LTKY Bilingual Operation Guidelines for Associations

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Purpose of this document

LUT is becoming increasingly international as more and more international degree programmes are introduced. This development has imposed new challenges to guilds and other organizations, as bilingual operation poses additional workload on board members and officers. No clear and functional strategy has yet been implemented across organizations.

LTKY has committed to making the student union's operations as accessible as possible bilingually and encourages associations to do so too:
"LTKY has decided that all communication produced by LTKY will be the same in both languages, but exceptions can be made for materials from stakeholders if they fall under legally mandated duties, cause financial harm to the student union, or if the message is of significant importance to students. Despite this, LTKY encourages all its stakeholders to communicate bilingually." (Board meeting 2025/4).

The bilingual operation guidelines is a document to aid in the bilingual operations from within the guilds and other organizations at LUT University, setting an informational foundation on which organizations can build their own bilingual operations strategy which suits their organization. This document is a guideline that can be used as help and not meant as binding rules. Any suggestions for improvement are warmly welcomed and can be sent to info@ltky.fi or to the board member(s) responsible for internationality directly, ensuring that these guidelines truly serve the associations and members.

Note:
The only languages referred to in this document are Finnish and English as these are the teaching languages LUT offers and currently organizations under LTKY don't use other languages. In theory the mentioned concepts could be applied to the use of other languages as well.

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General

The organizations should orientate their operations according to their members. If the guild only has members from one Finnish or English language degree programme, the internal operations can be fully in one language. If information is communicated publicly targeted towards other organizations as well, bilingual communication should be used.
If an organization has members from both Finnish and English degree programmes their operations should be accessible to both Finnish and international members. The main target is to make all operations equally accessible to all members of an organization and integrate them, regardless of their background.
The external bilingual operations part of this document is also applicable to associations which internally work in one language. The internal bilingual operations part is targeted at associations which work or want to work bilingually. Changing operations from one language to bilingual operations is work intensive, however, once all documentation and onboarding material of an organization is available in both languages and bilingual operations have become a habit, it doesn't require as much work anymore.
When transferring from single language to bilingual operations, try to focus on one step at a time as seeing the whole workload as once might be overwhelming. We have the common goal of making our student culture as accessible as possible for all students and every step towards this is a success.

Internal bilingual operations

Internal bilingual operations refer to all operations that happen within an association and its members.

Official language of an association

According to the association law[1] the official language of an association in Finland has to be Finnish, Swedish or Sami. All of our associations use Finnish as their official language. Legally this means the official rules of the association, as well as the charter which are submitted upon founding of the association need to be in Finnish.
The association law doesn't state in which language other documents need to be written. This means all documents can be written in the operation language of the association. If an association operates in English only or bilingually, they can state so in their rules.
Theoretically, all documents can be written in English only, however members and authorities have the right to request the official documents of the guild (meeting minutes, etc.) in Finnish.

[1] Finland. Yhdistyslaki (Act on Associations). 503/1989. May 26, 1989. Finlex. https://www.finlex.fi/fi/lainsaadanto/1989/503

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Board selection

By law, it isn't required that anyone knows how to speak Finnish, however it might be essential for bilingually operating associations to have a bilingual board as well. Associations should internally discuss which roles require Finnish language knowledge.

Bilingually operating guilds have most likely been operating in Finnish only in the past, consequently all or most documentation is in Finnish. Realistically, English can be added to the existing structures but Finnish should not be removed. Essentially this often requires Finnish knowledge from the chair, secretary and treasurer, who are the responsible people for also providing official documents in Finnish if the rules do not separately state that the operational language is in English.

Some other board roles might be more challenging without fluent Finnish language knowledge but possible applicants should never be discouraged from applying solely because of their language skills. In theory every board role could be filled with an international person, as long as it's made sure they are aware of the language challenges and prepared to overcome them. Possible challenges are that communication has to be done in both languages, some stakeholders might only communicate in Finnish and some documents that are only provided in Finnish have to be understood. Some of these challenges can be overcome with appropriate translation (More about translation can be found in the translation section), and some challenges could be overcome by having Finnish speaking officers working with the specific board member who can help overcome the language difficulties.

