



Equality, non-discrimination and accessibility plan 2026–2027

Equal Humak

Equal Humak	1
1 Introduction.....	2
2 Equality, non-discrimination and accessibility in Humak.....	3
3 Daily equality, non-discrimination and accessibility work in Humak.....	4
3.1 Management culture.....	4
3.2 Recruitment, pay and career development of the personnel	5
3.3 Reconciliation of leisure time, work and family life	7
3.4 Consideration of community members of different ages	8
3.5 Inappropriate treatment, discrimination, bullying and harassment.....	8
3.6 Equality and non-discrimination in RDI	9
3.7 Cooperation with Student Union HUMAKO	9
4 Equality, non-discrimination and accessibility survey for personnel and students	10
5 Channels for submitting safety and harassment reports	15
6 Goals and measures for promoting equality, non-discrimination and accessibility	15
7 Implementation and monitoring of the plan	19

1 Introduction

Humak University of Applied Sciences (Humak) is a higher education institution that aims to build a more humane world and whose strategic basic premise is to unite people. We educate experts who have the courage to defend the human, humanity, and civil rights. We build communality, accessibility and well-being to enable present and future generations to live sustainably and equally.

Humak is committed to promoting equality, non-discrimination and accessibility. Our strategic values lay the foundation for our equality, non-discrimination and accessibility work. We respect diversity and value everyone's perspective. We support everyone's right to equal treatment and opportunities. Respect, empathy, fairness and solidarity are reflected in everything we do – education, research, development and everyday encounters.

This Equality, non-discrimination and accessibility plan was drawn up by Humak in compliance with the obligations laid down in the Act on Equality between Women and Men and the Non-Discrimination Act. For the part of accessibility, the plan is based on a task assigned by the Ministry of Education and Culture to all universities of applied sciences.

The Equality, non-discrimination and accessibility plan identifies the key issues to which we are committed and the measures we take to ensure that our community thrives and is increasingly equal and open for all of its members.

The plan sets out the practical measures, responsibilities and monitoring tools for achieving the goals. The student union of our higher education community has its own Equality plan for 2024–2027.

The draft plan was circulated for comments to the Executive Team, the Equality and non-discrimination monitoring group and the student union in November 2025.

The plan was adopted at the meeting of the combined Restructuring Committee and Workplace Health and Safety Committee on 15 December 2025.

Helsinki, 15 December 2025



Jukka Määttä
Rector, CEO

2 Equality, non-discrimination and accessibility in Humak

Humak **undertakes** to promote diversity, equality and accessibility and to prevent discrimination in everything we do. Our goal is to create for Humak's personnel and students an operating environment whose conditions and atmosphere guarantee everyone equal opportunities to work, develop themselves and the community and to participate. This goal is supported by the Equality, non-discrimination and accessibility plan we have drawn up together.

The statutory obligations that guide non-discrimination and equality planning are based on the Act on Equality between Women and Men (1329/2015) and the Non-Discrimination Act (1325/2014). In our accessibility work, we observe the Act on the Provision of Digital Services (306/2019), which is based on the EU Accessibility Directive. Humak is committed to actively promoting the personnel's and students' equal opportunities of learning, developing themselves, participating and exerting influence. The Equality, non-discrimination and accessibility plan is based on Humak's underlying values and strategic objectives.

Programmes funded by the European Commission must aim to eliminate gender inequalities, improve the work-life balance and promote equality between women and men in research and innovation. These issues are addressed in the present Equality, non-discrimination and accessibility plan.

Accessibility is considered an essential part of realising equality and non-discrimination. This means that all members of the higher education community have genuine opportunities to participate in the activities, regardless of their individual needs, characteristics and barriers. In the context of accessibility, Humak addresses physical, mental, social, cultural, cognitive, technical and economic accessibility and accessible communication.

Key principles of equality, non-discrimination and accessibility

- All personnel members have the same rights and obligations and equal opportunities for self-development and career advancement.
- Everyone has an opportunity to exert influence and participate in developing and planning the activities.
- All applicants are treated equally, both in recruitments and student admissions.
- The pay system is equal.
- In teaching situations, all students are offered equal and accessible opportunities to study.

- Learning and guidance are developed to incorporate equality, non-discrimination and accessibility in all learning and guidance as transparent principles.
- Assessment of students' study attainments is based on clearly defined learning outcomes and assessment criteria of which the students are informed in advance.
- Accessibility is accounted for in the planning of work and learning environments, digital services and communication.

