



TAMPEREEN YLIOPIKILASKUNTA
STUDENT UNION OF TAMPERE UNIVERSITY

The Equality Plan of the Student Union of Tampere University



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Opening Words

Student Union – Community for All

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

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

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

Equality is one of the most important cornerstones of these rules. Promoting and protecting it requires active attention and action. This Plan details how TREY plans to promote equality from 2026 to 2028, so that each student could feel like they are part of a community, just as they are.



TAMPEREEN YLIOPIKASKUNTA
STUDENT UNION OF TAMPERE UNIVERSITY

About the Equality Plan

This Equality Plan has been approved in a meeting of the Council of Representatives of the Student Union of Tampere University (TREY), and it acts as a description of the equality goals of TREY. The Plan supplements other steering documents of the Student Union, 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 2026 to 2028.

Equality is one of the core values of TREY's activities, and the goal is to strengthen our student community, so that each person can be themselves and feel safe and welcome.

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

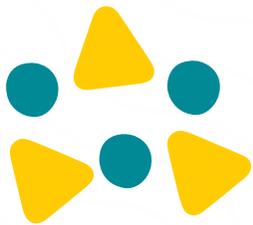
The Constitution of Finland states that everyone is equal before the law. According to Section 6 of the Constitution, no one shall be treated differently on the ground of sex, age, origin, language, religion, conviction, opinion, health, disability, or other reason that concerns one's person. In the 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, especially the Executive Board and the personnel of TREY, participates in this creation process. The realisation of this Plan is monitored via an equality survey which is conducted every three years. The Equality Plan is updated on basis of the survey. Conducting the survey and updating the Plan are primarily the responsibilities of TREY's

equality sector.

The Equality Plan includes many concepts with which it is recommended one familiarises themselves in order to gain a deeper understanding of the topic at hand. The definitions of these concepts can be found on TREY's 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 on the promotion of equality.

Equality work in associations and the student community

The entire student community and every association operating within TREY take equality seriously. Every community member evaluates their own actions and promotes equality. The community can trust that TREY provides it with the needed support and help for promoting equality.

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

Actions: Materials on equality are easily obtainable from TREY. TREY provides associations with an equality guide that helps associations make their work even more equal.

TREY regularly educates associations on equality-related themes. TREY provides additional trainings and individual guidance when needed. Trainings are organised both in Finnish and in English.

TREY provides associations with a financial incentive for promoting equality through the motivational part of the operational grant.

TREY meets with and listens to the equality organisers of associations yearly and facilitates collaboration between associations.

Responsibility: Social affairs sector, association sector

Indicators:

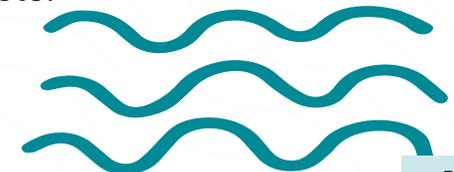
- The Principles for safer spaces and the Equality Plan are up-to-date and available (yes/no)
- Equality guide for associations is available (yes/no)
- Evaluation criteria for promoting equality are part of the operational grant (yes/no)
- Mean of the points given for fulfilling equality evaluation criteria
- Number of equality trainings, meeting with equality organisers organised (yes/no)

Objective: The communications of associations are accessible and equal.

Actions: Associations are trained on the principles of good communications and the accessibility of communications. Associations are encouraged to communicate bilingually. Associations are offered guidance on the equality and accessibility of communications.

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

Responsibility: Communications sector





Indicators:

- Points given to associations in operational grant evaluations (especially in regard to accessibility, bilingualism, and acknowledging students' diversity)
- Number of communications trainings
- Feedback received

Objective: Equality is taken into account when arranging tutoring.

Actions: TREY trains tutoring organisers on equality and its meaning in building team spirit and a sense of community. Tutors are chosen in an equal manner in collaboration with associations and the University.

Tutor trainings include training on equality as part of group leadership skills and encountering new students.

