

**Åbo Akademi University's Plan for Gender Equality, Equal Treatment and Accessibility as
an Educational Institution**

2022-2024

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1. Introduction

Åbo Akademi University strives to be a university where equal treatment, equality, participation, health, career paths, flexibility and responsibility are clearly defined aspects of a dynamic study and work environment.

ÅAU promotes equal treatment and equality by identifying factors and structures that hinder or foster inequality and unfair treatment. The goal of the Plan for Gender Equality, Equal Treatment and Accessibility is to formulate goals and actions in order to remove these barriers to equality and equal treatment.

Various factors such as gender/gender identity, gender expression, nationality, ethnicity, age or functional varieties affect, interact with and, in some cases, amplify each other and can result in unequal treatment and discrimination. In assessing the gathered material and in planning the activities, this has been taken into consideration.

Participation is a fundamental prerequisite for motivation, quality, and efficiency at work, which is expressed in everything from inclusive pedagogy to the right to be heard and participate in decision-making processes that affect one's own work. Gender equality, equality, and accessibility work at ÅAU contributes to the achievement of the UN's Sustainable Development Goals, as gender equality and equal treatment are seen as prerequisites for sustainable development.

The Equality Committee regularly monitors the goals and activities stated in the Plan for Gender Equality, Equal Treatment and Accessibility and follows up on the implementation. The goal is to create an environment that is accessible to everyone and without discrimination, racism, and sexism where staff and students with a variety of backgrounds and tasks are treated equally and can safely participate in all activities different.

The *Åbo Akademi University Plan for Equality, Equal Treatment and Accessibility– Educational institution* was drafted by the Equality Committee of Åbo Akademi University. Personnel and student representatives also serve as members of the Committee. The parts on accessibility were drafted by The Education Service.

The plan is comprised of the following themes:

- Choice of studies
- Decision-making and participation
- Teaching, assessment and supervision
- Balance between studies and family life
- Combating discrimination, harassment and hate speech
- Consideration of study ability, the need for support and health
- Accessibility for everyone

2. Statutory obligations

Statutory obligations applying to Åbo Akademi University's Equality, Equal Treatment and Accessibility Plan are based on the Act on Equality between Women and Men 609/1986, including

amendments 915/2016) and the Non-discrimination Act (1325/2014). This plan is also based on the Åbo Akademi University Strategy and the objectives for work specified here. According to the strategy, ÅAU works to, among others: to maintain a sound organisation with clearly defined processes for conflict management; ensure there are transparent processes for preparation and decision-making; and ensure that all students and members of staff can feel they are inspired, valued, safe and sound.

According to the Non-Discrimination Act (1325/2014), education providers must actively promote equal treatment in is achieved in their activities and take measures necessary to promote equal treatment in employment, student admission, study and working arrangements.

The purpose of the Act on Equality between Women and Men is to prevent discrimination based on gender and promote equality between women and men as well as improve the status of women, particularly in working life. The Act is also intended to prevent discrimination based on gender identity or gender expression. Education providers are responsible for ensuring that an equality plan for the educational institution in question is drafted in co-operation with personnel and students. The equality plan must include:

- 1) an assessment of the equality situation within the institution
- 2) necessary measures for promoting equality
- 3) a review of the extent to which measures previously included in the equality plan have been implemented and of the results achieved.

Special attention must be given to the admission of pupils and students, the provision of instruction, differences in learning and the evaluation of student performance as well as the prevention and elimination of sexual harassment and gender-based harassment

According to the Non-Discrimination Act (1325/2014), no one may be discriminated against based on age, origin, nationality, language, religion, belief, opinion, political activity, trade union activities, family relationships, health status, disability, sexual orientation, or any other circumstance concerning the individual as a person. The act also provides for the promotion of equal treatment. Education providers shall make the appropriate and reasonable adjustments necessary in the individual case to enable persons with disabilities to receive training on an equal basis with others. The education provider must assess how equal treatment is achieved in their activities and take measures necessary to promote equal treatment. The promotion measures shall be effective, effective, and proportionate, taking into account the educational institution's operating environment, resources and other circumstances. The student should also have the opportunity to hear about the promotion measures.

