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**EQUALITY IN THE DEGREE PROGRAMME IN INTERNATIONAL BUSINESS IN
OULU UNIVERSITY OF APPLIED SCIENCES**

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ABSTRACT

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The purpose of this thesis is to look further into students' perceptions of equality in the Degree Programme in International Business in Oulu University of Applied Sciences. A previous survey, Jouko wants to know!, conducted by Oulu University of Applied Sciences indicated that the overall situation concerning equality in the educational institution is positive, with most participants reporting they are treated equal. However, according to the survey students studying in the Degree Programme in International Business encounter more unequal treatment during their studies in comparison to the results of Oulu University of Applied Sciences in total. Due to low amount of participants from the Degree Programme in International Business and problems with the survey questions the results are not likely to give a sincere view of the situation. Despite the results indicating that students feel equal, the inherent problems with the survey are a reason for further research.

The research for this thesis was conducted by targeting students with a quantitative survey as well as using qualitative, semi-structured interviews to gain deeper insight of equality in the Degree Programme in International Business. The interview participants were guaranteed anonymity. The thesis includes a theoretical part in which equality and parts of Finnish legislation have been analyzed and adopted to get a broader understanding of the research. The objective of this thesis is to understand if students feel equal and in what situations does unequal treatment happen.

Results indicate that most students have been treated equal during their studies. However, unequal treatment is more common in matters such as nationality, language skills and preferential treatment by teachers. Even though students reported witnessing other students receiving preferential treatment by teachers, a greater deal of unequal treatment manifests from students themselves. Approximately one third of the students in the Degree Programme in International Business reported that they have been treated unequally. As a result, we have conducted development proposals for Oulu University of Applied Sciences that would help in understanding the inequality issues students face and how these situations can be prevented.

Keywords: Equality, unequal treatment, higher education, discrimination, diversity, international.

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1 INTRODUCTION

One of Finland's core values is equality among citizens. Finland ranks highly in education, gender equality and income equality, and was the third country in the world to give women the right to vote as well as stand for election (Suurlakko ja naisten äänioikeus 2007a, cited 30.10.2016) (Helsinki Times 2014, cited 30.9.2016) (MBC Times 2016, cited 30.9.2016). Although equal treatment in Finland belongs to every citizen's fundamental rights, discrimination exists and to some it's all too common. Discrimination is a crime and the rights to live without discrimination is ensured by international human rights treaties and the Finnish legislation. According to a study conducted by the Finnish Ministry of Internal Affairs, 16% participants felt they have been discriminated against and 46% said they have witnessed discrimination. (Syrjintä Suomessa 2014, 3-6, cited 30.9.2016.) Nevertheless, in comparison Finns tend to be more tolerant than the average EU citizen and have a better understanding of their rights in a harassment or discrimination case (Euroopan komissio 2012, cited 30.9.2016).

When it comes to higher educational institutions in Finland, according to a study conducted by the Ministry of Education and Culture, roughly 80% of students felt they are equal in the institution. It was also clear that "mainstream" students felt more equal in comparison with students that belonged to a minority group (ethnicity, disability etc.). Students felt that the most common reasons for discrimination were unequal treatment from a teacher due to an unfair or unknown reason, language barriers between Finnish and English speaking students, ethnic backgrounds, gender inequality or disability. (Hitaasti mutta varmasti? 2012, 44-45, cited 3.10.2016.)

Our commissioner, Oulu University of Applied Sciences (referred from now on as OUAS), is a polytechnic university located in the City of Oulu, Finland. The institution has 8000 students and 640 staff across five campuses in Northern-Finland (General Information about Oulu University of Applied Sciences, cited 21.11.2016). OUAS offers 28 different Bachelor's degrees of which three are organized in English, the Degree Programme in International Business (referred from now on as DIB) being one of them. Currently 152 students are enrolled in the DIB programme (Education, cited 21.11.2016). The DIB programme aims to prepare students to meet the requirements of working in a multicultural setting by developing various skills needed in the field of international business (International Business, cited 22.11.2016).

Equality is a growing trend in institutions and organizations; the use of legislation is increasing to bring discrimination and gender inequality to an end. Oulu University of Applied Sciences is tackling the inequality issues with prevention policies, equality plans and creating a safe atmosphere for all students. On top of it, OUAS' Code of Conduct prohibits any sort of discrimination and a significant amount of work is put to make every student feel equal. As OUAS is still a huge institution it is a challenge to prevent all discrimination issues. Furthermore, students may not even know what to do in a discrimination situation or who to turn to. (Equality Plan of Oulu University of Applied Sciences (Oulu UAS) 2016- 2018, 2016, 8-10, cited 3.10.2016.)

In the spring term of 2016 OUAS targeted students with a survey "Jouko wants to know!" to further examine students' perceptions of studying in the OUAS. The survey was conducted as a part of OUAS' gender equality plan required annually from educational institutions and included questions concerning all aspects of study as well as a portion on equality.

The survey had findings indicating that some percentage of students have experienced or witnessed some sort of discrimination during their studies, with students from the Degree Programme in International Business reporting more events of discrimination in comparison with the whole OUAS. However, with the clustered nature of categories and answer options it is impossible to evaluate the true nature of the reported discrimination. Furthermore, the number of participants was limited to approximately one third of all DIB students, which likely skews the results further. Due to these complications OUAS is inclined to dive deeper into the matter of equality and discrimination in the DIB programme. (Equality Plan of Oulu University of Applied Sciences (Oulu UAS) 2016- 2018, 2016, 8-10, cited 3.10.2016.)

As a result of Jouko wants to know! OUAS is left with reported discrimination but with no way of accurately deciphering the true meaning of the survey results. OUAS is determined to offer equal treatment for all students and therefore wants to take the matter further to find out what is the current situation among students, starting with the DIB programme. This thesis aims to take a deeper look into equality in the DIB programme through examining the legislation of Finland, as well as conducting a survey and interviews targeting DIB students. This thesis addresses the following research questions:

-Do students in the DIB Programme feel they are treated equally?

-Do students in the DIB Programme feel they are treating other students equally?

-In what situations do students feel they are not treated equally and how these situations can be improved?

The thesis is structured to examine equality in general as well as in OUAS, with providing analysis on legislation concerning the topic. This gives depth to the aspects of what the educational institutions are legally bound to take into consideration when approaching student equality. Analysis of the survey data and interviews provides a unique glimpse on what the current situation is and how OUAS can develop their practices further to ensure student equality now and in the future.

2 THEORETICAL FRAMEWORK – EQUALITY

As equality is in the forefront of this thesis it is necessary to broaden our understanding of equality as a concept instead of it merely remaining a term used throughout this thesis without much thought. Therefore, we have examined equality as well as diversity and their presence in society and the impact they have in terms of education and working life. Attention has also been paid in the ways equality can be promoted.

Furthermore, it's vital to get familiar with OUAS' policies and plans to promote equality. It's essential to understand OUAS' strategy and development plans on the topic. As an educational institution, OUAS has to follow the Finnish legislations and conduct an equality plan which shows the progress of promoting equality as well as the outcome of these plans (Yhdenvertaisuusvaltuutettu 2016, cited 13.9.2016).

2.1 Equality

Equality is defined as the state of being equal in regards to rights, opportunities and status (Oxford University Press 2016, cited 13.9.2016). The concept of equality is about guaranteeing that every individual is considered equal to one another in regards to their gender, age, origin, nationality, language, religion, ideology, disability, health, sexual orientation or other reason relating to their person (Equality and Human Rights Commission 2016, cited 13.9.2016).

When addressing equality, it is critical to acknowledge that equality is not necessarily achieved in society (Utopia, Equality and Liberty: The impossible ideal 2012, 1, cited 21.11.2016). Discrimination against certain groups of people based on their personal characteristics has been happening historically and still continues to this day (Equality and Human Rights Commission 2016, cited 13.9.2016). In addition to discrimination towards someone's personal characteristics there are other ways inequality can manifest itself.