Responsibility: Tutoring sector

Indicators:

- Tutoring organisers trained on equality themes (yes/no)
- Equality training organised for tutors (yes/no)

Accessibility at student community events

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

Objective: Accessibility is a clear concept for the people operating in student associations. There is support available for organising accessible student activities. Associations communicate clearly about accessibility in connection with events.

Actions: TREY provides people operating in student associations with clear materials on accessibility. TREY trains associations on organising accessible events. TREY keeps a list on accessible event spaces. TREY advocates for the availability of accessible spaces in Tampere. TREY requires a description on accessibility for events advertised on TREY's communications channels. TREY assesses the possibility of acquiring assistive devices, such as induction loops, for the use of both TREY and the associations operating within it. TREY undertakes actions that improve accessibility on the basis of the assessment.

Responsibility: Social affairs sector, communications sector, events sector

Indicators:

- Materials on accessibility produced for associations (yes/no)
- List on the accessibility of event spaces is updated and up-to-date (yes/no)
- Trainings organised (number, descriptions)
- Assessment on assistive devices done (yes/no)

Intervening in harassment and inappropriate treatment

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

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

Actions: TREY employs several harassment contact persons who offer help to students and associations operating within TREY. Harassment contact persons receive training for their job, and an adequate amount of time is allocated for it.

Responsibility: Main sector, harassment contact persons

Indicators:

- Number of harassment contact persons
- Training provided (yes/no)

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

Actions: The services of harassment contact persons are advertised versatilely through different channels such as noticeboards, social media channels, TREY's website, intranet, and events.

Harassment contact persons are reachable through several channels in order to lower the threshold on reaching out. There is information on how harassment intervention processes at TREY work available to students.

Responsibility: Harassment contact persons, communications sector

Indicators:

- Communications and contact channels (number)
- Estimated number of contacts
- Results of equality surveys

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

Actions: Several trainings on equality, intervening in inappropriate treatment, and preventing harassment are organised yearly for people operating in associations. Trainings are organised also in English. Associations are regularly informed of the support offered by the harassment contact persons.

Responsibility: Harassment contact persons, equality sector

Indicators:

- Number of trainings organised for associations and the numbers of their attendees
- Communications to associations (yes/no, channels used)



Daily Activities at TREY

Equality is taken into account in the daily activities of TREY's Executive Board and personnel 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 activities of the Student Union, and all people operating in TREY recognise their responsibility in promoting equality. Equality is visibly a cross-cutting theme in all of TREY's societal advocacy work.

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

Actions: 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 Executive 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. Both the Executive Board and the personnel participate in the fulfilment of the objectives of the Equality Plan. All sectors are introduced to the Plan as part of their introductory training.

Responsibility: Main sector, equality sector

Indicators:

- Composition of the equality sector
- Report provided to the Council of Representatives (yes/no)
- New people operating in TREY are introduced to the Plan (yes/no, description)





Objective: The Principles for safer spaces are adhered to in TREY's activities.

Actions: TREY has principles for safer spaces which have been approved by the Executive Board, and they are updated when necessary. The Principles for safer spaces can be easily found on TREY's website, and they are regularly communicated about, for example, during events and in the activities of working groups.

Responsibility: Equality sector

Indicators:

- Principles for safer spaces created (yes/no)
- Principles for safer spaces found on website (yes/no)
- Description of communications on the Principles for safer spaces

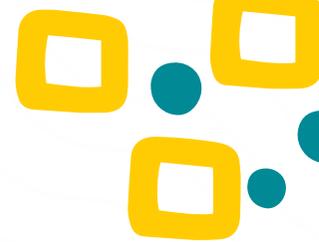
Objective: People of different genders and personal backgrounds are represented and of an equal standing in TREY's Executive Board, personnel, and bodies operating under the Council of Representatives and the Executive Board. Recruiting processes are equal.

Actions: TREY aims to represent our diverse membership as inclusively as possible. All application and recruitment processes emphasise that we welcome applicants of different genders and backgrounds. TREY conducts an inquiry into the possibility of implementing anonymous recruitment in TREY's recruiting processes and creates approaches for its implementation.