The Non-Discrimination Ombudsman, the Occupational Safety and Health Authorities and the Discrimination and Equality Board monitor compliance with the Non-Discrimination Act.

Discrimination means:

- 1) that a person is treated less favourably than the way another person is treated, has been treated or would be treated in a comparable situation (direct discrimination).
- 2) that an apparently neutral provision, criterion or practice puts a person at particular disadvantage compared with other persons, unless said provision, criterion or practice has an acceptable aim and the means used are appropriate and necessary for achieving this aim (indirect discrimination).

- 3) the deliberate or de facto infringement of the dignity and integrity of a person or group of people by creating an intimidating, hostile, degrading, humiliating or offensive environment (harassment) and 4) an instruction or order to discriminate.

According to the Non-discrimination Act (1325/2014), education providers and employers shall, in everything they do, purposefully and methodically foster equality and consolidate administrative and operational practices that will ensure the fostering of equality in preparatory work and decision-making. In particular, the authorities shall alter any circumstances that prevent the realisation of equality.

According to the Universities Act (558/2009), circumstances related to an applicant's state of health or functional capacity must not be an obstacle to the admission of students. Persons who are unable to carry out practical studies or internships in connection with their studies cannot be admitted if these obstacles cannot be removed with reasonable measures. Universities should inform about the health requirements that apply to the education.

Accessibility of buildings and premises is regulated by the Land Use and Building Act (132/1999) and the Government Decree on Building Accessibility (241/2017).

The EU Accessibility Directive on the provision of digital services aims to ensure that everyone can use digital services regardless of their functions or situation. The Directive has been implemented in Finland in the Digital Services Act (306/2019). The work to develop an accessibility directive for the EU is in turn based on the UN Convention on the Rights of Persons with functional variation.

Finnish legislation (306/2019) promotes universal access to digital public services, sets minimum accessibility requirements and aims to improve the quality of digital services. The Act (306/2019) requires authorities to make their digital services available. Accessibility is closely linked to the Web Content Accessibility Guidelines (WCAG) i.e. guidelines for accessible web content. Under the new law, web pages and mobile apps must meet the following three requirements:

- The service and its content must meet the accessibility requirements. (WCAG has 49 criteria at A and AA level that should be met)
- The availability must be evaluated, and in an accessibility, statement should describe how accessible the service and its content are and describe the possible shortcomings that exist.
- The service shall contain an electronic channel where users can provide feedback about accessibility. Feedback should be answered within 14 days. Surveys, analyses and creating an action plan

3. Surveys, analyses and creating an action plan

Three surveys were used to map the equality and equal treatment situation at the educational institution Åbo Akademi University.

Survey on Equality and Equal Treatment at Åbo Akademi 2020. The survey was developed by the Equality Committee in co-operation with expertise from the subjects Gender Studies, Minority Research and the degree Masters programme Social Exclusion. Student surveys were sent out to degree students (4,720 students) and foreign exchange students (56 students) on 8-21 October 2020. 612 students responded to the survey. The survey asked about background factors, such as gender, age and minority status, the environment at ÅAU in the form of opportunities for

expressing affiliation with, among others, various minorities, experiences with or the witnessing of discrimination and harassment, experiences with hate speech and suggestions for improvement.

The survey defined what is considered discrimination and harassment in the workplace and hate speech. The respondents were able to voluntarily mention whether they belonged to a minority as well as specify the minority. The survey also contained links to ÅAU's guidelines on dealing with unfair treatment and harassment and the form for reporting unfair treatment, and harassment. You can view the survey questions in Appendix 2.

Material was also taken from the *Study Environment Survey 2020 (Studieklimatundersökningen 2020)*. In mapping the equality and equal treatment situation, the primary focus was put on answers to the question: Have you ever been mistreated or discriminated against during your studies? Questions concerning studies, supervision and how well one copes were also analysed. The survey makes it possible to compare responses based on, for example, gender/gender identification and faculty. The survey *Experiences with distance studies and teaching during period 4 (Erfarenheter av distansstudier och -undervisning under period 4)* was also used to provide an insight into the well-being of students. The survey examined how students and teachers experienced distance learning during the onset of the pandemic in the spring of 2020. A total of 1,094 students responded to the survey.