3 Daily equality, non-discrimination and accessibility work in Humak

3.1 Management culture

Compliance with the principles of equality and non-discrimination is an essential part of management. As Humak complies with these principles, the personnel's opportunities to participate in the planning, preparation and decision-making relating to the activities are also promoted. Senior management has a particular duty to commit to promoting gender equality and preventing discrimination as well as to ensure that these goals are achieved in Humak.

Supervisors have a duty to ensure equal working conditions for the personnel by monitoring their workload, providing them with equal tools and intervening in inappropriate treatment. Supervisors advance the personnel's competence and career development by mapping training needs, enabling participation in training and supporting career planning. Supervisors must also ensure that the personnel have genuine opportunities to participate in decision-making, for example through meetings, development projects and feedback channels.

Our open and dialogical management culture promotes equality and non-discrimination. Everyone has an equal opportunity to make their voice heard, for example at our organisation's meetings and other information and discussion events. Through their actions and attitude, our supervisors set an example for taking equality and non-discrimination issues into consideration and, if necessary, intervening in unfair treatment.

The principles of management and supervisory work in Humak are underpinned by HR management based on appreciation, fairness, trust and leading by example, rejoicing together, and encouraging and inspiring participatory management. Supervisory work is based on effective and engaging cooperation between supervisors and employees. Supervisors help their teams succeed and create a path to success. Unit management supports the implementation of our strategy and, consequently, promotes our success.

The employees are responsible for developing in their roles with the supervisor's support. The supervisors support personnel development by having regular

performance appraisal discussions with them, either as group or personal discussions. Each employee has an opportunity to have a personal performance appraisal discussion.

Individual performance management and discussions play a key role in ensuring the implementation of the strategy. The personnel support their supervisor in his or her management work. Providing open mutual feedback is important in our community and helps us develop and create a more open discussion culture.

In management, accessibility means clear communication, transparency of decision-making and giving all employees and students a possibility to participate in planning the activities, regardless of their characteristics, backgrounds and life situations. At the centre of accessibility is a climate of attitudes that reinforces equality and non-discrimination, practices that promote them, and accessible work and learning environments.

Learning materials and internal instructions are produced in clear language and in an accessible format. An effort is always made to translate the most important documents, instructions and news relevant to the personnel into English. This ensures that the information is easy for everyone to find and understand. We ensure that the members of our higher education community can participate even if their mother tongue is other than Finnish. In particular, we pay attention to those members of our higher education community who are sign language users and their opportunities to participate at different events.

An equal and accessible management culture is promoted in Humak through open communication, supervisor training and an early support model. An internal training programme will be provided for supervisors that will contribute to ensuring fair and equal management.

Management is assessed by conducting broader personnel surveys regularly. These surveys focus on assessing supervisory work, interaction and the impacts of management on the work community. The results are first processed at the Executive Team level, then at the level of supervisors and finally at the work community level. Annual areas of development as well as the measures, schedules and responsibilities related to them are determined based on the survey results. In addition to the broader personnel surveys, short pulse surveys are conducted to provide up-to-date information on the situation in the work community and to support the overall assessment of management.

3.2 Recruitment, pay and career development of the personnel

Humak pays equal and non-discriminatory salaries. The personnel's pay and terms of employment are determined on the basis of the valid collective agreement. The basic salaries of teaching personnel members are based on the collective agreement, while

the personal basic pay of expert and support personnel is based on the difficulty of the role and the employee's professional competence and experience.

Humak intervenes in and addresses any equality gaps identified in pay. Supervisors and Human Resources regularly monitor pay structure development and ensure equal pay.

Recruitments are part of our HR management, and recruitment measures correspond to changes in the personnel structure and operating environment. Successful, fast and transparent recruitments, a good employer image, and high-quality and systematic competence development are our key means of ensuring that we have enough experts of the right kind in the right place.

In recruitments we aim for:

1. Open, transparent and professional recruitment.
2. Treating applicants equally and consistently.
3. Creating a positive and responsible employer image through our activities.

The most meritorious, competent, suitable and motivated person is always selected for our roles, regardless of their gender, ethnic background, age or other grounds of discrimination. We value the diversity of our personnel. All applicants are treated equally, both in recruitment of employees and student admissions.