All in all, societies that are more equal in every respect provide better circumstances of life for their citizens. However, income inequality especially plays a key role in determining a society's overall

wellbeing. Health problems overall are less prevalent in equal societies than what can be seen in more unequal societies. Educational standards are higher when a society is organized in a more equal fashion, students perform better and are less likely to drop out of their degree than students in more unequal societies. (The Equality Trust 2015a, cited 13.9.2016.) An educated population is an invaluable asset to any nation as well-educated people are likely to earn more and as a result pay more taxes than their less educated counterparts. In addition, there is evidence more educated people make a greater contribution to society by altruistic acts such as volunteering. (The Equality Trust 2015b, cited 13.9.2016). As rich nations have reached the degree of development possible to be reached by economic growth alone, the next step is to focus on income equality as a factor contributing towards differences in wellbeing among nations (The Equality Trust 2015a, cited 13.9.2016).

2.2 Diversity

Diversity of people can be defined as an aspect of differentiating people and groups from one another. The essential idea is to respect and appreciate the diversity of people, by recognizing the differences and uniqueness of these individuals, as well as understanding and tolerating these differences. (Global Diversity Practice 2014, cited 13.9.2016.) Managing diversity is crucial for creating an equal environment for every individual and minimize discrimination. If diversity is not well-managed it may create unequal situations in groups. (Small Business 2016, cited 13.9.2016.)

An important aspect to diversity is understanding the differences, as well as recognizing and appreciating the diversity. Understanding that people have similarities and differences can strengthen the cohesion in educational institutions, workplaces and other diverse settings. Studies show that educational institutions with diversity increases the staffs and student's creativity, innovation, productivity and problem-solving. Achieving a more diverse environment improves the education for all students and additionally the respect and acceptance of individuals. (Fine & Handelsman 2010, 2.)

However, when it comes to diversity there are plenty of challenges as well. It is vital to know and understand these issues and work on overcoming them. Studies suggest that women and minority groups are usually less satisfied and feel discriminated against or receive differential treatment. (Fine & Handelsman 2010, 4.) According to researchers, diverse groups tend to be either very high

performing or in the other hand very low performing. The outcome of all lies in how they are managing their diversity. When people with different cultural backgrounds are put together in a group, they become either the most or the least effective group compared to teams that are less diverse with a “single-culture”. Groups that are multicultural or diverse seem to perform better with task that require innovative ideas or solutions. (Harris, Brewster & Sparrow 2006, 54.)

To manage and benefit from diversity inclusion is needed to bring together, recognize and value the diversity of people to create an environment that promotes equality. In organizations or institutions all individuals are required to be treated fairly and respectfully, and given the same opportunities and resources to succeed. Institutions need to actively work on inclusion and commit to it, to improve the equality in their community. (Global Diversity Practice 2014, cited 13.9.2016.)

2.3 Promoting equality & OUAS

It is vital for any institution or organization to promote equality and it is legally required. According to the Non-Discrimination Act employers, educational providers and authorities are obligated to promote equality. Promoting equality needs be done effectively, practically and proportionally, bearing in mind the resources, environment and other circumstances of the institution. These operators need to assess the implementation of equality in their activities and take necessary actions to promote equality. (Yhdenvertaisuusvaltuutettu 2016, cited 13.9.2016.)

Educational providers need to take into consideration the realization of equality for example in student admission criteria, teaching materials, preventing harassment and bullying, equality in teaching scenarios, evaluating student performance and teachers' competence in equality matters. Additionally, educational providers as well as authorities and employers with more than 30 staff members are obliged by the Non-Discrimination Act to draft an equality plan of the measurements that are used to promote equality. (Yhdenvertaisuusvaltuutettu 2016, cited 13.9.2016.)

OUAS' equality plan is based on the Finnish legislation and regulations, along with OUAS' strategy and students' feedback on equality and non-discrimination within the institution. The newest plan for 2016-2018 focuses on three major topics: accessibility of study environment, prevention of gender and gender identity based discrimination and advancement of internationality,

multiculturalism and multilingualism. (Equality Plan of Oulu University of Applied Sciences (Oulu UAS) 2016-2018 - Students 2016, cited 5.10.2016.)

The accessibility concept revolves around physical (buildings, study material, equipment), social (skills, knowledge and attitudes) and psychic (respecting diversity as a strength) study environment and their accessibility. The core idea is that all different environments would be accessible for as many students as possible, with support for special arrangements when needed. OUAS is developing their communication to support diversity by providing needed information in both Finnish and English and developing their internet-based study environment that will be accessible for all OUAS' students. A great deal of attention is paid in increasing mobility possibilities and making routes more accessible for students who experience limited mobility. Additionally, OUAS is taking care that study materials and equipment will be accessible for all students when needed. (Equality Plan of Oulu University of Applied Sciences (Oulu UAS) 2016-2018 - Students 2016, cited 5.10.2016.)

To promote equality between genders and gender identity, OUAS wants to ensure a safe and supportive atmosphere for gender diversity. OUAS goal is to increase knowledge of the gender diversity and to move to a more gender neutral direction. This will be achieved by re-evaluating study materials, providing gender neutral premises and intervening in possible discrimination issues based on gender, gender identity or gender expression. (Equality Plan of Oulu University of Applied Sciences (Oulu UAS) 2016-2018 - Students 2016, cited 5.10.2016.)

During the academic year 2015-2016 OUAS had students from 48 different countries. OUAS is integrating internationality into their basic activities and operations by promoting and developing student exchange, focusing on shared teaching and diverse curricula in English and encouraging multinational projects. One of the goals is to increase communication in English language by providing all documents, information and study materials in both languages and increasing the support of the multicultural society of OUAS. (Equality Plan of Oulu University of Applied Sciences (Oulu UAS) 2016-2018 - Students 2016, cited 5.10.2016.)

OUAS has a zero tolerance policy for bullying, harassment and discrimination. Equality and non-discrimination issues will be topics considered in every activity in the OUAS. According to the plan, staff and students will have to familiarize themselves with the equality work of OUAS and information about the equality work will be promoted around the institution. The work will be

monitored through student surveys conducted annually and students' feedback. (Equality Plan of Oulu University of Applied Sciences (Oulu UAS) 2016-2018 - Students 2016, cited 5.10.2016.)

3 THEORETICAL FRAMEWORK – LEGISLATION

Finland has always been a frontrunner in matters concerning equality from a legislative standpoint, from as early on as 1860 when a husband's right to corporal punishment was no longer accepted in jurisprudence to all the way to 2015 when the Equal Marriage Act was accepted into law (National Institute for Health and Welfare, 2016, cited 3.10.2015). With legislation playing a key role in efforts to manage equality, understanding the Finnish legislation concerning equality and discrimination is vital for this thesis. After examining existing legislation and reviewing how equality is addressed we have identified three pieces of legislation that have significance in terms of equality in higher education. These are the Non-discrimination Act, the Act on Equality Between Women and Men and the Constitution of Finland. Determining how each of the aforementioned legislations addresses equality and discrimination in general and in the context of higher education provides valuable insight into equality in the Finnish society.

3.1 The Constitution of Finland

The Constitution of Finland is the foundation of all legislation. The Constitution details the essential rules, values and principles of Finnish democracy. The Constitution of Finland was entered into force on 1.3.2000 and is the result of merging together four existing pieces of legislation; the Constitution Act of Finland, the Parliament Act and two acts on ministerial liability. (Oikeusministeriö 2012, cited 6.9.2016.) The latest provisions to the Constitution have been made in March of 2012 (The Constitution of Finland, 11.6.1999/731 1:1 §). The Constitution is the bedrock for all subsequent legislation supporting equality in Finland. Constitution secures Finnish citizens with essential rights and freedoms, however matters concerning discrimination, higher education and equality have their own respective pieces of legislation.