We chose to identify problem areas in our analysis of the survey responses. In addition to only seeing the differences between those who identify as men, women or other, between those who belong to a minority and those who do not, the respondents were also compared based on both gender and minority or non-minority status. An in-depth analysis was also conducted on the free-form, text-based responses in the Survey on Equality and Equal Treatment at Åbo Akademi University 2020 (Enkät om jämställdhet och likabehandling vid Åbo Akademi 2020). The responses provided valuable information on the experiences behind the response rates and scales.

On the basis of collected survey materials and perceptions of working with equality and equal treatment issues in different units of Åbo Akademi University, the ÅAU Equality Committee compiled an overview of areas needing attention and made a rough draft of an action programme. The action plan focus areas, objectives and measures were presented at a workshop with representatives of the Student Union, the Student Union equality committee, Board for undergraduate and graduate studies, Research and Education Services, teaching staff and international postgraduate students. During the workshop, the action programme and its points were discussed and developed, and additional objectives and measures were introduced based on the workshop results.

Below is an overview of the equality and equal treatment situation at ÅAU as an educational institution, with a focus on problem areas and objectives. This is followed by a summary in the form of an action plan. The plan concludes with an overview of previous objectives and measures.

4. Current situation analysis and objectives

Åbo Akademi University strives to promote and guarantee equal treatment and eliminate discrimination. Working for equality, equal opportunity and equal treatment involves creating a study environment that is free from discrimination and where diversity is respected. A good study environment plays a key role in giving students a sense of security and well-being as well as allowing them to thrive and succeed in their work.

Over 90% of the students responding to the Survey on Equality and Equal Treatment at Åbo Akademi 2020 feel that equality and equal treatment are something that ÅAU strives to promote. A majority of the respondents also feel that people are treated equally at ÅAU, but the survey also shows that this is not always the case and there are problem areas. Who one is affects how they perceive the environment at ÅAU and to what extent they are discriminated against or harassed.

ÅAU continuously deals with issues concerning equality and equal treatment. However, work on the Equality and Equal Treatment Plan revealed that the work is not always visible enough. The survey and workshop provided valuable insight on issues that personnel feel are of central importance and therefore must be highlighted and acted upon.

4.1 Choice of studies

Since the late 1990s, women have accounted for just over 60% of the total number of undergraduate students (60.2% in 2008). In 2013, this figure dropped to just under 60% (59.3% of the students registered as present or absent were women) and the trend has continued. At the end of 2015, 56.6% of all students were women and, during the spring term, 58% of all students are women. Among postgraduate students, the percentage of women also exceeds that of men (54.0% in 2008, 52.8% in 2013 and 52.9% in 2015. In the spring of 2021, 54% of postgraduate students are women).

The distribution of traditionally male and female fields of education still generally exists but is more prominent in traditionally female fields (arts, psychology, pedagogy and caring science) than the traditionally male fields (science, technology and theology). In other words, a higher percentage of women have entered traditionally male fields of education, while a much lower percentage of men have begun studies in traditionally female fields.

A conscious equality approach should permeate ÅAU's activities at all levels and when it comes to student admission, it strives to achieve as much equality as possible. The equality aspect is considered when carrying out student admissions, among other things, so that the arrangements for selection tests and interviews are handled so that these do not constitute an obstacle to the application. In order to increase gender equality and diversity, there are reasons to review admission guides, other material so that diversity is given greater attention in marketing and recruitment. The marketing material should include information about accessibility in the studies. It is important to have broader representation among those who present the university to new students.

Objectivities

- A more even gender distribution between different fields of science.
- An accessible study environment that attracts students from different backgrounds.

4.2 Decision-making and participation

To ensure equality and equal treatment, students also need to have an opportunity to participate in and influence decision-making on issues affecting university education. When it comes to well-being, it is also important for people to feel that they are included and have a place within the study community they are participating in.

At ÅAU, students are represented in all key bodies. Of the permanent decision-making bodies at ÅAU, students are represented on the Åbo Akademi University Board, University Collegiate Body,

Faculty Boards, the Board for undergraduate and graduate studies and several other boards, management groups, committees and working groups.