We undertake to follow fair and transparent recruitment procedures

Humak is committed to ethical recruitment and treats all applicants equally and fairly:

1. We define clear selection criteria for recruitments.
2. We advertise our open positions widely on selected channels and encourage underrepresented applicant groups to apply.
3. We document the recruitment process carefully.
4. We make the recruitment decision based on the predefined criteria.
5. We guide and induct new employees in their tasks and support their development in their work.

We ensure that the recruitment processes and job advertisements are accessible by design. Interviews and the selection process are conducted in accessible environments, and applicants are offered an opportunity to request reasonable accommodations.

We support the well-being and professional growth of all employees. Taking their professional qualifications into consideration, we offer employees opportunities for self-development and career advancement. The competence development goals are agreed upon in annual performance appraisal discussions. The planning of an employee's career development path is based on the strategy. By developing our competence

management procedures, we ensure that the personnel have equal opportunities for development and career advancement.

3.3 Reconciliation of leisure time, work and family life

Reconciling work, family and other aspects of life is a key part of realising equality and non-discrimination. Humak supports the reconciliation of work and family life in many different ways. The personnel can reconcile their working and private lives through various flexible working time and leave arrangements, including the possibility of working part time and having flexible working hours as well as taking accumulated surplus hours as leave. Unpaid leave of up to one week may be granted at the supervisor's discretion more than once in five years. Part-time working hours and other flexibility are granted on a non-discriminatory basis.

Employees returning to work after longer absences are familiarised with the work and the changes that have taken place during their absence. Work arrangements that enable a smooth return to work are also agreed with them.

Lectures on wellbeing at work are organised for the personnel to provide them with support and additional tools for managing their daily lives and wellbeing. The accessibility of digital meetings, learning platforms and materials is ensured and, where appropriate, support is offered for using the tools.

Students can study flexibly as required by their individual life situations. The aim is to support the students' professional growth and workplace skills, ensuring that their studies and tasks in the workplace complement each other naturally. Flexible study opportunities and reconciliation of work and studies mean that students can build their career paths as required by their personal goals and life situations. This allows us to provide sustainable and encouraging support for students' wellbeing, motivation and smooth transition to the labour market.

In education, accessibility means clear and comprehensible teaching, multi-channel communication and flexible study structures. Students are offered opportunities to progress in their studies individually, use different learning environments, and bring their personal strengths into play as part of the learning process. If necessary, individual study arrangements are organised for the student, such as additional time, optional completion methods or accessible learning materials. Digital learning platforms are developed to meet the accessibility requirements, ensuring that learning environments work well and are accessible for all.

To support our accessibility work, a [guide on Promoting accessibility at Humak](#) has been produced, the idea of which is to offer practical tools for addressing different areas of accessibility when planning teaching and learning environments, providing study guidance and advice, and supporting students' inclusion in learning situations.

3.4 Consideration of community members of different ages

People of different ages work and study in Humak. The diversity of age enriches our work community and student groups and enables transfers of knowledge and competence from one generation to the next. People of all ages face challenges related to their life situations, which can be addressed through systematic age management.

Humak strives to influence people's coping at work through well-being at work activities and age management. Age management refers to addressing the special needs and life situations of people of different ages by means of good management. Supervisors are offered information and tools for encountering employees of different ages. Older workers are supported in staying on in the world of work by appreciating their strengths and experience and by investing in their competence and coping, for example by offering flexibility and lighter working arrangements, bolstering their physical and mental wellbeing, enabling continuous learning, and appreciating and drawing on their experience. An ageing employee often has valuable knowledge and experience, so-called tacit knowledge, the transfer of which to the next generation of employees is invaluable.

The competence of people with longer careers behind them is an important resource, and their experience is tapped appropriately where possible, for example in situations where competence can be transferred to colleagues while working. Humak additionally recognises that younger employees also have valuable competence and enables them to share it in a similar manner.

In Humak, the various degree implementations offer an opportunity for blended studies. Blended and online studies create flexibility in studies and take into account students of different ages and with various life situations.

3.5 Inappropriate treatment, discrimination, bullying and harassment

Humak does not tolerate inappropriate behaviour, sexual or gender-based harassment, molestation, discrimination or bullying of personnel or students. Through our activities and operating models, we ensure that there is no discrimination related to gender, gender identity, gender expression, age, origin, citizenship, sexual orientation, language, religion, belief, opinion, political or trade union activity, family relationships, health, disability or other personal characteristics. Our activities in this area are goal-oriented and systematic.