The Constitution addresses the matter of equality directly in chapter 2, section 6. The section guarantees everybody equal treatment before the law. It states that nobody shall be the subject of discrimination based on their sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his or her person. Gender equality is to be advocated in

society and in working life in regards to pay and other terms of employment, as further detailed in the Act on Equality Between Men and Women. (The Constitution of Finland, 11.6.1999/731. 2:6 §.)

Educational rights are also protected by the Constitution. As stated in chapter 2, section 16, educational institutions are under obligation to provide students other educational services that they require be it due to their special needs or limited ability to participate in standard education. The Constitution also protects the right for education for lower income students stating that economic hardship may not interfere with a person's opportunity for self-development. (The Constitution of Finland, 11.6.1999/731 2:16 §.)

3.2 Non-discrimination Act

The Non-discrimination Act's core meaning is to promote equality, prevent discrimination and enhance the legal protection of a discriminated individual (Yhdenvertaisuuslaki 30.12.2014/1325 1:1 §). The Act forbids direct and indirect discrimination, harassment as well as instruction to discriminate against someone. Forbidden discrimination is based on gender, age, ethnicity, nationality or national origin, language, health, disability, family relationship, religion, opinion, political activity, belief, sexual orientation or other personal characteristics. (Yhdenvertaisuuslaki 30.12.2014/1325 3:8 §.)

According to the Act, authorities, educational institutions and employers are required to evaluate the fulfilment of equality in their operations and furthermore conduct an equality plan based on the evaluation that measures and promotes equality (Yhdenvertaisuuslaki 30.12.2014/1325 2:6 §). Authorities have a further duty to promote equality purposely and systematically, as well as change the circumstances if it is hindering the development of equality (Yhdenvertaisuuslaki 30.12.2014/1325 2:5 §). Furthermore, the Act gives an opportunity to implement positive preferential treatment when an individual would otherwise be treated differently because of their background or characteristic (Yhdenvertaisuuslaki 30.12.2014/1325 3:9 §).

There is both indirect and direct discrimination. Direct discrimination occurs in situations where a person is treated, has been treated or would be treated less favorably than another person in a similar situation, whereas indirect discrimination occurs when a person is positioned at a particular disadvantage in comparison with other persons. (Yhdenvertaisuuslaki 30.12.2014/1325 3:10 §.)

(Yhdenvertaisuuslaki 30.12.2014/1325 3:11 §.) Also, degrading, humiliating or offending a person's dignity or creating an intimidating, hostile or offensive environment is considered harassment. It is considered discrimination if the information about the harassment is brought to light but no steps for eliminating the harassments have been taken. (Yhdenvertaisuuslaki 30.12.2014/1325 3:14 §.)

The Non-discrimination Act will condemn discrimination against students, as well as educational providers or other authorities. In case of violation of the Act the victim of discrimination is entitled to receive compensation from the educational provider or person who discriminated against them (Yhdenvertaisuuslaki 30.12.2014/1325 5:23 §.) In a case back in 2014, Helsinki Design School was charged with violating non-discrimination laws as they found out one of the students was deaf and retracted his study place in the school. The institution had accepted the student, but once they found out about his special needs they claimed they did not have time for necessary arrangements for the student. The CEO of the school believed as they are a privately run institution, they are not required to comply with the non-discrimination laws. The court ruled in favor of the student and imposed a fine of 1,280 euros as well as compensations of 8,000 euros for the student. (Yle 2016, cited 20.9.2016.)

3.3 Act on Equality between Women and Men

Gender equality is considered highly advanced in Finland and the gap between genders is viewed as almost non-existent. Finland was even the first country in Europe to give women both the right to vote as well as stand for election (Suurlakko ja naisten äänioikeus, 2007b, cited 30.10.2016). Finland ranked third in the 2014 Gender Gap Index of the World Economic Forum and was the highest ranking country from the European Union. The report ranks countries according to the gender gaps based on educational, economic, health and survival and political indicators. (World Economic Forum 2015, 19.)

The Act on Equality between Women and Men came into force 1.1.1987 after which it has undergone several reforms to strengthen equality, most notable of which include the prohibition of discrimination due to pregnancy and parenthood in 1992 and the addition of sexual harassment to the law in 1995 (Tasa-arvoaltuutettu, 2016, cited 28.9.2016). The intention of the Act is to prevent discrimination, promote equality between women and men and improve the status of women in the

Finnish society. Additionally, the Act aims to prevent discrimination towards gender identity or gender expression. The Act applies generally in all aspects of society and promotes gender equality particularly in working life. (Bruun & Koskinen 1997,1-2.)

According to the Act, educational institutions need to prepare an annual gender equality plan. This plan is created in cooperation with the staff of the institution and student representatives. The annual plan must include a survey in which gender equality situations and related problems in the educational institution are investigated, as well as what sort of actions are needed to take for promoting gender equality. The plan needs to assess the issues, actions taken and the achieved results from the previous years. The plan may also be included in the educational institutions curriculum or other plan, as well as if agreed upon the plan can be prepared once every three years. (Act on Equality Between Women and Men 2011/488 6b.1-3 §.)

Both direct and indirect discrimination based on the person's gender is forbidden. Direct discrimination means that a person is treated differently solely because of their gender or because of pregnancy or childbirth. Indirect discrimination occurs in practices in which a person's gender is discriminated against because of characteristics related to one of the genders, as well as treating someone differently on the basis of family responsibilities. (Act on Equality Between Women and Men 2011/488 7.1-3 §.) Typical examples of direct discrimination are firing an employee because of her pregnancy or a company seeking to hire only employees of a certain gender, even if the gender is insignificant for the work. Indirect discrimination may occur if for example compulsory military service is required by the applicants even if the work task does not require it. In this situation, as the military service is compulsory only for men in Finland, the company hiring new staff is guilty of indirect discrimination by gender.

Additionally, the Act prohibits sexual harassment and gender-based harassment. Sexual harassment means unwanted verbal, nonverbal or physical behavior of a sexual nature. Gender-based harassment in the other hand means unwanted verbal, nonverbal or physical behavior that is not of a sexual nature, but which violates the person's physical or psychological integrity. (Act on Equality Between Women and Men 2011/488 7.5 §.)

4 METHODOLOGY

4.1 Survey conducted on student equality

In the spring term of 2016 students of OUAS were asked to take part in a survey which was aimed to investigate students' perceptions of studying in OUAS and give them the chance to voice their opinions and make a difference in the way OUAS functions. OUAS organizes a similar survey annually. The survey questions covered a wide range of topics concerning all aspects of studying as well as services provided by the university. The survey was promoted in the OUAS web page and students received email links to the survey to ensure as many students as possible take part in the survey. A lottery of free festival tickets among participants was used to encourage students' interest towards the survey. (Jouko wants to know! student survey - now open 2016, cited 5.10.2016.)

At the time of the 2016 survey there were 136 students enrolled in the DIB programme with 41 of them participating in the survey. The results of the 2016 survey indicated that DIB students encounter inequality and discrimination more frequently in comparison with the whole OUAS (Equality Plan of Oulu University of Applied Sciences (Oulu UAS) 2016- 2018, 2016, 8-10, cited 3.10.2016), even though most DIB students who took part in the survey reported encountering no inequality and discrimination in OUAS. Discrimination based on a person's' origin, nationality and language was reported by 14,63% of participants with age, opinion and other reason coming in on the shared second place with all having been selected by 2,44% of participants. According to the survey most instances of inequality have taken place during group work and lectures with the options selected by 14,63% and 12,2% of participants respectively. Inequality among one's study group was reported by 7,32% of participants. 2,44% of participants reported having experienced sexual or gender based harassment in the community of higher education, however only 34,15% of participants knew who to turn to in cases of such harassment. (Jouko wants to know! 2016.)