It is important that information about the students' different possibilities for influence is clarified. The information about this is available on the intranet, however most students have not found it. Through information in the form of texts, videos and podcasts in both Swedish and English, several students are reached. During the workshop, it also emerged that student representatives sometimes felt that they had not been treated as full members of the bodies they are a part of. It also seems to vary from unit to unit and from subject to subject how involved you feel as a student and to what extent you are informed about what is going on. The fact that the discussion takes place primarily in Swedish means that some students fall outside. Grant funded doctoral students often lack representation and many of these doctoral students perceive that the research staff, who are represented, do not represent their interests. In small groups and at small subjects, it can be difficult for both students and doctoral students to raise problems because you are afraid of being labeled as a difficult person.

During the pandemic, the importance of participation has become clearer. Although distance learning has had several positive aspects – this provides, among other things, for greater flexibility, as several point out in the gender equality and equality survey – the distance studies have for some been psychologically stressful and had a negative impact on both motivation and well-being. The pandemic can be seen as a state of emergency. The students' experiences during the pandemic underline the need to work with issues regarding student participation through improved communication and transparency.

Objectives

- Information about students' ability to influence decision-making regarding university education is made available in several forms.
- A culture of meeting that is safe and inclusive.
- Students with a mother tongue other than Swedish can have positions of trust.

4.3 Teaching, assessment and supervision

Every person is entitled to equal treatment when it comes to teaching, evaluation and supervision. Among the students responding to the survey on equality and equal treatment, a majority reported that they experienced receiving equal treatment at Åbo Akademi University Research and Education Services. On a scale of 1 (completely disagree) to 5 (completely agree), the average is 4.32, with 49.8% of the responses being 'completely agree'. Regarding the evaluation of study achievement, a majority also feel that they are treated equally. The average here is 4.23, with 47.2% completely agreeing that they receive equal treatment in the evaluation of their study achievement.

About the positive attention and appreciation given by teachers, we find greater variation in the responses. The average in this case is 4.09, while 39.1% completely disagree that they receive equal treatment on this point. The study environment survey also shows that not all students feel they are being treated equally by personnel. Among all students, 80% feel that they are treated equally, with the figure among men being 87% and among women 79%. With regard to experiences with equal treatment in relation to studies, we also see certain variations based on gender and minority-majority status in the survey on equality and equal treatment. Those who identify as men and do not claim any minority status feel that they are more equally treated. Those who identify as minority women feel that they are the least equally treated.

The problem with experiences of not receiving equal treatment in matters involving studies depends partly on a lack of information as well as a perceived lack of flexibility. Issues involving treatment and being seen are also important. Some students feel that the flow of information is lacking. This might have to do with the information on courses and course content being provided only in one language or information that is not easily available, such as on Moodle, which is difficult to navigate or gain access to. Courses with a 100% attendance requirement can also be problematic for people with, for example, an illness or those trying to combine work and study. With regard to evaluation, some also feel that they are perhaps not being evaluated on an entirely equal basis and that assignments to be turned in should be anonymous.

Some students also report instances where they feel they have been treated unpleasantly by their teachers. Again, this is partly due to a lack of flexibility - things are not always offered with the individual arrangements one would like to have. Behind these experiences, however, there is also a sense of not being seen or respected. They don't receive replies to their emails or, if they do, the replies are sometimes short and unpleasant in tone. One might feel that some students are treated better than others and are given more attention. Some finds the teacher's language usage inappropriate or ignorant with regard to, for example, certain group designations. The importance of receiving feedback on actual achievements as opposed to just a number was also pointed out during the workshop.

In the study environment survey, thesis supervision was also highlighted as a somewhat problematic area. A total of 50% of the respondents state that they were not given a clear idea as to what was expected of their thesis. Among the respondents, 65% felt that their thesis supervisor was engaged and supportive, and 68% said they received responses from the supervisor. Even if a majority can therefore be seen as having received good supervision, there are still quite a few who do not feel that this was the case.

Objectives

- A study environment where everyone can participate in the education in a safe way and experience a social context.
- Flexibility in studies is possible as far as possible.

4.4 Balance between studies and family life

Balance between study and work with family life is important for gender equality. The Equality Act prohibits indirect discrimination on the basis of sex by putting women and men in different positions on the basis of parenthood or family responsibility. For example, women take parental leave to a greater extent than men, which can have a negative effect on their studies and careers.

