

1 Equality Plan Draft comment 2 version

3	Opening Words	2
4	About the Equality Plan	3
5	Associations and the Student Community	5
6	Equality work in associations and the student community	5
7	Accessibility at student community events	7
8	Intervening in harassment and inappropriate treatment	8
9	Daily Activities at TREY	10
10	Equality work at TREY	10
11	Events organised by TREY	13
12	Intervening in harassment and inappropriate treatment	16
13	Equality in decision-making	17
14	The University	19
15	Accessibility of education and support for studies	20
16	University spaces and systems	21
17	Intervening in harassment and inappropriate treatment	22
18	Equality in decision-making	23
19	Assessing the Realisation of the Plan	23
20		

21 Opening Words

22 Student Union – Community for All

23 University is an institution in which one oftentimes stays for about five years –
24 these years, however, are much more than just a span of time. They are years
25 during which one builds their own future, finds their own place in the world,
26 and creates life-long memories.

27 During this time, we are a part of a community of about 20,000 students:
28 apart of TREY, the Student Union of Tampere University. TREY belongs to
29 everyone – regardless of country of birth, religion, political views, sexual
30 orientation, sex, gender, or other personal background factors. We are
31 different but united by one important fact: we are all university students.

32 Students in Tampere are known for their courage and strong community
33 spirit. This spirit is not born out of thin air – it is born from an environment in
34 which every student can feel like they belong to a community and participate
35 in it in their own way. To strengthen our sense of community, we need shared
36 ground rules.

37 Equality is one of the cornerstones of these rules. Promoting and fostering it
38 requires active attention and action. This plan details how TREY plans to
39 promote equality from 2026 to 2028 so that every student can feel like they
40 are a part of a community, just as they are.

About the Equality Plan

This Equality Plan has been approved in a Representative Council meeting of the Student Union of Tampere University (TREY), and it acts as a description of the equality goals of TREY. The Plan supplements the Student Union's other steering documents, such as the Policy Paper and the Language Principles. All steering documents are available on TREY's website.

The Equality Plan is in effect from 2025 to 2027.

Equality is one of the core values of TREY's work, and the goal is to strengthen the existence of a student community in which everyone can be themselves and feel themselves safe and welcome.

This plan steers primarily TREY's own work. It defines how the Student Union promotes equality in its work and in the work of the associations that have association status at TREY. The Plan also includes advocacy goals in relation to Tampere University and society at large.

The Constitution of Finland states that all persons are equal before the law. According to [Section 6 of the Constitution](#), no person shall be treated differently on the grounds of sex, age, origin, language, religion, conviction, opinion, health, disability, or other reasons that concern one's person. In the Non-Discrimination Act, the prohibition of discrimination is extended to apply also to, for example, nationality, political activity, trade union activity, family relationships, and sexual orientation. Equality between sexes is dictated in a separate law, which also prohibits discrimination on the grounds of gender identity and gender expression.

The purpose of this plan is to guide us in creating a more equal student union. The entire Student Union participates in this creation process, especially TREY's Executive Board and personnel. The realisation of this goal is overseen via an equality survey which is conducted every three years. The Equality Plan

68 is updated on basis of the survey. Conducting the survey and updating the
69 Plan is primarily the responsibility of TREY's equality sector.

70 The Equality Plan contains several concepts with which it is recommended
71 one familiarises themselves in order to gain a broader understanding of the
72 topic at hand. You can find the definitions of these concepts on [TREY's](#)
73 [website](#).

Associations and the Student Community

The entire student community and all associations, volunteers, sections, and committees operating under or within TREY actively promote equality and non-discrimination. Each student feels that they are as valuable as everyone else, and everyone genuinely has the opportunity to participate. TREY has clear rules and principles regarding the promotion of equality.

Equality work in associations and the student community

The entire student community and every association operating within TREY takes equality seriously. Every community member evaluates their own actions and promotes equality. The community can trust that TREY provides them with the needed support and help to promote equality.