4.2 Quantitative survey

We chose a quantitative survey as means of carrying out our research. The greatest benefit of a quantitative survey is that it provides a large amount of data in a relatively short amount of time and the resulting data is easily quantifiable. With a quantitative survey it is possible to reach as many DIB students as possible and increase chances of obtaining answers when participating in the survey does not require too much work from whoever is filling out the survey. (University of Surrey 2016a, cited 5.10.2016.)

The questions of the survey have been drafted with the 2016 Jouko wants to know! -survey in mind to ensure the survey touches on themes that previously had negative reporting. Special attention has been paid to ensure there are no clustered categories and answer options. The survey was conducted as an online Webropol-survey to allow for an uncomplicated quantification process of the data. In addition to the Webropol-survey, paper versions have also been handed out in order to increase the amount of students participating. The results of the survey can be found in Appendix 1, with some questions omitted for anonymity reasons.

4.3 Qualitative interviews

Qualitative interviews provided additional depth to the survey results. The interviews were semi-structured in nature to allow both the interviewer and interviewee to discuss any relating issues that might come up during the interview, instead of merely adhering to a strict set of questions. (University of Surrey 2016b, cited 5.10.2016.) The interviews were conducted anonymously, and in order to guarantee the anonymity of each participant all personal details that might make them identifiable by their peers have been omitted from this thesis. The interviews shall be referenced as Interview A-F.

With the interview we aim understand the discrimination situations that have occurred to the interviewed students. The questions asked in the interview are purely focused in getting a better understanding of why and how the discrimination happened. This way, we can provide our commissioner OUAS with an accurate description of the situation in order form them to prevent similar situations in the future.

5 RESULTS

The "Equality in the DIB programme" –survey received 87 participants of the total 152 DIB students. Authors of this thesis did not take part in order to keep from compromising the integrity of the research. Results indicate unequal treatment in certain matters, such as nationality, language skills and preferential treatment. Altogether, 32,18% of participants reported some sort of unequal treatment during their studies in OUAS. The highest amount of participants was from the first and second year groups with each having 32 participants (36,78%). The third and fourth year students had together 23 participants (26,43%).

It is the second year students who have faced most unequal treatment during their studies, with 43,7% of the participants reporting some sort of unequal treatment. First year students had faced the lowest amount of unequal treatment with only 15,6% of the participants reporting unequal treatment, while the third and fourth year students had 38,5% and 40% of participants reporting some sort of unequal treatment. Reportedly, most of the unequal treatment happened during group work, with the second year students being on the top with 31,3% of them reporting unequal treatment during group work.

The biggest group by nationality to participate was Finnish students, with 59,77% of all participants. Vietnamese students were the second biggest group to participate by nationality with 14,94% of all participants, Russian students with 6,9% and American, British and Hungarian students each 2,3% of all participants. Other nationalities combined made up 11,49% of all participants. Ages of participants range from 17 to 38 years, with 58,62% participants belonging to the 20-24 -year-old age group.

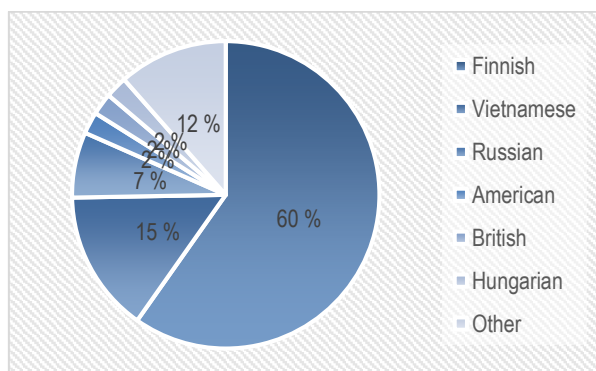


TABLE 1. Nationality of participants

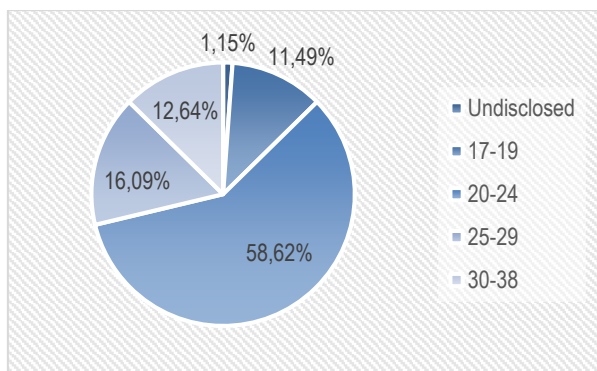


TABLE 2. Age of participants

Students who participated in the survey stated that unequal treatment happens mostly during group work, with 20,69% of all students reporting unequal treatment during group work. 16,09% answered that unequal treatment occurs during lectures, 12,64% answered it occurs during grading of courses and 11,49% answered it occurs during grading of assignments. Only few students had faced unequal treatment in other situations, such as practical training or using the OUAS' campus or it's equipment.

The survey is divided into topics to cover all possible situations of unequal treatment. The topics covered in the survey are nationality, age, gender, sexuality and sexual orientation, language skills, religion, health and disabilities, opinion and political view, appearance, social and economic situation, preferential treatment by teachers and students' perceptions on whether they treat other students unfavorably. Participants reported having some sort of unequal treatment in every topic except religion. Furthermore, the survey covered students' familiarity of OUAS' policies on equality, Finnish legislation and the knowledge of where to report unequal treatment.

5.1 Nationality and ethnicity

Altogether, students from 15 different nationalities participated in the survey. The question "Have you received unequal treatment because of your nationality?" had the highest amount of participants reporting unequal treatment, with 13,79% answering they have faced some sort of unequal treatment during their studies in OUAS regarding their nationality. 3,45% reported having faced unequal treatment because of their ethnicity. Third year students had the highest amount of reported unequal treatment based on nationality, with 30,8% of the participants reporting it. 3,1% of the first year students, 18,8% of the second year students and 10% of the fourth year students

who participated had faced unequal treatment because of their nationality. Female students are more likely to face unequal treatment because of their nationality in comparison with the male students; 18,4% of the female students and 7,9% of the male students reported unequal treatment based on nationality.

Many of the students explained the unequal treatment happened because they are Finnish. The students felt that teachers favor foreign students and expect more from the Finnish students. Finnish students who reported unequal treatment based on nationality explained that it happens during grading and group work. Few students stated that foreign students get better grades with less effort and that standards are not the same for everyone. Also, during dividing into groups, some teachers like to divide the groups based on nationalities found in the class. The problem arises when there are more Finnish students compared to other nationalities and thus resulting in them being put aside as they are “only Finns”. In contrast, some foreign students feel they are treated unequally because they are put in the spotlight based solely on their nationality.

Foreign students, when put in a group with more than one Finnish student, felt left out because the Finns tend to speak Finnish with each other. A student even said s/he feels “nonexistent” during group work with Finnish students due to this. Some students feel their way of working differs from others thus creating conflicts between students during group work (Interview C 10.11.2016, interview). This is considered a problem from both sides, as some students in the other hand claim they wouldn’t want to work with certain students as the working styles are so different (Interview D 11.11.2016, interview). It seems students are assuming their group mates’ working styles will match their own without having a discussion regarding expectations about the practicalities of working in a group. In group work situations where there is a group leader, the role they have and the control they have over the end result of an assignment is a matter brought up by a participant. For example, some students expect a group leader to simply coordinate between group members and combine individuals’ contributions to form a report in the end, whereas some students are under the impression a group leader is a leader in a more literal sense where they have the highest authority over the project and the right to tell their group mates what to do. Moreover, some students like to work in a way where they return an unfinished piece of work to their group so others are able to give feedback on the progress so far. The problem with this arises when the rest of the group is not aware what they have received is a draft, not the final piece of writing and get angry with the student for doing their work poorly. (Interview C 10.11.2016, interview.)