According to what is shown in the survey on equality and equal treatment, special arrangements have been made for those who study and at the same time have children to take care of. However, more information may be needed for both students and teachers to clarify rights and get ideas about alternative arrangements.

Objectivities

- Clear information on opportunities for flexible/alternative opportunities to participate in teaching for students with family life.

4.5 Combating discrimination, harassment and hate speech

As with the cases concerning perceptions of equal treatment in matters involving instruction, evaluation and supervision, we also see that there are varying perceptions of discrimination, harassment and hate speech depending on which group one belongs to. In the 2020 study environment survey, 96% of the respondents stated that they did *not* experience offensive behaviour or discrimination. This figure is 98% for men, 95% for women and 71% for persons who chose the alternative 'Other'.

The survey on equality and equal treatment has very similar results. The survey also shows that non-minority men have the most positive perception of the environment at Åbo Akademi University, while minority women have the most negative perception of the environment. In keeping with this, more minority women have experienced various types of discrimination and harassment, while non-minority men have less frequently experienced discrimination or harassment. Minority men have also reported discrimination more often.

Group affiliation also clearly plays a role in experiences with hate speech. Among all women respondents, 91% state that they have *never* experienced hate speech, while the figure among men is 91.2%. However, among people with another gender/gender identity, the figure is 75%. The corresponding figures are 83.1% for minority women and 81.8% for minority men.

What types of discrimination have been reported? Among all respondents, discrimination based on gender/gender identity, language, state of health and age is the most commonly encountered type. Among minority women, religion is also a key factor, while ethnicity and nationality/background is a key factor among minority men. Among respondents of an other gender/gender identity, discrimination is more commonly tied to sexual identity, gender identity and gender expression. This group also mentions functional variation as a more recurrent reason for discrimination. In the free-form text responses, respondents also mention that they experienced studying a certain subject as a reason for discrimination. In addition, many respondents point out that they cannot always express their political affiliation.

Who discriminates or harasses and where does this occur? Although there are cases where teachers are guilty of discrimination and harassment, it is most often reported that another student is behind discrimination and harassment. With regard to different study-related environments, equal treatment is not always realised particularly in connection with free-time activities organised by students. However, there are also variations based on group affiliation apparent in this case. Women, both minority and non-minority, more frequently experience that equal treatment is not always realised. This perception is also more common among those who claim an other gender/gender identity.

Those who responded to the survey on equality and equal treatment state that measures must be taken and also made several suggestions on what could be done. In purely general terms, an emphasis on daily equality is called for, along with the importance of providing more information. More training for different groups, information packets for students and associations, and more common events where people can meet each other, thus breaking down mutual stereotypes and preconceptions. One wish is also to raise the profile of the Equality Committee.

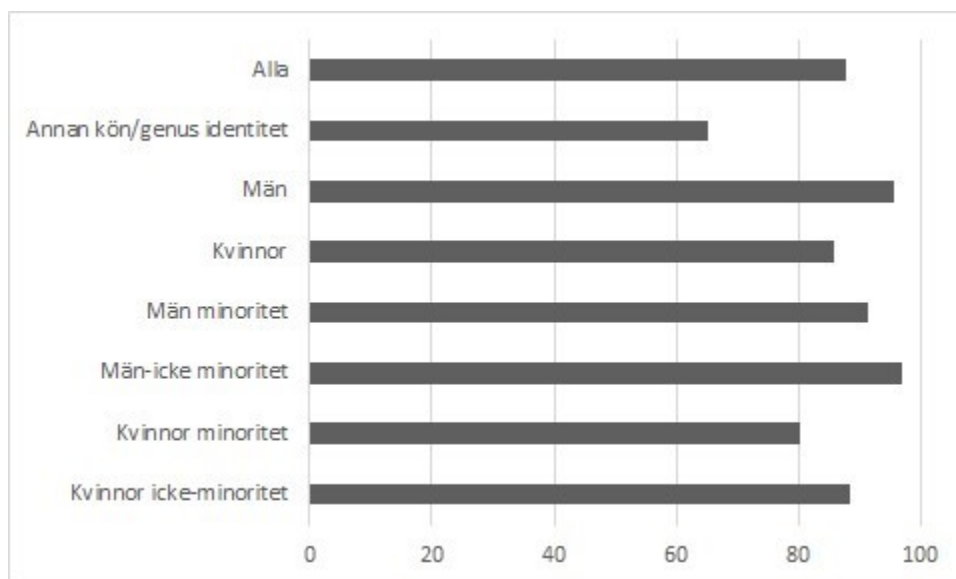
Objectives

- A study and work environment that is free from discrimination and where diversity is respected.
- Clear and easily accessible information on procedures and processes for reporting inappropriate treatment, discrimination, and harassment.