Objective: Associations within TREY promote equality in their work and establish it as a part of their organisational culture. TREY encourages and supports associations in their equality work.

Action(s):

Materials on equality are easily obtainable from TREY.

TREY provides associations with an equality guide which helps associations make their work even more equal.

TREY regularly educates associations on equality themes. TREY provides additional training and individual guidance when needed. Training is organised both in Finnish and in English.

TREY provides associations with a financial incentive to promote equality as part of the motivational part of the operational grant.

TREY meets with and listens to persons in charge of equality in associations yearly and facilitates collaboration between associations.

99 **Responsibility:** Social affairs sector, association sector

100 **Indicator(s):** The Principles for safer spaces and the Equality Plan are up-to-
101 date and available (yes/no), equality guide for associations is available
102 (yes/no), evaluation criteria for promoting equality are a part of the
103 operational grant (yes/no), mean of the points given for fulfilling equality
104 evaluation criteria, number of equality trainings, meeting with persons in
105 charge of equality organised (yes/no).

106 **Objective:** Associations' communications are accessible and equal.

107 **Action(s):**

108 Associations are trained on the principles of successful communication and
109 the accessibility of communications. Associations are encouraged to
110 communicate bilingually. Associations are offered guidance on the equality
111 and accessibility of communications.

112 TREY provides associations with materials in order to promote equal
113 communications.

114 **Responsibility:** Communications sector

115 **Indicator(s):** Points given to associations in operational grants (especially in
116 regard to accessibility, bilingualism, and acknowledging students' diversity),
117 number of communications trainings, feedback received

118 **Objective:** Equality is taken into account when arranging tutoring.

119 **Action(s):**

120 TREY trains tutoring organisers on equality. Tutors are chosen in an equal
121 manner in collaboration with associations and the University.

122 Tutor training includes training on equality as a part of group leadership skills
123 and encountering new students.

124 **Responsibility:** Tutoring sector

125 **Indicator(s):** Tutoring organisers trained on equality themes (yes/no),
126 equality training organised for tutors (yes/no).

127 Accessibility at student community events

128 Student community events are as accessible as possible for all participants.
129 Challenges are recognised and all related measures to overcoming them are
130 regularly evaluated and developed. Accessibility is not a special need but a
131 starting point in the planning and realisation of all events.

132 **Objective:** Accessibility is a clear concept to people operating in student
133 associations. There is support available for organising accessible student
134 activity. Associations communicate clearly about accessibility in connection
135 with events.

136 **Action(s):**
137 TREY provides people operating in student associations with clear materials
138 on accessibility.

139 TREY trains associations on organising accessible events.

140 TREY keeps a list on accessible event spaces.

141 TREY requires a description on accessibility for events advertised on TREY's
142 communications channels.

143 TREY surveys the possibility of acquiring tools which improve accessibility,
144 such as induction loops, for the use of both TREY and its associations.

145 **Responsibility:** Social affairs sector, communications sector, events sector

146 **Indicator(s):** Materials on accessibility produced for associations (yes/no),
147 list on the accessibility of event spaces is updated and up-to-date (yes/no),
148 organised trainings (number, descriptions), survey on accessibility tools done
149 (yes/no)

150 Intervening in harassment and inappropriate treatment

151 Intervening in harassment and inappropriate treatment is taken seriously in
152 the student community of Tampere University. Student associations are
153 offered support and training on handling related situations. There are clear
154 guidelines available for associations on how to proceed in different situations.
155 TREY's harassment contact persons are a known support service to both
156 students and associations, and people feel comfortable contacting them
157 when they need help. TREY always handles instances of inappropriate
158 treatment in an appropriate and timely manner. There are clear approaches
159 on intervening in harassment, and the work on preventing harassment is
160 adequately resourced in the Student Union.

161 **Objective:** TREY offers support and help to students who have faced
162 harassment, discrimination, racism, or other inappropriate treatment.