Responsibility: Main sector

Indicators:

- Communications during application and recruitment processes (yes/no)
- Anonymous recruitment used in recruitment processes (number)



Objective: TREY's communications are accessible.

Actions: Accessibility in relation to both content and technical aspects is taken into account in the communications and on the website of TREY. TREY's communications are bilingual in Finnish and in English and available on multiple channels, on social media and mailing lists alike. The language used in communications is clear standard language and takes into account the diversity of the student body.

TREY's website fulfils the WCAG 2.1 criteria. Videos published on TREY's communications channels are subtitled if they include speech. Pictures published on TREY's communications channels include alternative texts on the platforms on which it is possible.

TREY's Executive Board and personnel receive training on accessibility, and TREY's communications plan includes a chapter solely on accessibility. TREY's communications aim to highlight the diversity of the student community and to enable the visibility of different student groups on TREY's communications channels.

Responsibility: Communications sector

Indicators:

- Accessibility of website considered (yes/no)
- Communications are bilingual (yes/no)
- Website fulfils the WCAG 2.1 criteria and the accessibility requirements of the Act on the Provision of Digital Services where applicable (yes/no)
- Videos are subtitled (yes/no)

- Accessibility training organised for TREY's Executive Board and personnel (yes/no)
- Alternative texts included (yes/no)

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

Actions: TREY highlights equality in public discourse and its statements. TREY participates in different campaigns promoting equality, such as Anti-Racism Week and Pride Week, or other human rights issues that are important to the student community.

Responsibility: Social affairs sector, international affairs sector, educational affairs sector, equality sector, main sector

Indicators:

- Statements given
- Campaigns

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

Actions: People operating in TREY receive training on themes regarding neurodiversity. New people operating in TREY are introduced to the results of the survey for students with families, and students with families are taken into account when planning TREY's activities. Information on how to take different kinds of students into account is included in the introductory training for people operating in TREY.

Responsibility: Equality sector, main sector

Indicators:

- Training on neurodiversity organised (yes/no)
- Results of the survey for students with families introduced (yes/no)
- Different kinds of students taken into account in introductory training content (yes/no)

Events organised by TREY

TREY's events serve as an example to the entire community. There are various types of events and various activities at these events. Each member feels that they can participate in events and find one that is to their liking. It is safe and pleasant for the entire membership to participate in TREY's events. There are clear guidelines for participants at TREY's events. These guidelines help ensure safety, lower the threshold for participation, and prevent misunderstandings and inappropriate behaviour. Problems are addressed in a timely and educated manner.

Objective: TREY's Principles for safer spaces are adhered to in events organised by TREY. Event participants are committed to adhering to these principles. It is safe to participate in TREY's events.

Actions: The Principles for safer spaces are updated if needed, and it is easy for the membership to find them. All event participants are informed of the Principles for safer spaces during the event sign-up process. There are clear approaches at every event on intervening in behaviour that is not in alignment with the Principles for safer spaces. Those in charge of event safety at TREY's events know how to act in challenging situations and ensure safety. First aid training is provided for those who are in charge of event safety.

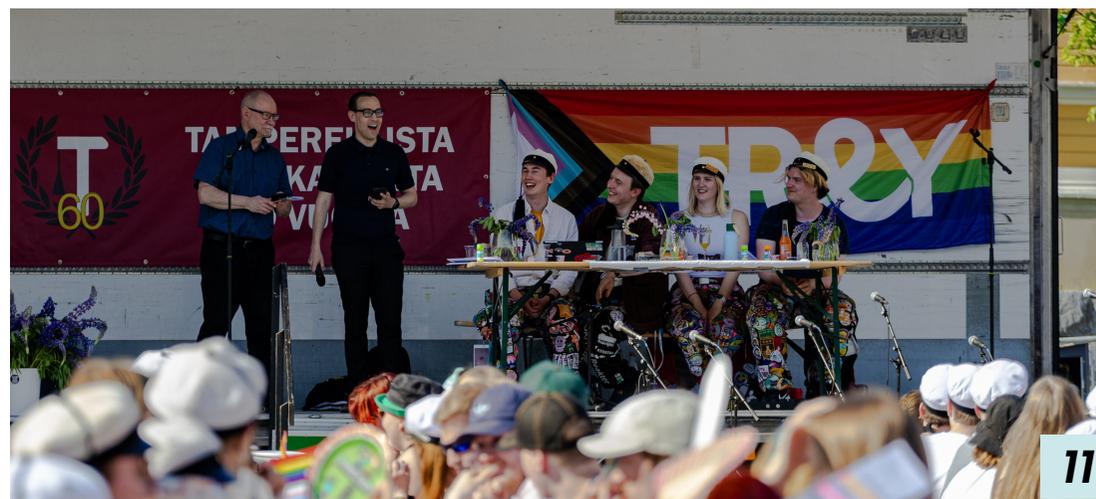
Responsibility: Events sector, social affairs sector