The new board should also consider redistributing tasks inside the board if a different distribution could take the need of knowing the second language out of certain roles or lessen the challenges in certain roles. Onboarding material should be made available bilingually so in the future board members can be onboarded in either language.

Board meetings

During board meetings all board members and preferably all officers that come to the meeting should be able to understand what is talked about. If the whole board feels comfortable speaking English this could be the easiest solution. If not, one solution could be using bilingual minutes and the chair speaking English and other people responding in the language they feel more comfortable in. It is important to discuss the language practices with the newly elected board and agree on a solution. The best solution might look different from year to year depending on the selected people.

Meeting minutes for board meetings should be written in both Finnish and English even if the language of discussion is Finnish. Every association member should be able to access the meeting minutes and in associations with both Finnish and English speaking members a large part of members might not have equal access to the documents if they are written only in Finnish.

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General meetings

All members should be able to understand the discussed topics and have access to the discussed documents, therefore the agenda and minutes as well as other presented documents should be presented bilingually. All official parts of the meeting should be understandable for all participants. In voting procedures it is necessary to provide necessary information bilingually so all members know what they vote about.
If no non-finnish speaking members are present the spoken language can be Finnish, however bilingual materials should still be made available after the meeting. Similarly, if no Finnish speaking members are present the spoken language can be English as long as bilingual materials are made available after the meeting.
In discussions every member should be allowed to use the language they can express themselves in best. The content should be explained bilingually by the board upon request.
If an applicant panel is held for choosing people for different positions one approach to not lengthen the process is preparing a set of questions in English, Finnish and then in both languages and having the applicants respond in the language the question was asked in.

Official Documents

Official documents of associations commonly are rules, meeting minutes, action plan, budget plan and financial statements.

Rules:
The rules are a necessary part of registering as an association and changes need to go through authorities. Therefore, they need to be provided in the official language of the association, which is Finnish.
Meeting minutes:
Meeting minutes have to be provided to members upon request. Good practice is to provide the meeting minutes on the association’s website.
Action plan:
If stated in the association's rules, an action plan has to be presented to the members in the general meeting.
Budget plan:
If stated in the association's rules, a budget plan has to be presented to the members in the general meeting.
Financial statements:
Financial statements have to be handled in general meetings.

Generally, all members should have equal access to associations’ official documents and be able to understand them. All members should be able to understand what matters are handled in general meetings. Therefore, it is good practice to provide all materials bilingually.

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Communications

The communication should be bilingual, always providing the same information. However, if messages from outside partners are forwarded, exceptions can be made so that the board's communications responsible doesn't need to function as a translator.

Information channels

In guilds official info channels there could be, for example, either two different channels for English and Finnish information or one channel which includes information in both languages. All information should be provided in both languages, as otherwise internationals who are able to speak Finnish or want to visit a Finnish language event might not get all the information if they only follow the English info channel.
It is, however, recommended to mark if an event is only held in one language in the other languages' info text to avoid confusions or disappointments. Make sure to not discourage participation within your choice of words. Using "This event is held mainly in Finnish, but everyone is welcome." might be much more encouraging for international students to integrate than using "This event is held only in Finnish.".

Website and Social Media

All information on the website should be up to date in both languages. Posts and Stories on social media should be published bilingually. For posts the carousel function, which is available in e.g. Instagram, could be used to show the post in both languages. The caption should be written bilingually as well and the information should be shortened sufficiently so there is no need to put information into the comments. It's bad practice to use the comments to give the information in the second language as the comments are often not visible to all users.
When videos are published on social media, it is enough to use one language as spoken language. However, the translation to the second language should be added as subtitles. It is also possible to speak in both languages.

Feedback on Language practises

It is good practice to collect feedback on the association's language practices to improve the equal access of all members to information. This can be done with the help of a survey or by adding questions about language practices to exciting member surveys. Additionally, open feedback channels could be used.