163 **Action(s):**

164 TREY employs several harassment contact persons who offer help to students
165 and associations operating within TREY.

166 Harassment contact persons receive training for their job, and an adequate
167 amount of time is allocated from their working time for the task.

168 **Responsibility:** Main sector, harassment contact persons

169 **Indicator(s):** Number of harassment contact persons, training provided
170 (yes/no)

171 **Objective:** Students and associations are familiar with the work that
172 harassment contact persons do and seek help when they need it.

173 **Action(s):**

174 The services of harassment contact persons are advertised versatilely
175 through different channels such as our website, noticeboards, social media
176 channels, intranet, and events.

177 Harassment contact persons are reachable through several channels in
178 order to lower the threshold on reaching out.

179 **Responsibility:** Harassment contact persons, communications sector

180 **Indicator(s):** communications and contact channels (number), estimated
181 number of contacts, results of equality surveys

182 **Objective:** Student associations are offered help and support on intervening
183 in harassment. Each person operating in an association knows who to turn to
184 in the face of challenging situations.

185 **Action(s):**

186 Several trainings on equality, intervening in inappropriate treatment, and
187 preventing harassment are organised yearly for people operating in
188 associations. Trainings are organised also in English.

189 Associations are regularly informed about the support offered by the
190 harassment contact persons.

191 **Responsibility:** Harassment contact persons, equality sector

192 **Indicator(s):** Number of trainings organised for associations and the
193 numbers of their attendees, communications with associations (yes/no,
194 channels used)

Daily Activities at TREY

Equality is taken into account in daily activities at the TREY office, as well as in communications, decision-making, and events. TREY is an exemplary actor in equality work and also supports its interest groups in promoting equality.

Equality work at TREY

Equality is an important value in the daily operations of the Student Union, and all people operating in TREY recognise their responsibility in promoting equality. Equality is visibly a cross-cutting theme in TREY's societal advocacy work.

Objective: The realisation of equality is monitored and promoted actively at TREY. Each person working at TREY's office knows TREY's Equality Plan.

Action(s):

There is an equality sector operating in TREY. The sector consists of an employee and at least one board member, both or all of whom are in charge of equality in their respective positions.

The Council of Representatives is provided a yearly report on the realisation of the Equality Plan.

Each new Board is introduced to the Equality Plan at the start of the year. New employees are introduced to the Plan when they begin their work. The entire office participates in the fulfilment of the objectives of the Equality Plan. All sectors are introduced to the Plan as part of the introductory training.

Responsibility: Main sector, equality sector

Indicator(s): Composition of the equality sector, report provided to the Council (yes/no), new people operating in TREY are introduced to the Plan (yes/no, description)

220 **Objective:** The Principles for safer spaces are followed in TREY's operations

221 **Action(s):**

222 TREY has Principles for safer spaces which have been approved by the Board,
223 and they are updated when necessary.

224 The Principles for safer spaces can be easily found on TREY's website, and
225 they are regularly communicated about during events and in the operations
226 of bodies.

227 **Responsibility:** Equality sector

228 **Indicator(s):** The Principles for safer spaces created (yes/no), the Principles
229 for safer spaces found on website (yes/no), communications about the
230 Principles for safer spaces (description)

231 **Objective:** People of different genders and personal backgrounds are
232 represented and of an equal standing in TREY's Board, personnel, and bodies
233 operating under the Council and the Board. Recruiting processes are equal.

234 **Action(s):**

235 TREY aims to represent our diverse membership as inclusively as possible. All
236 application and recruitment processes emphasise that we welcome
237 applicants of different genders and backgrounds.

238 Whenever possible, anonymous recruitment is favoured in the first stage of
239 recruitment processes.

240 **Responsibility:** Main sector

241 **Indicator(s):** Communications during application and recruitment processes
242 (yes/no), anonymous recruitment used in recruitment processes (number)

243 **Objective:** TREY's communications are accessible.