In Humak, we do not accept any conduct that violates the law, agreements or good practice. Rather than a personal problem, harassment, discrimination and bullying are a problem for the whole community, and all community members have a duty to intervene in them. Under the Occupational Safety and Health Act (738/2002), a university of applied sciences must take action to eliminate harassment, discrimination

and bullying. Each supervisor has a duty to intervene quickly and decisively in inappropriate behaviour and workplace bullying.

As we learn to know each other, we find more things that unite than separate us. This is why group formation plays an important role in building a sense of community. By fostering a sense of community, we strive to ensure that no one is left alone. It is also important to realise that diverse groups consisting of different individuals are more innovative, efficient and agile in their activities than homogeneous groups.

3.6 Equality and non-discrimination in RDI

Humak encourages the application of expertise and services in new fields, also crossing the boundaries of traditional views of female and male dominated fields in RDI. In externally funded projects, providing an assessment of how the gender perspective is addressed in the project is often a requirement. The objective is to motivate members of the higher education community to participate in the activities regardless of their fields, consequently also promoting diversity in project activities.

3.7 Cooperation with Student Union HUMAKO

Humak and Student Union HUMAKO engage in active cooperation aiming to promote the equality and non-discrimination of students. HUMAKO has its own [Equality plan 2024–2027](#), which guides the student union's activities towards greater equality and lends support in problem situations. The plan covers all HUMAKO actors: employees, the board, council of representatives, central election commission, local divisions, tutors and working group representatives.

In HUMAKO, equality means that no one is discriminated against because of their gender, age, language, religion, belief, opinion, state of health, disability or other personal characteristics. HUMAKO's Equality plan covers the following areas: worldview and beliefs, nationality, ethnicity and language, age and life situation, sexuality and gender, accessibility and regional equality.

No discrimination or bullying is tolerated in HUMAKO. HUMAKO follows the principles of a safer space in events and training and also undertakes to comply with Humak's principles of a safer space. All actors have a duty to intervene in discriminatory and disruptive behaviour. At least two anti-harassment contact persons are appointed for each event organised by HUMAKO. In addition, HUMAKO has at least two or three general anti-harassment contact persons selected annually.

HUMAKO's focus areas in developing equality in 2024–2027 are community spirit of students in blended and online learning, development of activities and linguistic accessibility.

4 Equality, non-discrimination and accessibility survey for personnel and students

In September 2025, we conducted an equality, non-discrimination and accessibility survey targeted at our personnel and students. The purpose of the survey was to collect information on the personnel's and students' experiences and observations concerning the realisation of equality, non-discrimination and accessibility in the workplace and study environments. The survey was based on a form prepared by the Centre for Occupational Safety for assessing equality and non-discrimination as well as accessibility criteria prepared by a project titled Study ability, well-being and participation (OHO!) funded by the Ministry of Education and Culture.

The previous equality and non-discrimination survey for personnel was conducted in winter 2023, and a similar survey addressed at students was organised in autumn 2020. An accessibility survey was targeted at both groups in 2022.

Personnel

Responses to the equality, non-discrimination and accessibility survey were received from 60 staff members (35% of all personnel) from different campuses. The largest number of responses was received from Helsinki campus (63% of the respondents). Based on the survey results, the personnel feel that equality and non-discrimination are realised well in Humak as a whole.

Humak personnel found that equality is realised well in all areas about which the survey contained questions. The averages of the responses varied between 3.7 and 4.5 on a scale of 1 to 5.

The personnel of Humak University of Applied Sciences find that equality is realised well in all areas about which the survey contained questions. Based on the averages, the following factors were highlighted in the results in different areas:

- Gender equality is realised best in personnel selection, pay, opportunities for training and development, interaction and cooperation, whereas the weakest area is division of labour.
- Equality among people of different ages is realised best in selection of personnel and least well in division of labour.
- The highest score for equality relating to origin, ethnicity and citizenship was given to pay and division of labour, and the lowest to selection of personnel.
- Linguistic equality is realised best in pay and training opportunities, and least well in interaction and cooperation.
- Equality related to religion and beliefs is realised best in personnel selection, pay and career progress, and least well in interaction and cooperation.

