student diversity in different educational and vocational areas (dismantling segregation)</p>
Special (needs) arrangements and support services	<p>Equal opportunities are guaranteed where necessary by means of special (needs) arrangements and support services</p> <p>The educational establishment's internal and external communications are available to all user groups</p> <p>Diversity is visible in communications</p> <p>The staff and students are aware of equality policies</p>	<p>Special student counselling services</p> <p>The services of a student psychologist</p> <p>Examining the need for support among the various student groups</p> <p>Online communications accessibility surveys</p> <p>Sections on equality, for example on the institution's website and intranet</p> <p>Acknowledging diversity in study and selection guides</p> <p>Holding an equality seminar</p>	<p>Use of special (needs) arrangements and support services</p> <p>Student feedback</p> <p>User survey</p> <p>Amount of communications content on equality</p> <p>A survey of how many different ways are used to communicate</p>
Management and strategy	<p>Equality and anti-discrimination are taken into account in the institution's strategic objectives and management</p> <p>Implementation of equality in the establishment and equality policies are monitored and evaluated.</p>	<p>Training in diversity management for the institution's management</p> <p>Defining strategic goals for diversity</p> <p>Defining values</p> <p>Evaluation of operating models' impact on equality</p> <p>Equality is evaluated as part of the quality assessment of teaching</p>	<p>Monitoring data for annual plans</p> <p>School curricula</p> <p>Assessing the impact on equality of strategy documents</p> <p>Audit reports</p> <p>Results of equality surveys</p> <p>Monitoring data on equality plan implementation</p> <p>Indicators to assess teaching quality</p>

FUNCTION	GOAL	GOOD PRACTICES	MONITORING AND EVALUATION
Recruitment	<p>The equality plan promotes the development of a diverse staff.</p> <p>A conscious effort is made to increase internationalism</p> <p>There is no discrimination in the recruitment process</p> <p>Recognition of prior learning is developed</p>	<p>Acknowledging equality in recruitment advertisements and professional titles</p> <p>International exchange programmes</p> <p>Researcher exchange</p>	<p>Diversity of the student community</p> <p>Number of those participating in an international exchange programme</p> <p>Number of employees representing different demographic groups</p>
Staff development	<p>Greater staff knowledge about equality in the educational establishment and how to acknowledge it</p> <p>Aiming for an equal educational establishment (work and student community).</p> <p>Influencing staff attitudes.</p>	<p>Supplementary courses on equality</p> <p>Online training materials on issues of equality</p> <p>Diversity barometer</p> <p>Completing exercises in the work community</p> <p>Occupational safety and health instructions</p> <p>Discrimination contact officer.</p> <p>Online form for reporting cases of discrimination.</p> <p>Surveying equality in development discussions.</p> <p>Equality training for staff.</p>	<p>Number of those attending training courses</p> <p>Number of those having completed online training</p> <p>Results of the equality survey.</p> <p>Contacts made with the discrimination contact officer.</p> <p>Number of staff members taking part in equality training.</p>
Democracy in the educational establishment	<p>Staff and students have the opportunity to affect and participate in decision-making in the educational establishment</p> <p>Involvement/inclusion and channels of influence are equally available to all</p> <p>Stakeholders are consulted in the decision-making process</p>	<p>Equality planning on the part of student organisations</p> <p>Consideration of diversity in decision-making</p> <p>Student representatives on the of Board of Trustees, faculty councils and occupational safety and health committees</p>	<p>Details of the composition of bodies</p> <p>Number of consultation procedures</p> <p>Number of procedures to promote involvement/inclusion</p>

A good practice from Tikkurila General Upper Secondary School: STUDY CAFÉ

Study Café, which was developed in the Included in Finland project for general upper secondary schools, is an example of individualised study. Its main objective was to support students with an immigrant background, but others are also welcome. This fosters a communal spirit and equality between all students. At Study Café, the students can do their homework, revise for tests and receive support from other students or teachers. Activities have been organised in the school cafeteria once a week after lessons. Sometimes tutors and teachers of various subjects go around helping the students. Study Café has contributed to creating a positive atmosphere of studying together at Tikkurila General Upper Secondary School.

A good practice Social instructor at Tampere University of Applied Sciences TAMK

TAMK has a full-time social instructor who focuses on assisting international degree students. Of the 10,000 degree students at TAMK, 300 are international students. The social instructor supports them in such questions as studying and living in Finland, integrating in the Finnish culture, accommodation and housing, applying for a job and reaching out to social networks. If necessary, the social instructor can also be reached in the evenings. Students can make an appointment, or just turn up at the office. The social instructor explains the various options, and it is up to the student to make the decision. The social instructor model can promote international students' equal opportunities to study by offering support targeted at them.