Indicators:

- The Principles for safer spaces updated (year)
- Event participants informed of the Principles for safer spaces (yes/no)
- First aid training arranged and number of persons trained (yes/no, number)
- Feedback received

Objective: TREY organises various types of events and various activities at these events. The events encourage all members to participate. When planning TREY's events, different groups, such as people of different ages, sexual and gender minority groups, and people with families, are taken into account. There is variety in event concepts, and they are such that everyone feels that they can participate.

Actions: TREY creates internal guidelines on how to take into account different student groups at TREY's events. TREY organises events that are specially aimed at minority groups. Whenever events are organised, their family-friendliness is communicated. Participants are encouraged to communicate bilingually at events. TREY addresses period poverty by offering menstrual products at its events.



Responsibility: Events sector

Indicators:

- Guidelines on taking into account different student groups created (yes/no)
- Events aimed at minority groups (number, description)
- Family-friendliness communicated when organising events (yes/no)
- Feedback received

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

Actions: TREY organises events in which people who have disabilities can also participate. The accessibility of each event organised by TREY is assessed and communicated to event participants. TREY's events are organised in spaces that are as accessible as possible.

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

Responsibility: Events sector

Indicators:

- Communicated about accessibility in relation to events (yes/no)
- Number of accessible events (%)
- Guidelines on taking account of sensory defensiveness created (yes/no)
- Feedback received



Objective: Food and drink choices that take into account special dietary requirements are available at TREY's events. Neither consuming alcohol nor not consuming alcohol causes anyone to experience pressuring or unequal treatment at TREY's events.

Actions: The participants of TREY's events are asked to inform of possible special dietary requirements. The most common special dietary requirements are automatically taken into account at events. Alcohol-free options of good quality are available at TREY's events. No one is pressured to consume alcohol, and inappropriate attempts to pressure a person are intervened in.

Responsibility: Events sector

Indicators:

- Special dietary requirements taken into account at events (yes/no)
- Alcohol-free options available at events (yes/no)
- Feedback received

Intervening in harassment and inappropriate treatment

Harassment, bullying, discrimination, and inappropriate treatment are not tolerated at TREY's office. All cases of inappropriate treatment are taken seriously and handled appropriately. There are clear guidelines in case of harassment available to people operating in TREY, and there is support easily available.

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

Actions: A joint discussion on office ground rules is organised at the start of each year. All inappropriate treatment is immediately intervened in by discussing the matter with the persons involved. The TREY Office is offered support and training on how to bring up a matter and give feedback.

An internal equality survey is conducted each year for the Office. The Office has guidelines on intervening in inappropriate behaviour.

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

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

Indicators:

- Discussion on office ground rules organised (yes/no)
- Training on how to bring up a matter and give feedback organised (yes/no)
- Equality survey conducted for the Office (number of respondents, response rate, and possible mentions from the responses)
- Harassment contact persons and occupational safety and health representatives trained (yes/no)
- Guidelines on intervening in inappropriate treatment introduced in introductory trainings (yes/no)

Equality in decision-making

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

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

Actions: Executive Board meetings are prepared thoroughly, and the Executive Board is given the necessary amount of information needed to support decision-making.