244 **Action(s):**

245 TREY's communications and website take into account accessibility in relation
246 to both content and technical aspects. TREY's communications are bilingual

247 and available on multiple channels, on social media and mailing lists alike.
 248 The language used in communications is clear standard language and takes
 249 into account the diversity of the student body.

250 TREY's website fulfils the WCAG 2.1 criteria. Videos published on TREY's
 251 communications channels are subtitled if they include speech.

252 TREY's office personnel receive training on accessibility, and TREY's
 253 communications plan includes a chapter solely on accessibility.

254 **Responsibility:** Communications sector

255 **Indicator(s):** accessibility of website considered (yes/no), communications
 256 are bilingual (yes/no), website fulfils the WCAG 2.1 criteria and most of
 257 accessibility requirements (yes/no), videos are subtitled (yes/no),
 258 accessibility training organised for TREY office personnel (yes/no)

259 **Objective:** TREY works actively on promoting a more equal society.

260 **Action(s):**

261 TREY highlights equality in its public discourse and statements.

262 TREY participates in different campaigns promoting equality, such as Anti-
 263 Racism Week and Pride Week.

264 **Responsibility:** Social affairs sector, international affairs sector, educational
 265 affairs sector, equality sector, main sector

266 **Indicator(s):** Statements given, campaigns

267 **Objective:** In its operations, TREY takes into account the diversity of students
 268 and students' different situations in life.

269 **Action(s):**

270 People operating in TREY receive training on themes regarding neurodiversity.

271 New people operating in TREY are familiarised with the results of the survey for
272 students with families, and students with families are taken into account
273 when planning TREY's operations.

274 Training on how to take different kinds of students into account is included in
275 the introductory training for people operating in TREY.

276 **Responsibility:** Equality sector, main sector

277 **Indicator(s):** Training on neurodiversity organised (yes/no), results of the
278 survey for students with families reviewed (yes/no), different kinds of students
279 taken into account in introductory training content (yes/no)

280 Events organised by TREY

281 TREY's events are an example to the entire community. Finnish law and our
282 internal and external guidelines are followed at these events. The events are
283 diverse, and each member feels that they can participate in events and find
284 one that is to their liking.

285 It is safe and pleasant for the entire membership to participate in TREY's
286 events. TREY's events include clear guidelines for participants. These
287 guidelines help ensure safety, lower the threshold for participation, and
288 prevent misunderstandings and inappropriate behaviour. Problems are
289 addressed in a timely and educated manner.

290 **Objective:** TREY's Principles for safer spaces are followed in events organised
291 by TREY. Event participants are committed to following these principles. It is
292 safe to participate in TREY's events.

293 **Action(s):**

294 The Principles for safer spaces are updated if needed, and it is easy for the
295 membership to find them. All event participants are informed of the Principles
296 for safer spaces during the sign-up process. There are clear approaches at
297 every event on intervening in behaviour that is not in alignment with the
298 Principles for safer spaces.

299 Those in charge of event safety at TREY's events know how to act in
300 challenging situations and ensure safety. First aid training is provided for
301 those who are in charge of event safety.

302 **Responsibility:** Events sector, social affairs sector

303 **Indicator(s):** The Principles for safer spaces updated (year), event
304 participants informed of the principles for safer spaces (yes/no), first aid
305 training arranged and number of persons trained (yes/no, number), feedback
306 received

307

308 **Objective:** TREY's events are diverse and encourage all members to
309 participate. When planning TREY's events, different groups, such as people of
310 different ages, sexual and gender minorities, and those with families, are
311 taken into account. Event concepts are diverse and such that everyone feels
312 that they can participate.

313 **Action(s):**

314 TREY creates internal guidelines on how to take into account different student
315 groups at TREY's events.

316 TREY organises events that are above all aimed at minority groups.

317 Whenever events are organised, their family-friendliness is communicated.

318 Participants are encouraged to communicate bilingually at events.

319 **Responsibility:** Events sector

320 **Indicator(s):** Guidelines on taking account of different student groups
321 created (yes/no), events aimed at minority groups (number, description),
322 family-friendliness communicated when organising events (yes/no),
323 feedback received

324 **Objective:** Students' personal qualities or disabilities are not an obstacle for
325 participating in events organised by the Student Union. TREY's events are truly
326 accessible.