Further information

Further information on equality planning and publications on the subject can be found at the Ministry of the Interior Yhdenvertaisuus.fi portal:

www.yhdenvertaisuus.fi

More information and guidance from the Ministry of the Interior can be requested at: yhdenvertaisuus@intermin.fi

EQUALITY PLANNING GUIDELINES AND MONITORING DATA:

Hitaasti, mutta varmasti? - Saavuttavuuden edistyminen yliopistoissa ja ammattikorkeakouluissa 2000-luvulla (*Slowly but surely? Progress in the accessibility of university and polytechnic education in the 2000s*). Ministry of Education and Culture publications 2012:10

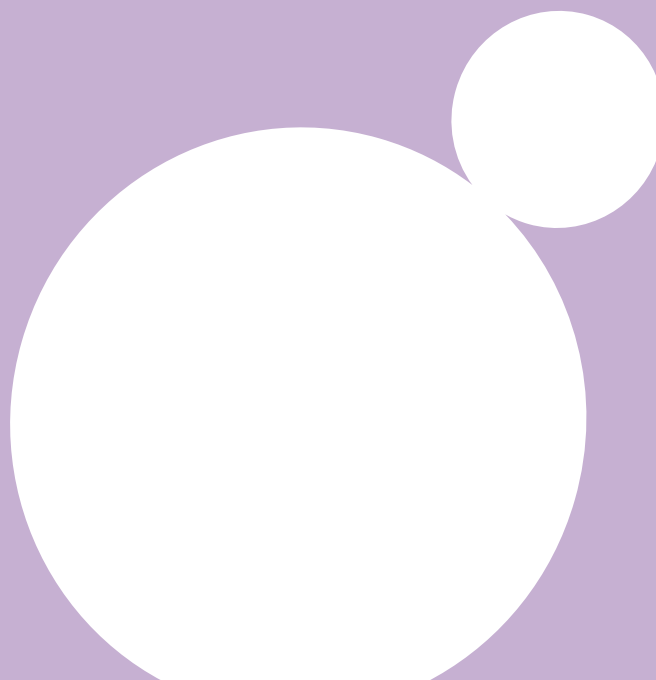
Ikävalko, E. **Tasa-arvosuunnitelmien seuranta - Lukioiden, ammatillisten oppilaitosten ja vapaan sivistystyön oppilaitosten tasa-arvosuunnittelu** (*Monitoring gender equality plans - Gender equality planning in upper secondary schools, vocational institutions and liberal adult education establishments*). Ministry of Education and Culture, 2010.

Yhteiseen ymmärrykseen tasa-arvosta - Opas oppilaitoksen tasa-arvosuunnitelman laadintaan (*Towards common understanding of gender equality - Guide to drawing up a gender equality plan for educational establishments*). Finnish National Board of Education, 2008.

ACCESSIBLE STUDY IN COLLEGES OF FURTHER EDUCATION - PROJECT PUBLICATIONS:

www.esok.fi/esok-hanke/julkaisut

E.g. Accessible student selection - recommendations and guide, 2009



Equality survey in an educational establishment

NB!

This survey template is for reference only. Each establishment should formulate a questionnaire that meets its specific needs.

BACKGROUND DETAILS

1. **Sex:**

- Female
- Male

Not unequivocally determinable

2. **Age**

- 16-18
- 18-20
- 21-24
- 25-29
- 30-39
- 40-49
- 49-

If you are a student, answer questions 3-4. If you are a member of staff, go to questions 5-8.

3. **Faculty, department or similar:**

- Humanities
- Economics and Business Administration
- Technology
- etc.

4. **Stage of studies:**

- Bachelor's degree
- Master's degree
- Postgraduate (licentiate/ doctoral)

5. **Contract of employment:**

- Permanent
- First temporary
- Repeat temporary contract
- Researcher on a bursary

6. **Length of service:**

- 5 years
- 6-15 years
- 16- years

7. Staff group:

- Professor
- Lecturer, teacher
- Researcher (e.g. postdoctoral researcher, research assistant)
- Doctoral/postgraduate student

Administration

Other; which?

8. Do you have a managerial role?

- Yes
- No

9. Possible minority background:

Do you feel that you represent a group that is especially prone to discrimination? If yes, why do you feel this way?

- ethnic or cultural background
- religion, beliefs or values
- language
- disability
- age
- sexual or gender identity
- other reason, please specify

EQUALITY

1. General atmosphere in our school/college

Based on your personal knowledge and experience, give a score on a scale from 1 to 5.