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

Responsibility: Main sector

Indicators:

- Agendas available (yes/no)
- Informing of decisions (yes/no, channels used)
- Feedback received

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

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

The Council of Representatives is trained in a manner that ensures that each member has an equal opportunity to participate in decision-making. Council meetings are prepared thoroughly, and the Council of Representatives is given the necessary amount of information needed to support decision-making.

The opportunity to participate in the decision-making of the Council of Representatives is ensured for the membership by publishing the meeting agendas for the membership before the meetings.

Responsibility: Main sector, chairpersons of the Council of Representatives

Indicators:

- Possibility to participate ensured for all (yes/no, short description)
- Training organised for the Council of Representatives (yes/no)
- Council meeting agendas available to the membership (yes/no)
- Feedback received

Objective: Standing as a candidate in the Council Elections and applying for the Executive Board are open and equal processes in which all candidates are respected.

Actions: The membership is informed openly and comprehensively of the possibility to stand as a candidate in the Council Elections and apply for the Executive Board. The information is shared through all channels, both in Finnish and in English.

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

In order to ensure the equal and respectful treatment of all candidates, ground rules are created for both the Executive Board application process and the Council Elections.

Responsibility: Main sector, the Council of Representatives

Indicators:

- List of channels used to share information on standing as a candidate in the Council Elections and on the Executive Board application process
- Ground rules created (yes/no)
- Feedback received

Objective: It is possible to easily participate in the activities and decision-making of TREY.

Actions: The membership is offered low-threshold opportunities to participate in decision-making processes when appropriate through, for example, rounds of comments. The student groups who are especially affected by a decision are heard in the decision-making process.

Guidelines on submitting a TREY membership initiative are easily found on the website. TREY conducts an inquiry into increasing low-threshold ways to participate. The inquiry is aimed at the Council of Representatives, student associations, and the membership.

Responsibility: Main sector

Indicators:

- Open participation rounds (number)
- Inquiry done (yes/no, short description)
- Membership initiative guidelines on website (yes/no)

Objective: The meeting practices of the Executive Board and the Council of Representatives are equal.

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

Failure to adhere to equal meeting practices is intervened in. The Principles for safer spaces are adhered to in the meetings, in the trainings, on the communication channels, and at other events of the Executive Board and the Council of Representatives.

Responsibility: Main sector, chairpersons of the Council of Representatives

Indicators:

- Executive Board and Council of Representatives trained on meeting practices and the Principles for safer spaces (yes/no)
- Giving anonymous feedback is possible (yes/no)
- A record of speakers taking the floor kept (yes/no)

The University

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

Accessibility of education and support for studies

Higher education is accessible for all, and education is recognised as a valuable investment for the future. Applying to study and completing studies are not disturbed by reasons beyond a student's control, and students are considered individuals who are given the needed support.

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

Actions: In meetings and its advocacy work, TREY highlights the resources and communications needed for individual study arrangements.

TREY advocates for creating shared standards and guidelines on students' individual study arrangements at Tampere University.

Responsibility: Educational affairs sector

Indicators:

- Short description of advocacy work

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

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

Responsibility: Educational affairs sector, social affairs sector

Indicators:

- Short description of advocacy work

University spaces and systems

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

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

Actions: Together with Tampere University, TREY assesses the possibility of developing studying environments to be more accessible. TREY advocates for an increase in the number of gender-neutral bathrooms and dressing rooms.

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

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

Responsibility: Association sector, educational affairs sector

Indicators:

- Description of advocacy work
- Number of gender-neutral bathrooms and dressing rooms
- Feedback received

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

Actions: TREY conducts an inquiry into the number of spaces freely available to students. TREY supports the University's communications to students regarding university spaces.