4.6 Consideration of study ability, the need for support and health

One's state of health or medical history must not lead to discrimination. Everyone is also entitled to choose whether to tell about an illness or reason for taking sick leave or not. Åbo Akademi University strives to ensure that each and every student has the same rights and opportunities to receive an equivalent education, regardless of any disability, illness or state of health. However, the survey on equality and equal treatment shows that some students feel discriminated against based on their state of health. This is most common among women and people claiming an other gender/gender identity.

Figure 1. Percentage of students who have never experienced discrimination based on their health. (Student survey on equality and equal treatment at ÅAU 2020)



All, 2. Other gender/gender identity, 3. Men 4. Women 5. Men minority 6. Men not-minority 7. Women minority 8. Women not-minority

Problems with discrimination based on state of health and the need for more support related to state of health and functional variations were clearly expressed in the free-form text responses. Compulsory attendance still remains a challenge and there is a clear desire for greater flexibility. Åbo Akademi University has worked on developing various support functions for students with different needs. A mentoring programme geared toward supporting people with functional variations will be piloted during the 2021–2022 academic year. However, greater awareness of both the need for support and the support already offered to both students and staff is also needed.

Objectives

- A study environment where consideration of study ability, support needs and health are in focus.
- A physical, mental, social, and digital environment, where everyone regardless of functional variation can interact.
- Clear information about services and aids available for students in need of different forms of support.

4.7 Accessibility for everyone

All students at Åbo Akademi University have an equal right to the forms of support mentioned in this chapter.

Admission and selection tests

Applicants for ÅAU have the possibility of individual arrangements in connection with language and exams to compensate for a function variation. ÅAU follows the national recommendations and uses the national form for requesting individual arrangements in selection tests. It is the applicant's responsibility to request individual arrangements.

The units organizing the selection test do so in such a way that everyone is guaranteed equal access and the opportunity to demonstrate their skills and competences. This means considering the individual needs of the applicants. Exam questions and admission test results shall be available in an accessible format for applicants. The decision on individual arrangements is always made per exam and is valid only during the exam day.

Accessibility in studies and teaching

Individual arrangements and alternative forms of study during the studies

During their time as a student at ÅAU, all students with permanent and temporary disabilities/functional variations can apply for individual arrangements. This is done by the student contacting the accessibility advisor at the faculty/unit to discuss which individual solutions would compensate for the functional variation in question. They must also submit a certificate or statement from a doctor, psychologist, special educator, speech therapist or other experts, who have assessed the long-term or temporary need for the disability to the accessibility advisor. The arrangements may vary depending on the requirements of the study orientation. Discussions about the arrangements are confidential. More information about the process can be found on the intranet: ["Accessibility"](#)

Examples of forms of support and individual arrangements for students with disabilities:

- Access to mentor support (pilot academic year 2020-2021) continues academic year 2022-2023
- Extended exam time
- Extended time for written assignments (as agreed with teacher)
- Oral hearing, oral examination instead of written exam or assignment
- Right to use a computer during the exam
- Possibility to take exams in separate space
- Ability to work individually instead of group (new)
- Extended loan period at Åbo Akademi University Library
- Course material in advance (e.g., before the course starts, before each lecture)
- Course material in electronic format
- Extra quota on printouts
- Access to information on technical aids at ÅAU (0365, Edge): speech to text, text to speech and individual guidance if necessary (new)

The teacher's task is to offer teaching that considers the students' functional variations as much as possible, for example by providing access to teaching materials in advance. Since autumn 2019, material posted online and on Moodle will be available. Digital study material should meet the web accessibility criteria.