5.2 Gender and sexual orientation

The genders of the participants were divided by 56,32% of females and 43,68% males, with no other genders reported. Most of the participants' gender identity was the same as their gender, with only 2,3% answered having a different gender identity. None of the students participating had faced any sexual harassment, but 5,75% reported unequal treatment based on their gender, 1,15% reported unequal treatment based on their sexual orientation and 1,15% reported unequal treatment based on their gender identity. Only female students answered they had received unequal treatment because of their gender, gender identity or sexual orientation, with 10,2% of the female students facing unequal treatment because of their gender.

The most common reason for the unequal treatment was reported to be sexist jokes told by both students and teachers. These were considered by many as "just jokes", but at the same time the students felt the jokes were crossing a line and they were inappropriate. Additionally, it was reported that when a female student had a different opinion than male students they would receive mocking comments such as "you have sand in your private parts" or "don't whine".

The sexist jokes, name calling and mocking comments are mostly reported to happen in group chats, such as WhatsApp. A student even reported that because of the inappropriate comments she received after voicing an opinion, she didn't want to continue the discussion or try to defend herself (Interview A 9.11.2016, interview). The offensive jokes or discussion topics in the group chats don't revolve only around sexual orientation or gender, with students reporting rude and mocking comments with a variety of topics (Interview F 17.11.2016, interview).

5.3 Language skills

58,62% of participants reported their native language as Finnish leaving 41,38% of participants whose native tongue is something else. All in all, 10,34% participants reported having received unequal treatment based on their language skills. Students themselves are aware that there is a wide range of English language skills in the DIB programme from native speakers to a variety of different accents. While this diversity is seen as a positive thing, it also appears to be a root cause for conflict.

The availability of relevant information in English is a concern raised by participants. Students reported that some courses for DIB students partly use material which is only in Finnish leaving it to the Finnish speaking students to do the translating for their fellow classmates (Interview E 11.11.2016, interview). This benefits students able to understand Finnish as they are getting additional information over others. Moreover, students have pointed out that some lecturers occasionally use examples in their courses that are very specific to Finland so that only the Finnish students are able to understand them, thus giving them an advantage.

Participants reported the amount of courses offered in English to be limited in comparison to the selection of courses available in Finnish. Lack of summer studies in English is also a concern as students say there are not many to choose from. Moreover, the DIB programme is felt to be more limited in terms of course selection when compared to other study programmes offered by the OUAS.

Relating to language skills, foreign students point out that instances with more than one Finnish student present often lead to them discussing in Finnish leaving students who do not speak the language outside of the group. Some students feel this is occasionally done on purpose and tends to take place most often during group work situations. (Interview C, 10.11.2016, interview.) Some students even feel that on some occasions when this has happened they have been the topic of laughter and ridicule.

5.4 Opinions and political views

Most of the students felt that they are treated equal when it comes to their opinions or political view. Only one student reported unequal treatment based on his/her political views and 5,75% students said they have received unequal treatment based on their opinions. However, when asked if students felt that their opinions are taken seriously by students or staff members, there was a rise in the numbers. 80,46% of students felt that their opinions are taken seriously by other students and 73,56% felt staff members take their opinions seriously. Some students reported that teachers highlight their own political views or opinions during courses and even treat students differently depending on if one has the same views or not. Students do not feel it is discrimination, however

they did not think it was fair. It was also mentioned that these issues only happen with few specific teachers.

When it comes to other students not taking opinions seriously, it mostly happens during group work and because there are differences in working styles. A student mentioned that during a group assignment his/her opinions and work were completely ignored by another student resulting in him/her having to redo all the previous work in the way the other student wanted to. S/he stated that the other students in the group did not listen to him/her and would not allow him/her to do the work the way s/he wanted. The student reported the issue to the teacher and was allowed to do the assignment on his/her own. S/he also explained that there are differences in the style of working on assignments and many students will not accept any other way of working than their own, causing conflicts during group work. (Interview C 10.11.2016, interview.)

5.5 Health, appearance and social issues

18,39% of the DIB-students participating in the survey reported having a disability or a health condition which affects their studies, yet only 3,45% of all participants reported having experienced unequal treatment due to their health or disability. With the aforementioned percentages it appears that OUAS is doing well with supporting students who may need some flexibility in their studies due to health reasons. For example, in cases such as dyslexia, students are granted more time to finish exams as well as they are able to take the exams in a location with less distractions. However, the survey results indicate that students who have a health condition which affects their ability to participate in lectures have a harder time keeping up with their courses as not all lecture material is put in the OUAS' student intranet, Oiva. Furthermore, instructions regarding mandatory attendance are felt to be lacking leaving it to individual teachers to come up with their own rules as only language courses have clear guidelines requiring 80% attendance. This results in additional stress of having to take part in lectures despite being sick. Moreover, students affected by health conditions which are not physically visible to others or are otherwise harder for others to comprehend consider it more difficult to get understanding and assistance with their studies as teachers' views and attitudes on mental health for example can be outdated. (Interview F 17.11.2016, interview.)

8,05% of participants reported having been treated differently due to their appearance either by students or staff members. Students who report being treated differently state reasons such as being considered “ugly”, “a nerd”, “a big girl”, “being a foreigner” or “looking different”. According to students the different treatment manifests itself as staring, name calling and being deliberately left out of a group by other students.

Social issues are addressed in the survey with questions regarding caste, class and economic situation. The aforementioned categories each have 1,15% of participants reporting unequal treatment respectively. Despite the amount of participants reporting unequal treatment being low, a participant brings out a point regarding the economic situation of students and recounts a case where students have been asked to bring their own laptops for a course due to problems with OUAS’ own equipment. Taking part in a course which requires students to bring their own laptops may put students who are not well off economically at a disadvantage, especially when the requirement to bring a laptop only came up when the course in question was already in progress. (Interview E 11.11.2016, interview.) Regarding the matter of economic situation, the Constitution states that economic hardship cannot prevent them from opportunities or self-development concerning education.

5.6 Age

Concerning age, no participants reported experiencing unequal treatment for being younger than others. However, 4,6% of participants have faced unequal treatment for being older than others. This number may seem low, yet when considering that only 12,64% participants belong to the 30-38-year-old-age group it becomes much more alarming. A point that is raised more than once is that OUAS has very little to offer to students who are aged 30 and older concerning student exchange and practical training positions as a seemingly arbitrary age limit of 29 applies to many of them. Students who exceed this age limit feel their time could be better spent elsewhere than taking part in lectures about positions they are not eligible for due to their age. (Interview E 11.11.2016, interview.)

Age is reported as a cause for conflict between students in a few occasions, as older students may not be seen as “hip” by their peers and contrarily older students making a point of having more experience and knowledge from their previous studies thus acting as they are above others.

Additionally, a participant tells of an instance where s/he was told to behave differently by his/her fellow student merely for not being older, but for having made more mature life choices (Interview C 10.11.2016, interview).

5.7 Preferential treatment

Participants were asked whether they have received or witnessed preferential treatment by teachers during their studies in the OUAS. 12,64% of the participants stated they have received preferential treatment during their studies and 28,74% have witnessed another student getting preferential treatment.

Language skills are felt to be a cause for favoritism as students feel some teachers value the efforts and work of native English speakers above other students, whereas some participants feel that all students coming outside of Finland are being favored by teachers. A student with English as his/her mother tongue feels s/he may receive preferential treatment due to his/her language skills, yet feel it is not always positive for the student to be the teacher's' favorite since then one may get asked more questions during lectures than other students. On the contrary, students with language skills that are seen as sub-par by others are reported to be favored by teachers in the sense that less is expected of them in terms of assignments. A participant reports having witnessed "some Asian students" with a lower standard of work "getting off easy", while another participant states that the same applies to foreign students with poor language skills in general.