Plan

15 December 2025

Public

- Equality related to health and disability is realised best in pay and least well in division of labour.
- Equality related to sexual orientation and gender identity is realised uniformly well in all areas, however best in pay, career advancement and division of labour and least well in interaction and cooperation.
- Equality related to family and private life is realised best in pay and least well in personnel selection and division of labour.
- Equality among people in different employment relationships is realised best in pay and personnel selection as well as in interaction and cooperation, and least well in career advancement and training opportunities.
- Equality related to opinions and political activity is realised best in pay and personnel selection, and least well in interaction and cooperation.

In their responses to an open-ended question, the personnel highlighted shortcomings in equality and non-discrimination in the treatment of different personnel groups, compliance with common practices and differences arising from by multi-locational work between different offices. The responses also mentioned division of labour between the genders and under-representation of presumed males, treatment of different age groups, status of sign language users, use of English and the language supplement in pay. They also brought up rewarding and career advancement, granting of leaves, working time planning, supervisory work, political opinions, brand images and lack of diversity.

The personnel felt that the different areas of accessibility were realised fairly well in Humak. The averages of the responses varied between 2.9 and 4.1 on a scale of 1 to 5. Based on the averages, the following factors were highlighted in the results in different areas:

- In the area of values, attitudes and operating culture, accessibility is realised best in the way students' individuality and diversity are taken into consideration in Humak. The visibility and transparency of practices had the lowest score.
- In the physical environment, accessibility is achieved best in the way physical accessibility is addressed in the campuses' emergency plans. The lowest score was awarded to the findability of accessibility information on the public website.
- Digital accessibility is realised best in the accessibility of Humak's digital tools and goal-oriented development of digital accessibility in Humak. Sufficient induction to accessibility requirements received the lowest score.
- The best average in the area of teaching and learning was scored by taking students' individual needs into account in the personal study plan. Teaching

Plan

15 December 2025

Public

personnel's sufficient competence in planning and delivering accessible studies received the lowest score.

- Accessibility related to support and guidance is realised best in ensuring that Student Union HUMAKO supports the promotion of accessibility and in the way students receive the support and guidance they need at all stages of their studies. Humak's offer of sufficient services that support student wellbeing had the lowest average.
- In accessibility of communication, the accessibility of Humak's social media communication received the best score, while the accessibility of Humak's internal communication had the lowest average.

When responding to an open-ended question about any shortcomings in accessibility in Humak they had observed, personnel members mentioned accessibility of physical facilities, large number of communication channels, teaching personnel's insufficient resources and eroding communality. The personnel also pointed out that Humak's internal and external communication are mainly only available in Finnish.

The personnel's development proposals related to promoting non-discrimination, equality and accessibility were taken into account in the measures proposed in this plan.

Five respondents to the personnel survey said they had experienced and twelve that they had noticed discrimination. One person had experienced and eight had observed harassment. None of the respondents had experienced sexual harassment, while three had observed it. Nine people had experienced inappropriate behaviour and 23 had observed it. Bullying had been experienced and also observed by three persons.

Of the respondents who had experienced or observed discrimination, harassment, inappropriate behaviour or bullying, 63% felt that it resulted from another employee's actions, 22% said it was due to the actions of another management representative, while 9% identified a supervisor and 16% a student as the cause.

As the most common reasons for discrimination, harassment, inappropriate treatment or bullying, the personnel found the person's position in the organisation, opinions and gender. Age, educational background, health and disability were also mentioned.

72% of the personnel members who responded said they knew how to report inappropriate treatment or cases of discrimination, harassment or bullying. However, almost one half (47%) were unable to assess how actively Humak addresses such situations.

Students

Only 68 students responded to the equality, non-discrimination and accessibility survey, 51% of whom were studying in an online implementation. Based on the responses, equality and non-discrimination are mainly realised well in Humak.

Students at Humak University of Applied Sciences find that equality is realised well in all areas included in the survey, and the lowest average was 4.2 on a scale of 1 to 5. Based on the averages, the following factors were highlighted in the results in different areas:

- Gender equality is realised best in study support services and least well in internships.
- Equality between people of different ages is realised best in international activities and least well in thesis supervision.
- The highest score relating to origin, ethnicity and citizenship was given to international activities, and the lowest to internships and student union activities.
- Linguistic equality is realised best in international activities and least well in teaching.
- Equality related to religion and beliefs is realised best in assessment of study attainments, thesis supervision and study support services, and least well in the activities of student groups and the student union.
- Equality related to health and disability is realised best in international activities and least well in teaching.
- Equality related to sexual orientation and gender identity is realised best in assessment of study attainments, thesis supervision and international activities, and least well in teaching, support for student wellbeing, and interaction and cooperation.