Objectivities

- Improved and equal service for students with functional variations.
- Easier access for teachers to information on the right to individual arrangements.
- Increased competence in accessibility issues among staff and integration of know-how into all operations

Physical environment

ÅAU strives for the physical environment to work for everyone. According to the real estate strategy, ÅAU will "create campuses and properties that are accessible, open, inclusive and inviting". Physical accessibility has improved over the years. Properties have been equipped with e.g., automatic door openers, obstacle-free toilets, ramps and intercoms, appropriate lifts and hearing loops.

The most recent systematic survey of the physical environment was carried out in 2011. The information about physical accessibility in the properties needs to be developed, systematized, and accounted for on both external and internal web.

Objectives

- Better information on the accessibility of buildings.
- Available rest rooms, children's care rooms, laundry and changing rooms and prayer rooms
- Accessibility is considered when procuring goods and services.

Digital environment

ÅAU works to create accessible digital environments in several ways. Primarily by reviewing and testing different applications, it is checked that the web, as far as possible, complies with the principles of web accessibility. Accessibility statements are available for applications and sites. If there are deficiencies in accessibility, this is noted in the statement and a justification is entered. There are instructions on how to produce available material for the web.

With the digitalization of public services, the need for these to be accessible has grown. The law that entered into force in 2019 has been implemented gradually. As of 23.9.2020, ÅAU's websites and time-dependent media (e.m.g. audio files and videos) will also be available and from summer 2021 will also be mobile applications. Videos used in teaching more than one academic year should be subtitled. When certain services are challenging to make available due to technical shortcomings, an accessibility statement is written stating what does not meet the legal requirements on e.g. the website, intranet and Moodle. Accessibility feedback from students, staff and customers is directed to the address tillgangligt@abo.fi/accessible@abo.fi.

Objectivities

- All ÅAU's digital environments are available.
- All ÅAU's digital environments have accessibility statements in Swedish and English.

5. Action plan

The purpose of the action plan is to strengthen the development of equality, equity and accessibility. [You can follow the process on the intranet](#)

The secretary of the Equality Committee follows up, informs and reports on the work in progress. The secretary also arranges an assessment of how the plan has been followed up.

Follow-ups are done at meetings between responsible and contact persons as well as the secretary of the Equality Committee. Meetings are booked by the secretary of the Equality Committee and held at least two times a year or until a planned measure has been carried out, after which the measure is assessed in the same body.

4.1 Choice of studies			
Present mode	Objectives	Actions	Responsible
The division into traditionally male and female areas of education is generally visible and is most evident in the traditionally female areas.	A more even gender balance between different fields of science.	Create recruitment materials that convey ÅAU's desired image as a diverse study environment.	Faculties in collaboration with Communication
The group of students is very heterogeneous.	An accessible study environment that attracts students from different backgrounds.	Broader representation among those presenting the university to new students. A strategy for the recruitment of Finnish speakers is created. Language and image material is reviewed.	Education Services and faculties in consultation with Communication.
4.2 Decision-making and participation			
Present mode	Objectives	Actions	Responsible
Information about students' ability to influence decision-making	Information about students' ability to influence decision-making regarding university education is available in several forms.	Information, in Swedish and English, about what opportunities students must influence through different channels in text, videos, podcasts, etc..	Education Services and faculties in consultation with Communication.
		The instructions and processes that apply to course feedback and how the collected material is used to develop the teaching are reviewed and clarified if necessary.	Education Services and faculties
		Collect information from the topics on how they have given students participation and compile "best practices"	Education Services
Student representatives in ÅAU's decision-making bodies sometimes feel that they are not treated as full members of the bodies they are members of.	A culture of meeting that is safe and inclusive.	Education in inclusive meeting culture for those participating in meetings and for chairpersons in committees. Coaching of student representatives based on a model.	Director of University Services and Personnel Services
	Students with a mother tongue other than Swedish can have positions of trust.	Models for how to lead and participate in meetings that are in both Swedish and English are created.	Communications and Director of University Services