Accounts of other type of preferential treatment are also brought up. Some students feel they have received different grades than their classmates for the same level of work or that grading is sometimes based on something else than one's achievements. Several participants stated they feel some teachers have their "favorite students" or that some students attempt to cozy up to teachers in order to get ahead. Additionally, a participant reported there being a situation where a male teacher focuses his attention to a female student and according to the participant this situation is ongoing. Another participant reports having witnessed some students receiving more attention from teachers and also states there has been "flirting" that has taken place between a teacher and a student.

A participant explained a case where according to him/her a teacher had hardly any interest in teaching a course as lectures revolved around matters that had little or no relevance to the topic of the course. Students' comments on the quality of teaching were not taken seriously by the teacher and the student feels that the teacher in question marked students' grades up as a "buy out" in order to avoid them taking their complaints further. (Interview B, 10.11.2016, interview.)

5.8 Unfavorable treatment

As a part of our research we wanted to know how students felt about their own actions towards other students, thereby we added the question "Have you yourself treated other students unfavorably because of...". 79,31% of the students who answered the survey said they had not treated other students unfavorably in any situation. Approximately 10% of the 1st and 4th year students admitted treating other students unfavorably in some situations, while approximately 31% of 2nd and 3rd year students admitted they had treated other students unfavorably. The chart below shows the answers of unfavorable treatment by students with "I have not treated other students unfavorable in any situations" left out. All the situations, in which students had treated others unfavorably, are clearly under 10% of the total answers.

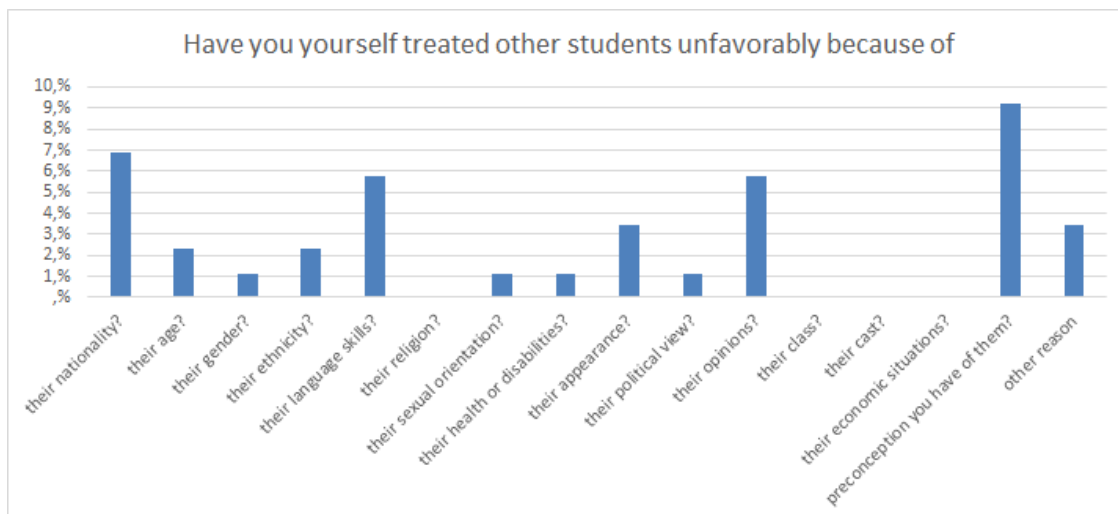


TABLE 3. Unfavorable treatment by students

Having a preconception of others was found to be the main reason students treated others unfavorably. The preconceptions were about previous experience the students had about other students from group work and lectures. A participant explained that some students have a

reputation of being difficult to work with, and s/he would not personally want to take the responsibility of having them in his/her group. The bad reputation manifests from the rumors that circulate from past experiences that other students have had. S/he stated that the situation is a “double edged sword” as s/he would not want to take the extra burden from working with these students, but in the same hand s/he did feel bad for the students, as they are also just trying to learn and do their best. (Interview B 10.11.2016, interview.)

Nationality was the second biggest reason for unfavorable treatment among students. Language skills are related to nationality, as a participant explained that s/he does not want to work with students from certain nationality as their language skills are of a lower level. Furthermore, s/he stated that students from certain nationalities have a way of working that differs greatly from his, which causes conflicts between the students during group work. (Interview D 11.11.2016, interview.) The style of working is a big reason for students being treated unequally as well as students treating others unfavorably. Another participant claimed that s/he now has a strong opinion about a certain nationality after working with few students. S/he even continued to say s/he does not want to work with them or even try to get to know them after the previous experiences. (Interview C 10.11.2016, interview.)

The clear reason for unfavorable treatment is the rumors and past experiences students have had. Undoubtedly, the conflicts during group work are a big issue why students either treat others unfavorably or receive unequal treatment. Few students receiving a bad reputation affects their fellow classmates, as many of the reputations were straight linked with nationality, with comments such as “I have worked with a lot of people from (nationality undisclosed for privacy reasons) - - I tend to be one of those people who wants to sideline them - - I don’t want to spend time to give the people instructions they need” (Interview D 11.11.2016, interview). Another student talked more about the spreading of rumors or stories of past experience and commented that “it is easy to create a mob mentality about certain people” (Interview B 10.11.2016, interview).

5.9 Discrimination in the OUAS, OUAS' policies on equality, Finnish legislation and reporting discrimination

64,37% of the participants combined think that discrimination in the OUAS is nonexistent or rare. 27,59% feel discrimination is occasional and 5,75% and 2,3% think it is common or very common, respectively.

55,17% of students reported being familiar with OUAS' policies on equality with 17,24% answering "No" and 27,59% not being sure on what OUAS' equality policies are. The situation is better when considering participants' knowledge of the Finnish legislation on equality, with 78,16% of participants being aware of the Finnish legislation. 9,2% are not aware of Finnish laws concerning equality and 12,64% are not sure.

When it comes to reporting harassment, discrimination or unequal treatment less than half, 42,53% of participants say they know where to report such things. 31,03% were not sure where to report and 26,44% do not know who to turn to. Students feel that after orientation there is not really a mention on what is and is not appropriate in the DIB programme nor is there a designated person who students could turn to in cases of unequal treatment. At the moment students say that if they wished to take any matter of inequality further they would approach their groups tutor teacher, yet feel the situation would be more complicated if the unequal treatment was occurring from a teacher. (Interview C 10.11.2016, interview.)

6 CONCLUSION

The Finnish legislation protects students' educational rights and their rights to have equal opportunities during their studies. According to the legislation, OUAS is obligated to make sure all students are treated equally and promote equality effectively and systematically. The Constitution of Finland is the foundation to all legislation, with Non-discrimination Act and Act on Equality between Women and Men supporting and further addressing matters concerning equality.

When examining the Finnish legislations and OUAS policies, OUAS is doing everything that is legally required of an educational institution to prevent inequality and promote equality. The equality plan and survey has been conducted accordingly, with targeting relevant issues and following the progress of the issues raised previously. The advancement of internationality, multiculturalism and multilingualism is one of the main themes of OUAS' equality plan of 2016-2018. OUAS aims to further increase the availability of material in the English language, including all documents and information. The objective is to focus on providing a diverse curricula of studies in English and integrating internationality into the basic activities of OUAS. The equality plan also addresses issues concerning one's gender, gender identity and sexuality as well as both physical and social accessibility.

Almost 80% of the students reported that they have knowledge of the Finnish legislation concerning equality and their rights in a possible discrimination case. The legal aspect on equality does not seem to be an issue at OUAS, as both the students and faculty are on track. Additionally, the inequality issues students have raised are not violating their legal status and no further actions have been needed to take. The inequality occurring in the DIB programme can be referred as small-scale, as even many of the participants stated that the unequal treatment they faced was in the end "not such a big deal".