327 **Action(s):**
328 TREY organises events in which people who have disabilities can also
329 participate. The accessibility of each event organised by TREY is surveyed and
330 communicated to event participants. As many events as possible are
331 organised in fully accessible spaces.

332 In addition to physical disabilities, sensory defensiveness and stimuli that
333 overload the senses are taken into account. TREY creates internal guidelines
334 on taking account of sensory defensiveness at TREY's events.

335 **Responsibility:** Events sector

336 **Indicator(s):** Communicated about accessibility in relation to events
337 (yes/no), percentage of fully accessible events, guidelines on taking account
338 of sensory defensiveness created (yes/no), feedback received

339 **Objective:** Food and drink choices that take account of special dietary
340 requirements are available at TREY's events. No one is pressured or treated
341 unequally for consuming or not consuming alcohol at TREY's events.

342 **Action(s):**
343 Participants of TREY's events are asked to inform of possible special dietary
344 requirements. The most common special dietary requirements are
345 automatically taken into account at events.

346 Alcohol-free options of good quality are available at TREY's events. No one is
347 pressured to consume alcohol and inappropriate attempts to pressure a
348 person are intervened in.

349 **Responsibility:** Events sector

350 **Indicator(s):** Special dietary requirements taken into account at events
351 (yes/no), alcohol-free options available at events (yes/no), feedback
352 received

353 Intervening in harassment and inappropriate treatment

354 Harassment, bullying, discrimination and inappropriate treatment are not
355 acceptable at TREY's office. All cases of inappropriate treatment are taken
356 seriously and handled appropriately. There are clear guidelines for people
357 operating in TREY in the case of harassment, and there is support easily
358 available.

359 **Objective:** TREY's office is free of harassment and discrimination.

360 **Action(s):**

361 A joint discussion on ground rules at the office is organised at the start of
362 each year.

363 All inappropriate treatment is immediately intervened in by bringing the
364 matter up with the persons involved. Office personnel are offered support and
365 training on how to bring up a matter and give feedback.

366 An internal equality survey is conducted at the office each year.

367 The office personnel have guidelines on intervening in inappropriate
368 behaviour.

369 Harassment contact persons and occupational safety and health
370 representatives are trained for their jobs.

371 **Responsibility:** Main sector, work health and safety team, employee
372 representatives, harassment contact persons

373 **Indicator(s):** Discussion on ground rules organised (yes/no), training on how
374 to bring up a matter and give feedback organised (yes/no), office equality
375 survey conducted (number of respondents, response rate, and possible
376 mentions from the responses), harassment contact persons and
377 occupational safety and health representatives have gotten introductory

378 training (yes/no), guidelines on intervening in inappropriate behaviour
379 reviewed in introductory trainings (yes/no)

380 Equality in decision-making

381 It is possible to participate in the decision-making of the Student Union at
382 different levels. Decision-making at different levels is open and equal, in the
383 Board and the Council alike. The meeting practices of the Board and the
384 Council are equal and honour the principles for safer spaces.

385 **Objective:** The decision-making of TREY's Board is open and equal.

386 **Action(s):**

387 Board meetings are prepared thoroughly, and decision-makers are given the
388 necessary amount of information needed to support decision-making.

389 The agendas of Board meetings are available to the Council. Both the Council
390 and the membership are regularly and bilingually informed of decisions.

391 **Responsibility:** Main sector

392 **Indicator(s):** Agendas available (yes/no), informing about decisions (yes/no,
393 channels used), feedback received

394 **Objective:** The decision-making of TREY's Council of Representatives is open
395 and equal.