Responsibility: Association sector, communications sector, educational affairs sector

Indicators:

- Inquiry done (yes/no)
- Description of advocacy work
- Feedback received

Intervening in harassment and inappropriate treatment

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

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

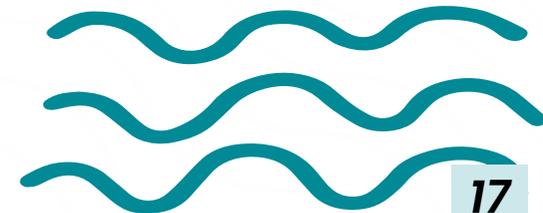
Actions: TREY's approaches to intervening in harassment are introduced to the persons in charge of handling cases of harassment at the University, and the harassment contact persons of TREY and Tampere University know each other. Information on support services and the harassment contact persons of TREY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

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

Responsibility: Harassment contact persons

Indicators:

- Information on support services and the harassment contact persons of TREY and Tampere University is easy to find (yes/no)
- Number and short descriptions of collaboration meetings



Equality in decision-making

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

Objective: Participating in decision-making is possible for students regardless of background, field of study, or language. International students and university personnel have the equal opportunity to act as representatives in university administration.

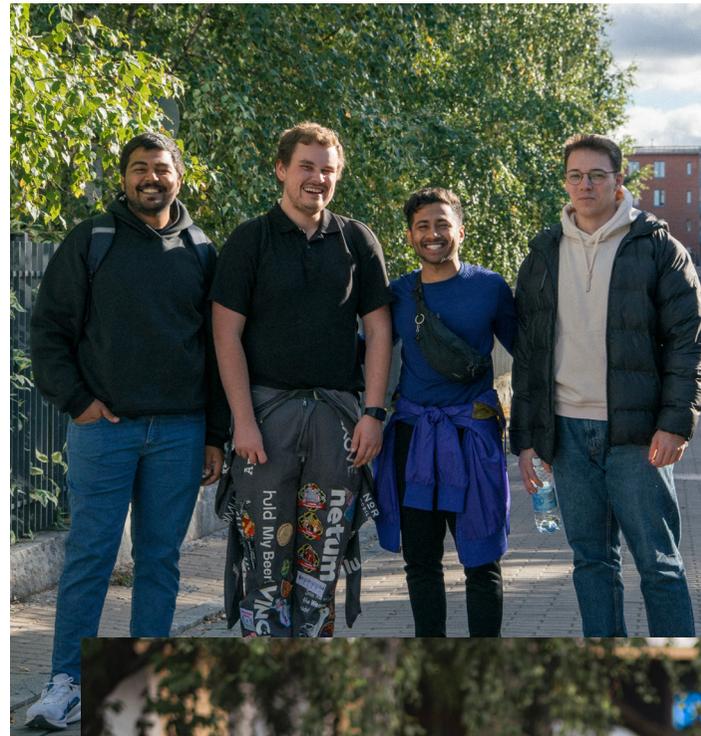
Actions: TREY advocates for opportunities to participate in decision-making also in English. TREY also furthers the easy availability of documents related to decision-making both in Finnish and in English.

TREY advocates for students' opportunities to influence matters and participate in discussions related to any and all topics concerning students. TREY advocates for students' equal possibility to participate in their respective faculties.

Responsibility: Educational affairs sector

Indicators:

- Short description of advocacy work
- Feedback received
- Documents available to students (yes/no)



Assessing the Realisation of the Plan

It is the responsibility of TREY's Executive Board and personnel to further the fulfilment of the objectives of the Equality Plan. This work is headed by the specialists and Board members who work in the main and equality sectors.

The fulfilment of the objectives in this Plan is monitored with the indicators provided alongside each objective. The fulfilment of the objectives is monitored and reported on to the Council of Representatives annually alongside the mid-year report. A compact report on the realisation of the preceding Equality Plan is written every three years when updating the Plan.

This Equality Plan has been approved in the meeting of TREY's Council of Representatives on 28 October 2025.

Pictures used in the Equality Plan

- Cover: Miska Suilo
- Pages 3, 8, 9, 12: Konsta Kaukonen
- Page 5: Reetta Sihto
- Page 7: Anni Perkiö
- Page 11: Aatu Voutilainen
- Page 14: Sami Lamminen
- Page 18: Mikael Peltoketo, Konsta Kaukonen
- Page 19: Juho Nuottimäki