As the results of the survey and interviews have been examined we are able to see the correlations of the issues raised. Approximately one in every three students have experienced some sort of unequal treatment during their studies in OUAS. The problem with equality is that even if absolute equality is a state that OUAS is trying to achieve, it is considered impossible (Utopia, Equality and Liberty: The impossible ideal 2012, 1, cited 21.11.2016). As stated earlier, equality is about guaranteeing that every individual is considered equal to one another in regards to their gender,

age, origin, nationality, language, religion, ideology, disability, health, sexual orientation or other reason relating to their person. Western societies have made huge progress in the last few decades in equality matters, such as minimizing the gender gap or changing the attitudes towards the LGBTQ-community (LGBTQ is an acronym that stands for Lesbian, Gay, Bisexual, Trans and Queer). Even though equality is something that needs to be worked on, it is vital to understand that absolute equality is an idea that cannot be realistically achieved.

The results of the research on equality in the DIB programme show that unequal treatment mostly arises from the students rather than OUAS' personnel. Many students stated that unequal treatment happens during group work and lectures, where the biggest issue seems to be students not wanting to work with each other for a variety of reasons. In the instances where participants reported having received unequal treatment from teachers, it resulted mostly for reasons concerning one's health or nationality, as well as students' perceptions of preferential treatment.

Even though working in an international environment is familiar to students in the DIB programme it seems there may be matters they are not taking into consideration. Such things as vast differences in students' working styles and different expectations concerning group work between students coming from different nationalities can result in conflict between students. These instances of misunderstanding could be avoided if students took a moment to reflect prior to starting to work on a project of what each of them expects from the process and how they agree to adapt their individual working styles together to achieve the best result. Some may consider the existence of these differences obvious, yet when taking the results of our research into consideration we believe it would be beneficial for students if those differences were addressed in a straightforward manner. Tutor lectures are one possible occasion to go through these matters with students in order to ensure everyone is aware there truly are significantly different working styles amongst students and no certain one is necessarily any more correct than the rest. OUAS' main focus is on preparing students for working in an international setting in their professional careers, yet attention ought to be paid also to the way students interact with each other during their time in OUAS. The same amount of respect should be awarded to one's fellow students as to future professional associates.

Name calling, leaving students out, sexist jokes and other things that students face are problems difficult to tackle in a higher educational institute. A large amount of schoolwork is done independently, thus making it impossible for teachers to keep up with everything happening amongst students, leaving a lot of the unequal treatment to happen without any witnesses. For this

reason, OUAS has difficulties understanding the high amount of students reporting unequal treatment in surveys, as most of the cases never come to the personnel's attention. These issues should be discussed with the students or information about who to contact in these types of cases should be provided by OUAS. This type of behavior, that can even be called bullying, should be taken seriously by OUAS and the issues should be discussed openly. As a proposal, an event or seminar about "bullying" in higher educational institutes should become a habit in OUAS. With this type of event students would be informed about the contact persons and what OUAS is doing to support them.

Dividing groups based on nationality was considered an issue among some students. It both annoyed Finnish students as they are the majority and they felt they are left out, as well as it created more pressure for the students who had to take the leading role due to their foreign nationality. Rather than dividing groups by nationality and making the person who comes from that nation the leader, a simple method of draw should be utilized. Some teachers are using this to divide groups, but more attention should be focused on the issue so students would feel equal to their peers. Another issue that was brought up was that standards are not the same for all students. This is something that is very difficult to prove from either side of the matter. The evaluation criteria of assignments and course grades are explained in the beginning of most courses. Teachers should probably emphasize more on what role fluency, language of the text, style of report, activity during lectures and so on have on the final grade. It seems students feel that others are treated better, without actually knowing what they have done for their grade. In the end of the course a session reviewing the criteria would likely be beneficial for students to understand the grading, leading to fewer misunderstandings.

With regards to unequal treatment due to health conditions it is important to mention that according to the survey results OUAS is doing well in terms of supporting students who need flexibility with their studies due to health reasons. Implementing measures, referred to as positive preferential treatment in the Non-discrimination Act, in order to aid students who would otherwise face different treatment based on their characteristics is important to ensure students affected by health conditions face are able to study just as healthy students are. Nevertheless, many health conditions are not physically visible nor easily explained to others and different conditions can have a varyingly significant impact on a person's ability to cope with their studies or attend school altogether. It would be beneficial for the percentage of DIB students coping with health issues which affect their ability to study, if there were clear guidelines on what kind of flexibility or positive preferential treatment

they are eligible for. At this moment a student's circumstances are highly dependent on them explaining the situation to individual teachers and hoping for understanding. This is a problem as teachers may not be knowledgeable about the effects and symptoms of different health conditions or individual teachers may have their own preconceptions on health and disabilities. Clear guidelines would ensure that students are not placed in unequal positions when they are attempting to get support with their studies. Moreover, the Constitution protects educational rights in the sense that educational institutions are obliged to offer students who have special needs or whose ability to participate in standard education is limited other educational services.

7 DISCUSSION

The objective of the thesis was to understand if students are treated unequal and in what situations does unequal treatment happen. This was done by conducting a survey as well as semi-structured interviews with students. The results show that unequal treatment is not uncommon in the DIB programme, with similarities in the issues students face. As stated earlier, absolute equality is impossible to achieve but the most prominent issues of inequality in the DIB programme need to be assessed.

We have given OUAS development ideas concerning how to prevent unequal treatment from occurring and how to tackle existing equality issues. The main proposals are related on educating the students on differences in working cultures not only in their future, but during their time in OUAS. As there are huge differences in working styles it is vital to make students understand that they need to communicate more and assume less.

As a research the thesis has been successful in answering the research questions and determining the causes of unequal treatment. The high amount of unequal treatment reported can be caused by the way questions were presented in the survey. Many students belittled the inequality they had faced after follow-up questions were presented. The purpose of the thesis was to find out if students feel they are equal. There is a great difference with using the phrase “have you been discriminated” versus the used expression “have you received unequal treatment”. If the survey questions would have been formulated with using “stronger” words, the outcome would have possibly been different. Nevertheless, some topics had much more participants claiming unequal treatment which created concerns in the DIB programme.

The learning experience has been rewarding, taking into consideration that the topic of the thesis covers is not straight related to the field we have studied. The theoretical part with Finnish legislation ended up being very demanding as the amount we have studied legislation matters is low. After the struggles of understanding it we both felt it was more than beneficial to be acquainted with the Finnish legislation. The survey conducted was executed well and the questions covered a variety of topics without being clustered together. We were able to reach almost 60% of the DIB students with our survey, which was more than double compared with Jouko wants to know!. With

the survey and interviews showing us certain topics were raised more than once, we could pinpoint the problems DIB students face and give OUAS development proposals.

In hindsight, the biggest issue of the thesis was the timeframe. As we wanted to conduct the survey in such a way that first year students were able to participate, we waited until the first period to end before publishing the survey online. If the survey would have been out a bit earlier, we would have had more time analyzing the results.

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Yhdenvertaisuuslaki 30.12.2014/1325.