If the statement does not apply to you, choose 'I don't know'.

- The general atmosphere at the school/college is stimulating

The general atmosphere at the school/college supports diversity

Students and staff are equal in status at our school/college

Students and staff together are involved in developing the school/college together

Issues of equality have been discussed in our school/college

Does your main subject staff/ faculty, etc. organise joint events for students and staff?

- Yes No

If yes, do you attend them? Yes No

OPEN: If not, why not?

If you are a student, answer the following question. If you are a member of staff, go to question 2.

Treatment of students at these events (5=completely agree, 4=partly agree, 3=neither agree nor disagree, 2=partly disagree, 1=completely disagree +I don't know)

	1	2	3	4	5
Students are equal in status at the events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The events are intended for all students on an impartial basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I am welcome at these events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My opinions are heard at these events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experienced inappropriate treatment at these events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Accessibility in the school/college

Based on your personal knowledge and experience, give a score on a scale from 1 to 5.

If the statement does not apply to you, choose 'I don't know'.

	1	2	3	4	5
Different learning methods are acknowledged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's/college's commitment to promoting accessibility is evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's/college's communications are open and effective and reach all members of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school/college premises are physically accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school/college premises are fit for purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure time activities (e.g. staff hobby groups, student organisations) are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The implementation of equality at the school/college

Based on your personal knowledge and experience, give a score on a scale from 1 to 5.

If the statement does not apply to you, choose 'I don't know'.

Have there been any cases of name calling, prejudice, expressions of opinion that reinforce stereotypes, or unequal treatment at the school/college (frequently, occasionally, rarely, never, I don't know) with regard to

gender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
age?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
language minorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ethnic groups or nationalities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sexual minorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
different religions or their symbols?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or for other personal reasons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPEN: If you answered yes, in what connections did name calling, prejudice, expressions of opinion that reinforce stereotypes, or unequal treatment occur? Was anything done about it?

How well, in your opinion, is equality implemented in the school/college with regard to the following (on a scale from 1 to 5)?

	1	2	3	4	5
Activities of student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff selection					
Tuition (an open and equal atmosphere)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prerequisites for study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision of studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissertation supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social intercourse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISCRIMINATION IN THE SCHOOL/COLLEGE COMMUNITY

Discrimination: 1) Putting someone at a disadvantage, e.g. regarding arrangements for study.
2) Harassment, e.g. name calling, intimidation or social isolation.

4. Discrimination: observations and experiences

Have you observed or experienced discrimination in the past two years?

- Yes, I have observed others experiencing it
- Yes I have been a victim of it
- Yes, I have observed it and been a victim of it
- No, I have not observed it or been a victim of it

If you have observed discrimination or harassment, why do you suppose it happened?

You may choose more than one alternative.

Because of:

- Age
- Gender
- Position/status in the school/college community
- Opinions
- Sexual orientation
- Health/disability
- Family situation
- Pregnancy
- Origin
- Personal matters
- Educational background
- Previous disagreement
- Another reason; what?

If you have experienced discrimination or harassment, why do you suppose it happened?

You may choose more than one alternative.

Because of:

- Age
- Gender
- Position/status in the school/college community
- Opinions
- Sexual orientation
- Health/disability
- Family situation
- Pregnancy
- Origin
- Personal matters
- Educational background
- Previous disagreement
- Another reason; what?

If necessary you can explain the details here.

Who has discriminated against you or others? You may choose more than one alternative.

- A fellow student
- A teacher
- Another staff member
- Someone else; who?

OPEN: If you answered yes, describe the situation(s) in which the discrimination occurred, for how long did continued, who was involved, did you tell anyone, was the situation resolved, etc.?

5. Taking account of those with learning difficulties and those who are physically challenged

	frequently	occasionally	rarely	never	not applicable
Certain factors making studying difficult, for example difficulties with reading and writing, are taken into account in arrangements for tuition and exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Those among the staff with learning difficulties or who are physically challenged re considered in the organisation of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students and employees who are physically challenged are considered in the university's space/room arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Sexual harassment

Has a member of your school/college community

- a. made unpleasant comments about your body or sexuality? Yes No
- b. used double entendres or told jokes that you found offensive? Yes No
- c. displayed images or other material that you found offensive? Yes No
- d. sent you inappropriate mail or email or kept calling and pestering you? Yes No
- e. Made a pass at you or touched you physically in an unpleasant way or one that caused you distress? Yes No
- f. Suggested sex? Yes No

+OPEN: If you answered yes to any of the statements, describe in what situation harassment took place. Does the harassment still go on? Did you tell anyone about it? Was the situation resolved?