Translations

When translations are made for documents or meetings, associations most likely don't have the means to hire professional translators. Therefore most translations are unofficial translations

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and for official documents these should be clarified as such. For example the statement "unofficial translation" can be used.
It is important to agree on common translations for terminology that is used throughout an organization, to avoid misunderstandings if different words are used for the same meaning.
If you have the necessary language skills, translating documents yourself is the preferable option. Nowadays artificial intelligence (AI) use and different translation softwares have become common. They accelerate the translation process and often use more professional language. However, it is important to acknowledge that AI and translation software are prone to mistakes and should not be relied on blindly. They can also have issues regarding sustainability, ethical questions, reliability and information security. Therefore it's important to familiarize yourself with the AI/software you use beforehand. The following section introduces do's and dont's for their utilization.

Do's and Dont's for the use of AI and translation software

Do's	Dont's
Proofread the translation. AI or translation softwares can make mistakes. Compare the original text to the translation.	Rely solely on the AI or translation software's translation without checking it.
Delete all personal information (name, contact information, address, etc.) from a text before using AI or translation software.	Copy paste the text directly without checking if it contains any personal data.
Ask for help from someone with better language skills / more knowledge on certain terms in the student association context.	Assume that translations are correct without checking if unsure.
If the text contains complicated terminology, look up important terms yourself.	Rely on AI or translation software using the correct terminology.
Check that the translation preserves the meaning, tone and intent of the original text.	Translate word for word without considering the intended meaning and context.
Use consistent terminology for terms that come up regularly.	Use different translations for the same term in different documents.
Check formatting, dates, numbers, references, names of organizations, official titles and specific terms after translation.	Assume that all formatting and names, titles and context specific terms have been translated correctly.

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Fresher upbringing

The internationalization of LUT and the student community also brings challenges to the fresher upbringing in guilds. Bilingual communication puts a heavier workload on fresher captains, board members and tutors and it's important to communicate responsibilities clearly. Often this is forgotten and if it's not actively emphasized to include Finnish and international freshers equally, one group may easily feel neglected. Therefore it is necessary to put emphasis on splitting responsibilities between fresher captain, board, officers and tutors to ensure a smooth start for all freshers.

Fresher captain

The fresher captain is an important part of the first impression freshers get upon arrival to the University. If there are Finnish and English language programs starting in a guild, the fresher captain should be able to communicate with all freshers, which in some cases requires both Finnish and English language skills.
This, however, might exclude many international students who don't speak sufficient Finnish yet from applying as fresher captain. All students should have equal opportunity to apply for positions like these or participate in the fresher upbringing in other, valued, ways. Often there are many students starting and it is very hard for one person to take on the job of making all freshers feel welcome by themselves. The responsibilities should be clearly communicated and distributed along board members and officers as well, not to burden the fresher captain too much.

Some possible solutions are:

- Two fresher captains that share the responsibility of the fresher captain duties but there is no specification that one is responsible for Finnish and one for international students.
  Benefits: This would distribute the growing amount of tasks that fresher captains hold, as the amount of students has also increased significantly since the fresher captain traditions were founded and would allow one of the fresher captains to be an international student could technically also be two Finnish students who speak both languages.
  Challenges: The task distribution needs to be clear so nobody ends up doing the whole work alone, it is best if both can work together as a good team. Traditionally there has been only one fresher captain in most associations so it would take some effort to implement their own symbols (helmet, hats, jackets, etc.) for a second fresher captain.

- Two fresher captains, one responsible for Finnish and one responsible for international students, who split the tasks related to the fresher captain role equally.
  Benefits: International students can apply for the role and the work load is split.
  Disadvantages: This might lead to separation of the internationals from the Finnish students during fresher weeks.

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Challenges: The task distribution needs to be clear so nobody ends up doing the whole work alone, it is best if both can work together as a good team.

- One fresher captain and one or multiple additional officer/board positions who assist in organizing fresher weeks and the fresher upbringing and who don't have the same workload as the fresher captain but take on an important role in making freshers feel welcome.
  Benefits: The Fresher captain can be both English or Finnish speaking.
  Disadvantages: If responsibilities are not clearly communicated, either Finnish speaking or English speaking freshers might be neglected.
  Challenges: These officer roles have to have clearly distributed tasks. There should be some incentives to people taking on these roles, as it might be unfair to get much less advantages to the job as the fresher captain gets, even though they might end up doing a lot of work.