1. Which year student are you?

Number of respondents: 87

	N	Percent
1st year	32	36,78%
2nd year	32	36,78%
3rd year	13	14,94%
4th year	10	11,49%
Other, please specify	0	0%

2. What is your nationality?

Number of respondents: 87

Responses	N	%
Finnish	52	59,77%
Vietnamese	13	14,94%
Russian	6	6,90%
American	2	2,30%
British	2	2,30%
Hungarian	2	2,30%
Dutch	1	1,15%
Swedish/Finnish	1	1,15%
Moroccan	1	1,15%
Peruvian	1	1,15%
Portuguese	1	1,15%
South Korean	1	1,15%
Sri Lankan	1	1,15%
Syrian	1	1,15%
Zimbabwean	1	1,15%
Undisclosed	1	1,15%

3. Have you received unequal treatment because of your nationality?

Number of respondents: 87

	N	Percent
No	75	86,21%
Yes, by a staff member, a student or both?	12	13,79%

4. Question 4 omitted for anonymity reasons

5. What is your age?

Number of respondents: 87

Responses	N	%
17	1	1,16%
18	1	1,16%
19	8	9,30%
20	7	8,14%
21	15	17,14%
22	14	16,28%
23	8	9,30%
24	7	8,14%
25	8	9,30%
26	1	1,16%
27	1	1,16%
29	4	4,65%
30	1	1,16%
31	3	3,49%
32	3	3,49%
33	3	3,49%
38	1	1,16%

6. Have you received unequal treatment because you are younger than others?

Number of respondents: 87

	N	Percent
No	87	100%
Yes, by a staff member, a student or both?	0	0%

7. Have you received unequal treatment because you are older than others?

Number of respondents: 87

	N	Percent
No	83	95,4%
Yes, by a staff member, a student or both?	4	4,6%

8. Question 8 omitted for anonymity reasons

9. What is your gender?

Number of respondents: 87

	N	Percent
Male	38	43,68%
Female	49	56,32%
Other, please specify	0	0%

10. Have you received unequal treatment because of your gender?

Number of respondents: 87

	N	Percent
No	82	94,25%
Yes, by a staff member, a student or both?	5	5,75%

11. Is your gender the same as your gender identity?

Number of respondents: 87

	N	Percent
Yes	85	97,7%
No, please specify	2	2,3%

12. Have you received unequal treatment because of your gender identity?

Number of respondents: 87

	N	Percent
No	86	98,85%
Yes, by a staff member, a student or both?	1	1,15%

13. Question 13 omitted for anonymity reasons

14. Have you received unequal treatment because of your ethnicity?

Number of respondents: 87

	N	Percent
No	84	96,55%
Yes, by a staff member, a student or both?	3	3,45%

15. Question 15 omitted for anonymity reasons

16. Is your native language Finnish?

Number of respondents: 87

	N	Percent
No	36	41,38%
Yes	51	58,62%

17. Have you received unequal treatment because of your language skills?

Number of respondents: 87

	N	Percent
No	78	89,66%
Yes, by a staff member, a student or both?	9	10,34%

18. Question 18 omitted for anonymity reasons

19. What is your religion?

Number of respondents: 87

	N	Percent
No religion	48	55,17%
.	39	44,83%

20. Have you received unequal treatment because of your religion?

Number of respondents: 87

	N	Percent
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No	87	100%
Yes, by a staff member, a student or both?	0	0%

21. Question 21 omitted for anonymity reasons

22. What is your sexual orientation?

Number of respondents: 87

	N	Percent
Hetero sexual / straight	79	90,8%
Gay or lesbian	4	4,6%
Bisexual	2	2,3%
Transsexual	0	0%
Other, specify	2	2,3%

23. Have you received unequal treatment because of your sexual orientation?

Number of respondents: 87

	N	Percent
No	86	98,85%
Yes, by a staff member, a student or both?	1	1,15%

24. Have you been sexually harassed?

Number of respondents: 87

	N	Percent
No	87	100%
Yes, by a staff member, a student or both?	0	0%

25. Question 25 omitted for anonymity reasons

26. Do you have any disabilities or health conditions which affects your studies?

Number of respondents: 87

	N	Percent
Yes	16	18,39%
No	71	81,61%

27. Have you received unequal treatment because of your disability or health condition?

Number of respondents: 87

	N	Percent
No	84	96,55%
Yes, by a staff member, a student or both?	3	3,45%

28. Question 28 omitted for anonymity reasons

29. Have you been treated differently than others because of your appearance?

Number of respondents: 87

	N	Percent
No	80	91,95%
Yes, by a staff member, a student or both?	7	8,05%

30. Question 30 omitted for anonymity reasons

31. Have you received unequal treatment because of your political view?

Number of respondents: 87

	N	Percent
No	86	98,85%
Yes, by a staff member, a student or both?	1	1,15%

32. Have you received unequal treatment because of your opinions?

Number of respondents: 87

	N	Percent
No	82	94,25%
Yes, by a staff member, a student or both?	5	5,75%

33. Do you feel that your opinions are taken seriously?

Number of respondents: 87, selected answers: 156

	N	Percent
No they are not, by other students	15	17,24%

No they are not, by staff members	7	8,05%
Yes they are, by other students	70	80,46%
Yes they are, by staff members	64	73,56%

34. Question 34 omitted for anonymity reasons

35. Have you received unequal treatment because of your cast?

Number of respondents: 87

	N	Percent
No	86	98,85%
Yes, by a staff member, a student or both?	1	1,15%

36. Have you received unequal treatment because of your social class or status?

Number of respondents: 87

	N	Percent
No	86	98,85%
Yes, by a staff member, a student or both?	1	1,15%

37. Have you received unequal treatment because of your economic situation?

Number of respondents: 87

	N	Percent
No	86	98,85%
Yes, by a staff member, a student or both?	1	1,15%

38. Question 38 omitted for anonymity reasons

39. Have you ever received preferential treatment by a teacher?

Number of respondents: 87

	N	Percent
Yes	11	12,64%
No	76	87,36%

40. Have you witnessed another student receiving preferential treatment by a teacher?

Number of respondents: 87

	N	Percent
Yes	25	28,74%
No	62	71,26%

41. Question 41 omitted for anonymity reasons

42. In what situation have you received unequal treatment?

Number of respondents: 87, selected answers: 117

	N	Percent
I haven't received any unequal treatment	59	67,82%
During lectures	14	16,09%
During group work	18	20,69%
In grading courses	11	12,64%
In grading assignments	10	11,49%
During practical training	3	3,45%
While using the OUAS' campus or it's equipment	1	1,15%
During student admission	0	0%
In other situations	1	1,15%

43. Have you yourself treated other students unfavorably because of

Number of respondents: 87, selected answers: 107

	N	Percent
their nationality?	6	6,9%
their age?	2	2,3%
their gender?	1	1,15%
their ethnicity?	2	2,3%
their language skills?	5	5,75%
their religion?	0	0%
their sexual orientation?	1	1,15%
their health or disabilities?	1	1,15%
their appearance?	3	3,45%
their political view?	1	1,15%

their opinions?	5	5,75%
their class?	0	0%
their cast?	0	0%
their economic situations?	0	0%
preconception you have of them?	8	9,2%
other reason	3	3,45%
I have not treated other students unfavorable in any situation	69	79,31%

44. How common do you think discrimination is in the DIB programme?

Number of respondents: 87

	N	Percent
Very common	2	2,3%
Common	5	5,75%
Occasional	24	27,59%
Rare	42	48,28%
Nonexistent	14	16,09%

45. Are you aware of OUAS' policies on equality?

Number of respondents: 87

	N	Percent
Yes	48	55,17%
No	15	17,24%
I'm not sure	24	27,59%

46. Are you aware of the laws on equality in Finland?

Number of respondents: 87

	N	Percent
Yes	68	78,16%
No	8	9,2%
I'm not sure	11	12,64%

47. Do you know where to report possible discrimination, harassment or unequal treatment?

Number of respondents: 87

	N	Percent
Yes	37	42,53%
No	23	26,44%
I'm not sure	27	31,03%

48. Have you had to report harassment, discrimination or other unequal treatment?

Number of respondents: 87, selected answers: 87

	N	Percent
Yes, it happened to me	2	2,3%
Yes, it happened to my friend or other student	1	1,15%
No	84	96,55%