- Do you know that, in the event of discrimination or harassment, you can contact the course teachers/head of department/ gender equality contact officer/ harassment contact officer ? Yes No

EQUALITY DEVELOPMENT NEEDS

7. How important do you think it is to develop the following areas?

1=unnecessary 2= fairly necessary, 3= necessary, 4= very necessary, 5= absolutely essential

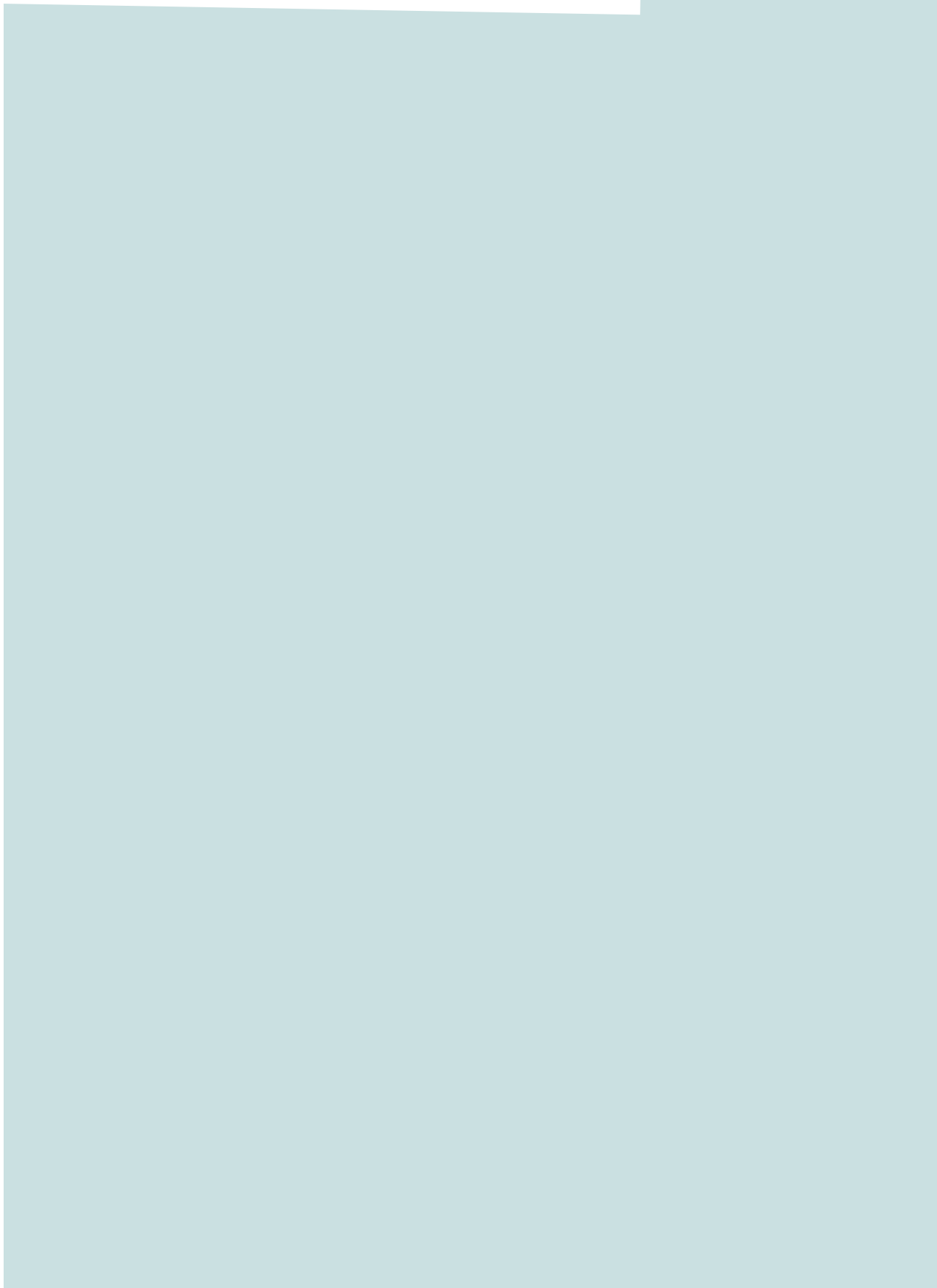
	1	2	3	4	5
If you do not know, chose 'I don't know'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality with regard to sexual and gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnic equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linguistic equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality with regard to personal outlook on life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in gender and general equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in accessibility to communications in the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking account of accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Are the activities of the (university) student body and student organisations completely open and impartial?