- Communicating with board members and officers that it's also their responsibility to communicate with the freshers and make them feel welcome. Responsibility could be split, for example, part of the board could concentrate more on international students and part of the board more on Finnish students during fresher weeks.

Tutoring

Tutors are chosen by LUT, which sometimes brings the challenge that tutors are not integrated into the guild much themselves. Therefore it's important to contact all tutors and organize opportunities for all tutors to meet and get to know each other. The better the tutors are connected, the better the communication will work during fresher weeks. It should be emphasised also that it would be a great help if they try to socialize with all freshers, not only their own group, during guild events during the fresher weeks. Tutors play an important role in fresher upbringing and have a close link to freshers. It puts additional workload on the fresher captain and board members if the tutors are not integrated into the community and don't take an appropriate role in taking care of the freshers.

Internal events

Generally, the goal is to make everyone feel included at bilingually organized events. If the association has both Finnish and non-Finnish speaking members all events should be welcoming to all members and not be excluding if, for example, an event is organized in only one language. Essential information should be given bilingually or in a language all participants understand and feel comfortable speaking.

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Sitz parties & Anniversary balls

Sitz parties and anniversary balls heavily depend on the people who give speeches during the Sitz, therefore it might be difficult to organize them bilingually and make everyone feel welcome. In the following a few tips for planning bilingual sitz parties are introduced (these can also partly be applied to anniversary balls):

- Add a question about preferred language to the sign-up form, this prevents singling someone out if the toast masters e.g. ask “Does anyone need the rules in english” during the Sitz
- One toast master speaks only Finnish, one toast master speaks only English, also outside of introducing the rules
- All rules are introduced in both languages
- Rules are added to the song booklet in both languages
- Songs in both languages are added to the song booklet
- Ask board members / officers to also give some speeches in English beforehand

Additionally a few tips for specifically anniversary balls:

- Ceremony master might use both languages or there are two ceremony masters of whom one speaks english and one finnish
- If the venue practically allows it a projector could be used to display the translation of the speeches while the speeches are given

Relaxed settings

In relaxed settings, such as sauna evenings, board game nights or other gatherings the goal is to make everyone feel included. Especially non-finnish speaking students might feel excluded if the main language used is Finnish.
In the case that more Finnish than non-finnish students visit an event the board, tutors and fresher captain can be asked to try mingling with everyone and connect the Finnish and non-finnish speakers. This can be done, for example, by starting a conversation or by inviting someone to a joint activity, such as playing a board game or going to sauna.
As soon as friendships form between Finnish and non-finnish speaking students the separation into two groups based on preferred languages decreases rapidly, however, it requires active effort to make everyone feel welcome from the start.

Language solutions

The design of bilingual working spaces and bilingual events has different challenges and often there is no one perfect solution but the right solution depends on the certain environment. Depending on the setting, different language solutions should be chosen. Generally, language

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awareness should be improved first and then different strategies for the use of language could be implemented.

The online platform Kielibuusti[2], which is developed with support of the ministry of education and culture offers useful materials for learning Finnish and using Finnish in the workplace. The concepts introduced in the employers section are widely applicable for voluntary work settings as well and include information that can, for example, be applied in board work or within workshops with board and officers.

The different language solutions for the workplace mentioned there are introduced here, however, it is beneficial for associations to visit the website themselves and look through the materials as they include not only information about language awareness and practices but also about, for example, multilingualism at events. Each organization needs to find the practices that work best for them and the Kielibuusti website can assist in this task.

The website introduces 3 language solutions for the workplace. Solution A is to all speak English, solution B is to speak (and learn) Finnish, solution C is Multilingualism. Each option has different benefits and disadvantages. The content of these tables is closely adapted from Kielibuusti[3], but slightly changed to suit the student association context:

Solution A: Let’s all speak English

Benefits	Disadvantages
Usually everyone knows English: English is the most widely known foreign language in the Finnish context, it is part of the linguistic repertoire of many students.	Differences also in English proficiency (latent inequality): Not everyone is fluent in English and using it can be stressful. Lack of language proficiency may hinder an individual's self expression or keep them from applying to volunteer work opportunities.
English is seen as the egalitarian choice: is often used as a shared language in situations in which participants do not speak English as their first language.	Inconsistent language skills could undermine the quality of work (e.g.ideation): Brainstorming solutions is easier using one’s native language, and therefore a solely English-speaking board or other volunteering group can impede this.
	Glass ceiling: a lack of Finnish skills can impede advancing in student volunteering work and integrating in the local community: Even in a community that has English as the operational language, a lack of skill in the local language makes it more difficult to adapt and integrate into a new country. Those with no proficiency in Finnish may find themselves touching a glass ceiling.