396 **Action(s):**

397 Preparing documents and decision-making are both open processes, and
398 the entire Council can participate in them. The opportunity to participate in
399 the decision-making of the Council is ensured both in Finnish and in English.

400 Council members are trained in a manner that ensures that each member
401 has an equal opportunity to participate in decision-making.

402 Council meetings are prepared thoroughly, and Council members are given
403 the necessary amount of information needed to support decision-making.

404 **Responsibility:** Main sector, Council chairpersons

405 **Indicator(s):** Possibility to participate ensured for all (yes/no, short
406 description), training organised for Council members (yes/no), feedback
407 received

408 **Objective:** Standing as a candidate in the Representative Council Election
409 and applying for the Board are open and equal processes in which all
410 candidates are respected.

411 **Action(s):**

412 The membership is informed openly about the possibility to stand as a
413 candidate in the Representative Council Election and apply for the Board. The
414 information is shared through all channels, both in Finnish and in English.

415 Feedback is collected from the candidates, and application processes are
416 improved upon.

417 In order to ensure the equal and respectful treatment of all candidates,
418 ground rules are created for both the Board application process and the
419 Representative Council Election.

420 **Responsibility:** Main sector, the Council of Representatives

421 **Indicator(s):** Channels used to share information on standing as a candidate
422 in the Election and applying to be a Board member (list), ground rules
423 created (yes/no), feedback received

424 **Objective:** It is possible to easily participate in the operations and decision-
425 making of TREY.

426 **Action(s):**

427 The membership is offered low-threshold opportunities to participate in
428 decision-making processes through a call for comments, for example.

429 Especially those student groups who are directly affected by a decision are
430 heard in the decision-making process.

431 TREY surveys the possibility to increase low-threshold ways to participate. The
432 survey is aimed at the Council, student associations, and the membership.

433 **Responsibility:** Main sector

434 **Indicator(s):** Open calls for participation (number), survey done (yes/no,
435 short description)

436 **Objective:** The meeting practices of the Board and the Council are equal.

437 **Action(s):**

438 The Board and the Council are always trained on the meeting practices at the
439 start of a new term. It is possible to give feedback on the practices, also
440 anonymously. In meetings, a record of speakers taking the floor is kept in
441 order to ensure equal opportunities for participation.

442 Failure to adhere to equal meeting practices is intervened in. The Principles for
443 safer spaces are followed in Board and Council meetings, trainings, on
444 communications channels, and at other events.

445 **Responsibility:** Main sector, Council chairpersons

446 **Indicator(s):**

447

448 Board and Council trained on meeting practices and the principles for safer
449 spaces (yes/no), giving anonymous feedback is possible (yes/no), a record
450 of speakers taking the floor kept (yes/no).

451 The University

452 Students' diversity and their individual needs are taken into account at
453 Tampere University. The University works toward guaranteeing a safe studying
454 environment for every student.

455 Accessibility of education and support for studies

456 Higher education is accessible for all, and education is recognised as a
457 valuable investment for the future. Applying to study and completing studies
458 are not disturbed by external reasons, and students are considered
459 individuals who are given the needed support.

460 **Objective:** The diversity and individual needs of students are taken into
461 account at Tampere University.

462 **Action(s):**

463 In meetings and in its advocacy work, TREY highlights the resources and
464 communications needed for individual study arrangements.

465 TREY advocates for creating shared standards and guidelines on their
466 application in relation to students' individual study arrangements at Tampere
467 University.

468 **Responsibility:** Educational affairs sector

469 **Indicator(s):** Short description of advocacy work

470 **Objective:** Receiving support for studying is quick, and the support given
471 takes into account the individual needs of the student. Support for studying is
472 equally available to all students regardless field of study, study progress, or
473 campus.

474 **Action(s):**

475 TREY advocates for well-resourced studying support services and a diverse
476 range of services at Tampere University.