4.3 Teaching, assessment, and supervision			
Present mode	Objectives	Actions	Responsible
To some extent, students assess that they are treated differently in study-related issues.	An inclusive, equal and respectful study environment where all can participate	Training in inclusive, equal and respectful treatment is arranged for supervisors, teachers and other personnel that are in contact with students.	Personnel Services in consultation with Learning Support
	Flexibility in studies is realized as far as possible.	The training shall ensure that a sufficient number of courses are arranged in such a way as to enable the completion completely remotely.	Faculties and education lines
4.4 Balance between study and family life			
Present mode	Objectives	Actions	Responsible
For parenting not to have a negative effect on studies and careers, more information about rights and ideas for alternative arrangements for students with family life is needed.	Clear information on opportunities for flexible/alternative opportunities to participate in teaching for students with family life.	A policy concerning combining study and family life.	Education Services in consultation with faculties

4.5 Combating discrimination, harassment and hate speech			
Present mode	Objectives	Actions	Responsible
There are variations in in perceived equal treatment that can be linked to different grounds of discrimination	A study and work environment that is free from discrimination and where diversity is respected.	Courses with a focus on diversity, fairness and inclusion are arranged for students and staff.	Executive Administrative Office, Personnel Services, Education Services
		Continuous training of contact persons in matters relating to inappropriate treatment, discrimination, and harassment	
		Activities that support togetherness and understanding of diversity, e.g.,	

		Develop networks for different groups.	
		The activities of the Gender Equality Committee are made more visible and open to participation and influence via, for example, workshops of various kinds.	Equality Committee
Especially women with a minority status experience various forms of discrimination and harassment more often than others. Even men who belong to a minority report discrimination more often.	Clear and easily accessible information about procedures and processes for reporting and handling inappropriate treatment, discrimination, and harassment.	Existing information on procedures and processes for reporting inappropriate treatment, discrimination and harassment is updated and clarified.	Executive Administrative Office, Personnel Services and Research and Education services

4.6 Consideration of study ability, the need for support and health

Present mode	Objectives	Actions	Responsible
There is a need for more support linked to health status and functional variations.	A study environment where consideration of study ability, support needs and health are in focus.	Development of existing support methods.	Education services in cooperation with learning support

4.7 Accessibility for everyone			
An accessible study environment			
Present mode	Objectives	Actions	Responsible
There is a need for guides with information about existing services and aids available for students in need of different forms of support.	Improved and equal service for students with functional variations	Continuous training is provided to personnel about students' right to individual arrangements. Career guidance and coaching especially for students who need it	Faculties in consultation with Learning Support
	Easily accessible information to both teachers and students about services and aids available for students in need of different forms of support.	Clear information on the intranet about services and aids available for students in need of different forms of support.	Management and faculty support services, Learning support
	Increased competence specialpedagogical and accessibility know-how within the organization.	Investments in specialpedagogical and accessibility know-how within the organization.	Learning support in consultation with Faculties

Physical availability			
Present mode	Objectives	Actions	Responsible
There is a lack of systematic, easily accessible information about the physical accessibility of academy properties.	Better information about the accessibility of buildings.	Systematic mapping of the physical environment	Facilities management services, Procurement support
	Accessible rest rooms, children's care rooms, shower and changing rooms and prayer rooms.	Information about where rest rooms, children's care rooms, shower and changing rooms and prayer rooms are situated is made available for all.	Facilities management services and Procurement support in consultation with Occupational safety
	Accessibility is considered when procuring goods and services.	A check-list for procuring is created	Facilities management services and Procurement support in consultation with the Equality Committee

Digital accessibility	Objectives	Actions	Responsible
ÅAU's digital environments have accessibility statements in Swedish and English.	All digital environments are accessible.	Accessibility is considered when procuring digital goods and services.	ICT service, Procurement support in consultaion with the Equality Committee
At present, ÅAU's digital environments in their entirety do not meet the accessibility criteria.	All digital environments have accessibility statements in Swedish and English.	When introducing new digital environments and tools accessibility statements are written in Swedish and English.	System manager and accessibility advisor

6. References

Non-Discrimination Act 1325/2014
Act on Equality between Women and Men 609/1986
Act on the Provision of Digital Services 306/2019
Universities Act 558/2009
Land Use and Building Act 132/1999
Government Decree on Building Accessibility 241/2017

7.Appendix

(At this point the appendix is a separate document. JLT-English-students-appendix)