Solution B: Speak (and learn) Finnish

[2] Kielibuusti. “Employers.” Accessed October 28, 2026. https://www.kielibuusti.fi/en/employers
[3] Kielibuusti. “Language Solutions for Workplaces.” Accessed October 28, 2026. https://www.kielibuusti.fi/en/employers/language-policy-planning/language-solutions-for-workplaces

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Those who speak Finnish as a second language are given opportunities to improve their proficiency in Finnish. Improving language proficiency consequently improves opportunities for progressing in the integration in the local community, association activities and also working life.

Benefits	Disadvantages
Finnish speaking students can use their strongest language: For Finnish speakers, working in Finnish is less stressful and may improve the quality of their work.	Threat to personal expression: skills and knowledge do not always come out in Finnish: Many feel that they are unable to perform their responsibilities with imperfect language proficiency, and that their knowledge does not always come out when they speak Finnish.
Finnish can also be used as a language of external communication: When Finnish is the main language of an association, it is also natural to handle external communications in Finnish.	It can be stressful and time-consuming for the language learner: For a language learner, speaking and listening to their second language can be exhausting, and working using a new language can take more time than using their strongest language.
Opportunity to learn Finnish in the student community: Those who speak Finnish as a second language are given opportunities to improve their proficiency in Finnish. Improving language proficiency consequently improves opportunities for integration in the student community and later on in working life.	

Solution C: Multilingualism

In some places people switch languages flexibly according to the needs of the situation and those who are speaking. One concept is that of parallel lingualism – communicating by using two or more languages in parallel. There is also receptive multilingualism, which means that of the common languages, each person uses the one that is strongest for them when they speak.

Benefits	Disadvantages
Out of the agreed languages, everyone can use their strongest one: Each individual may use their native language or their strongest language of the agreed options	Requires proficiency in several languages and willingness to discuss languages: Receptive multilingualism requires the speakers to have at least a passive knowledge of each other's strong languages. In addition, it would be good for those speaking to know each other's language skills and what their goals in improving these skills might be.

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Optimisation: efficiency and ease: Translating documents into different languages may often reduce unnecessary rambling and jargon. Clearer communication benefits the entire community.	Calls for planning and resources (e.g. parallel lingualism): Parallel lingualism brings practical challenges ranging from resources (translating all texts is work intensive) to problems of attitude (mixing different languages can be seen as difficult)

External bilingual operations

External bilingual operations refer to all operations that affect organizations or individuals which aren't members of the associations itself.
When cooperating with other associations that operate bilingually it is important to adapt the language practices to the other associations. For example, when an organization operates only in one language it is good practice to provide information to other organizations bilingually or discuss with the other organizations which languages are required and how the communications should be handled and by whom.
When organizing events open to all students or students from organizations that operate bilingually the guidelines presented in the "Internal events" section can be followed.

Internationalization in our community

Our community is strong, growing, full of culture and traditions and international students are already an essential part of it. Internationalization is not a problem but a chance. Even though we often look at the challenges LUT's growth and the increasing amount of international students bring, we should try to change our perspective towards the benefits these developments bring. We have a chance to motivate internationals to integrate in the student community, as well as the Finnish society, by making them feel welcome and that they have a place here.
At the same time our community gains from internationalization. We have the chance to learn about different cultures and languages, improve our cross-cultural working skills and improve our English skills, which is an important skill for the globalizing industry, as English is required in many workplaces. Last but not least, internationalization gives us a chance to build international networks and friendships.
The bilingual operation guidelines are meant to assist and accelerate the processes and developments that are already in place in our community. The goal is to include all students while keeping Finnish traditions and bringing them closer to international students.

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