When answering an open-ended question about shortcomings they have observed in Humak regarding equality and non-discrimination, students said they had observed shortcomings in flexibility and equal implementation of studies, activities and requirements related to gender and age as well as physical facilities. Respondents additionally brought up consideration of English-language students in all activities and communication. The responses also mentioned inconsistent assessment, acceptance of different views and consideration of online students in student union activities.

Students felt that the different areas of accessibility were realised well in Humak, with the lowest average being 3.7 on a scale of 1 to 5. Based on the averages, the following factors were highlighted in the results in different areas:

- In the area of values, attitudes and operating culture, accessibility is realised best in the way the atmosphere in Humak is supportive of non-discrimination.

Plan

15 December 2025

Public

Students' opportunity to influence teaching and activities in Humak received the lowest average.

- In the physical environment, accessibility is achieved best in the way physical accessibility is addressed in the campuses' emergency plans. Accessibility of the physical environment received the lowest score.
- Digital accessibility is realised best in the accessibility of Humak's digital tools and website as well as goal-oriented development of digital accessibility in Humak. Sufficient induction to accessibility requirements received the lowest score.
- In the area of teaching and learning, versatile methods used in teaching received the highest score. Diverse assessment methods suitable for a wide range of learners had the lowest average score.
- In accessibility related to support and guidance, support for promoting accessibility by Student Union HUMAKO was assessed as best. Humak's offer of sufficient services that support student wellbeing had the lowest average.
- In the area of accessibility of communication, promotion of equality and diversity in Humak's communication and accessibility of social media communication were considered best. The accessibility of Humak's internal communication had the lowest average.

In their responses to an open question about any shortcomings in accessibility in Humak they had observed, students mentioned accessibility of physical facilities, large number of digital platforms and communication channels, and lack of library and sports services on some campuses. Students additionally said that the contents of and instructions for some courses are confusing and that all teaching materials are not accessible.

Students' development proposals related to promoting non-discrimination, equality and accessibility were taken into account in the measures proposed in this plan.

Five respondents to the student survey said they had experienced discrimination and ten that they had noticed it. Five people had experienced inappropriate behaviour and 17 had observed it. One person had experienced bullying, while eight had observed it. One person had experienced harassment and also sexual harassment. Eight persons had observed harassment, while one had observed sexual harassment.

Of the students who had experienced or observed discrimination, harassment, inappropriate behaviour or bullying, 79% said such behaviour was caused by the actions of another student, 24% said it was due to a teaching staff member and 14% cited an external party as the cause. As the most common reasons for discrimination, harassment, inappropriate treatment or bullying, students listed opinions, age, health, family situation and educational background.

Only 58% of the students who responded said they knew how to report inappropriate treatment or cases of discrimination, harassment or bullying.

5 Channels for submitting safety and harassment reports

Humak does not tolerate inappropriate behaviour, sexual or gender-based harassment, molestation, discrimination or bullying of personnel or students. Our goal is to maintain a safe, appreciative and equal operating environment in which everyone can study and work without fear of inappropriate treatment.

These efforts are supported by the reporting and feedback channels at our disposal, including a safety channel for reporting suspected misconduct and safety-related near misses, threats or incidents as well as safety incidents referred to in the Whistleblower Directive. These channels can be used to report observations, experiences or concerns relating to the safety and well-being of the community. With the help of these channels, we can develop our activities and maintain an open, safe and confidential atmosphere. For a description of the procedure for processing cases reported on the reporting and feedback channel, see the [Student's Guide](#) and [personnel intranet](#).

Humak complies with the [principles of a safer space](#), which are based on the principles of the UN Association of Finland. A safer space is an environment where everyone is working to build an equal, respectful and open atmosphere. It concerns the entire learning community, students, teachers and other personnel, and everyone is expected to commit to it.

The principles of a safe and safer space lay the foundation for the wellbeing of our community. They guide our actions and ensure that the students and personnel have equal opportunities to participate, exert influence and thrive in our community.

Student Union HUMAKO has [anti-harassment contact persons](#), to whom students can report any harassment they come across or experience. In addition, at least two anti-harassment contact persons are appointed for each event organised by HUMAKO.