477 **Responsibility:** Educational affairs sector, social affairs sector

478 **Indicator(s):** Short description of advocacy work

479 University spaces and systems

480 University spaces are designed so that different kinds of people are taken into
481 account. Each member of the university community has an opportunity to
482 encounter one another safely in these spaces, all the way from entrance
483 exams to graduation. It is possible to study and teach at Tampere University
484 without it causing an unreasonable amount of physical or cognitive harm.

485 **Objective:** The spaces and systems at Tampere University are accessible.
486 Accessibility is understood not only in terms of accessible routes for people
487 with reduced mobility but also in terms of, for example, sensory
488 defensiveness.

489 **Action(s):**

490 Together with Tampere University, TREY surveys the possibility to develop
491 studying environments to be more accessible. TREY advocates for an increase
492 in the number of gender-neutral bathrooms and dressing rooms.

493 TREY supports Tampere University in the development of accessible systems
494 and relays student feedback to the University.

495 Students' experiences on the accessibility of university spaces and systems
496 are surveyed in the TREY equality survey.

497 **Responsibility:** Association sector

498 **Indicator(s):** Description of advocacy work, number of gender-neutral
499 bathrooms and dressing rooms, feedback received

500 **Objective:** Students are recognised as an important user group of university
501 spaces. Students are familiar with the spaces and systems made available by
502 the University and feel that they can use them.

503 **Action(s):**

504 TREY surveys the number of spaces freely available to students. TREY supports
505 the University's communications to students regarding university spaces.

506 **Responsibility:**

507 Association sector, communications sector

508 **Indicator(s):** Survey done (yes/no), description of advocacy work, feedback
509 received

510 Intervening in harassment and inappropriate treatment

511 Tampere University bears their responsibility in creating a safe studying
512 environment for students also through clear processes on intervening in
513 harassment.

514 **Objective:** Harassment and inappropriate treatment are intervened in at
515 Tampere University, and the University has a significant role in handling cases
516 of harassment faced by students. TREY and Tampere University continue their
517 close collaboration in developing processes for intervening in harassment.

518 **Action(s):**

519 TREY's approaches to intervening in harassment are introduced to the
520 persons in charge of handling cases of harassment at the University, and the
521 harassment contact persons of TREY and Tampere University know each
522 other. Information on support services and the harassment contact persons
523 of TREY and Tampere University is easy to find.

524 TREY advocates for there being clear guidelines and materials available to
525 university personnel on how to intervene in inappropriate treatment and
526 encounter students who have faced harassment.

527 **Responsibility:** Harassment contact persons

528 **Indicator(s):** Information on support services and the harassment contact
529 persons of TREY and Tampere University is easy to find (yes/no), number and
530 short descriptions of collaboration meetings

531 Equality in decision-making

532 Tampere University makes decisions that promote the equality of students.
533 Students are recognised as a significant group at the University, and their
534 participation and chances to participate are promoted.

535 **Objective:** Participating in decision-making is possible to students regardless
536 of background, field of study, or language. International students and
537 members of personnel have an opportunity to act as representatives in
538 university administration.

539 **Action(s):**

540 TREY advocates for an increase in opportunities to participate also in English.
541 The Student Union also advocates for documents related to decision-making
542 being easily available to students, also in English.

543 TREY advocates for students' opportunities to influence matters and
544 participate in discussions related to any and all topics concerning students.

545 TREY advocates for students' equal possibility to participate in their respective
546 faculties.

547 **Responsibility:** Educational affairs sector

548 **Indicator(s):** Short description of advocacy work, feedback received,
549 documents available to students (yes/no)

550 Assessing the Realisation of the Plan

551 It is the responsibility of the entire TREY office to further the fulfilment of the
552 objectives of the Equality Plan. This work is headed by the specialists and
553 board members who work in the main and equality sectors.

554 The fulfilment of the objectives in this Plan are monitored with the indicators
555 provided alongside each objective. The fulfilment of the objectives is

556 monitored and reported to the Council of Representatives annually in tandem
557 with the mid-year report. A compact report on the realisation of the
558 preceding Equality Plan is written every three years when updating the Plan.