9. What specific measures should be in place to promote equality in our school/college? Where should special attention be focused?

Thank you for completing the survey!

Appendix 2: Working group members



Artemjeff Panu, Senior Officer, Ministry of the Interior (chair)

Aaltonen Milla, specialist, Finnish League for Human Rights

Ellonen Erkki, Training Manager, Police College of Finland
(deputy member: *Chief Inspector Olavi Kujanpää, Police College of Finland*)

Hack Kirsi, Senior Advisor, National Police Board
(deputy member: *Superintendent Pia Holm, National Police Board*)

Holmlund Sannakaisa, Planning Officer of Academic Affairs, University of Vaasa
(deputy member: *Anne Sved, Executive Assistant*)

Huldén Anders, Staff Representative, Finnish Youth Co-operation Alliance (Allianssi)
(deputy member: *Satu Hasanen, Staff Representative*)

Janatuinen Esa, Project Director, Defence Command, Finnish Defence Forces

Kemppainen Tatja, Teacher, Helsingin Uusi Yhteiskoulu (New High School of Helsinki)
(deputy member: *Saara Ikonen, Pedagogical Coordinator, Helsingin Uusi Yhteiskoulu*)

Kiilakoski Tomi, Researcher, Finnish Youth Research Society
(deputy member: *Antti Kivijärvi, Finnish Youth Research Network*)

Lampi Hannu, Principal Lecturer, Helsinki Metropolia University of Applied Sciences

Mikander Anna, Senior Adviser, Ministry of Education and Culture

Puupponen Hannu, Planning Coordinator, University of Jyväskylä
(deputy member: *Professor Pirjo Markkola, Helsinki Metropolia University of Applied Sciences*)

Rantala Marjo, lawyer, Ministry of Social Affairs and Health (Gender) Equality Unit
(deputy member: *Johanna Hautakorpi, Ministry of Social Affairs and Health (Gender) Equality Unit*)

Saarilehto Tuomas, Lieutenant Senior Grade, Border and Coast Guard Academy
(deputy member: *Captain Heikki Ojala, Border and Coast Guard Academy*)

Somerkallio Terhi, Equality Adviser, University of Helsinki
(deputy member: *Nina Järviö, Planning Coordinator, University of Helsinki*)

Tolkki Jaana, Development Manager of Teaching, North Karelia University of Applied Sciences
(deputy member: *Tuula Hirvonen, Staff Planner*)

Venho Inka, Training Coordinator, National Defence University

Nousiainen Katriina, Project Manager, Equality is a Priority 5 project, Ministry of the Interior

Tabuchi Hitomi, Programme Coordinator, Ministry of the Interior (secretary)

In spring 2013, the Ministry of the Interior circulated the draft version of the guide for statements. A request for a statement was sent to the following: **the Rectors' Conference of Finnish Universities of Applied Sciences ARENE, the Finnish Association for the Development of Vocational Education and Training AMKE, the Association of Finnish Local and Regional Authorities, the Trade Union of Education in Finland OAJ, the National Board of Education, the Union of Vocational Students in Finland SAKKI, the Union of Students in Finnish Universities of Applied Sciences SAMOK, the Union of Finnish Upper Secondary School Students, the Finnish Student Alliance OSKU, the Association of Finnish Principals, Universities Finland UNIFI, the National Union of University Students in Finland SYL, the Finnish Parents' League.**

In addition, a workshop was organised on 28 May 2013 for organisations and other parties representing groups at risk of discrimination. The workshop discussed barriers encountered by students from a minority background when applying for a study place and during their studies, and good practices developed for eliminating these barriers.

“... The Union of Finnish Upper Secondary School Students considers that the subject of the guide is important and the guide will be very useful particularly at upper secondary level...”

(opinion by the Union of Finnish Upper Secondary School Students, 20 February 2013)

“... The guide emphasises that the management of an educational establishment must be committed. The National Board of Education considers this essential, along with involvement...”

(opinion by the National Board of Education, 11 April 2013)

“... The National Union of University Students in Finland (SYL) welcomes the publication of the guide and sees it as a good way to promote equality work in educational establishments...”

(opinion by the National Union of University Students in Finland, 15 March 2013)

“... The Trade Union of Education in Finland (OAJ) finds the equality work of educational establishments important... Producing a guide for this purpose is a good way to take things forward...”

(opinion by the Trade Union of Education in Finland, 20 February 2013)

“... Educational establishments should discuss equality in all its forms collectively, including both teachers and students...”

(opinion by the Rectors' Conference of Finnish Universities of Applied Sciences, ARENE, 15 February 2013)