Humak has a Workplace Health and Safety Committee and a Workplace Health and Safety Representative who support the personnel in promoting wellbeing at work, safety and equality. The personnel can also contact them in situations related to workplace bullying or inappropriate behaviour. [Instructions](#) that clarify the definition of inappropriate treatment and workplace bullying and guide them to take correct action when encountering any problems are available for the personnel. Humak's contact person for harassment is the Workplace Health and Safety Manager.

6 Goals and measures for promoting equality, non-discrimination and accessibility

New goals were identified based on the survey conducted in autumn 2025, and a decision was additionally made to continue working towards the goals selected on the

basis of an earlier survey in the period 2026–2027.

Measures at Humak

Goal	Measure	Responsibility	Timeline	Indicators
Competence development				
Awareness of equality and non-discrimination issues is raised among the personnel, supervisors and students.	Equality and non-discrimination training will be provided for the personnel and students. Information on equality and non-discrimination will be added to and updated in the Student's Guide.	HR, supervisors, degree programmes, Education Support and Development	2026–2027	Non-discrimination, equality and accessibility survey, training delivered
Personnel's and students' competence relating to accessibility requirements and promotion of accessibility is improved.	Training on accessibility requirements and promotion of accessibility will be organised for personnel and students. The online course titled Accessibility as part of a responsible work community developed in the Climate Engine project will be developed further and included in the induction of new personnel members. Information on accessibility requirements and promotion of accessibility will be added to and updated in the personnel intranet and the Student's Guide.	HR, supervisors, degree programmes, Education Support and Development, Strategy Services	2026–2027	Non-discrimination, equality and accessibility survey, training delivered
Communication				
The higher education institution's communication promotes equality and diversity.	In all communication, an effort will be made to use clear language. Video materials will be provided with subtitles as necessary. Particular attention will be focused on sign language users.	HR, supervisors, personnel and students, Student services, Communication	Continuous	Non-discrimination, equality and accessibility survey, personnel survey
Communication in English will be increased and promoted.	The coverage of internal and external communication in English will be ensured in all activities. Surveys will also be conducted in English. Humak will check if an English version is available of the main documents and guidelines.	HR, supervisors, personnel and students, Student services, Communication	Continuous	Non-discrimination, equality and accessibility survey, personnel survey
Clarification of communication channels.	The use of different communication channels for informing the personnel and students will be clarified, and instructions for it will be provided. Information about the principles of communication will be provided, and Humak community members will be reminded of them.	Personnel and students, Student services, Education Support and Development, Communication, HR	2026	Non-discrimination, equality and accessibility survey

Plan 15 December 2025 Public

	More specific instructions on the openness of calendar reservations will be provided.			
Clear communication about discrimination, harassment and bullying situations and reporting inappropriate treatment.	More information and instructions will be provided on how to report situations of discrimination, harassment, bullying and inappropriate treatment.	HUMAKO, Safety Committee, Education Support and Development, HR	2026–2027	Non-discrimination, equality and accessibility survey
Ensuring accessibility on the website.	Humak will make sure that the new website meets accessibility requirements.	Communication services	Website update Oct 2025–Feb 2026 and continuously	Non-discrimination, equality and accessibility survey, other surveys and feedback channels
Physical environment				
Ensuring and improving the accessibility of the physical work and study environment.	Humak will assess and, where possible, improve the accessibility of campuses and offices. Accessibility will be addressed when commissioning new offices and facilities. If necessary, accessibility walks will be arranged.	Workplace Health and Safety Committee, Director of Administration	2026, continuous	Non-discrimination, equality and accessibility survey, AVOP survey, other student surveys, personnel survey
Ensuring equality in campus and office services.	Where possible, equal services will be arranged for all campuses and offices.	Director of Administration, Student services, Education Support and Development	Continuous	Non-discrimination, equality and accessibility survey
Accessibility information on campuses and offices is easy to find	Information on the accessibility of campuses and offices will be added to the website and the internal facility reservation system.	Director of Administration, Student services, Communication	2026	Non-discrimination, equality and accessibility survey

Personnel

Goal	Measure	Responsibility	Timeline	Indicators
Equal treatment				
Promoting the realisation of a gender neutral and gender aware operating culture.	Gender neutral and gender aware operating methods will be followed in all day-to-day activities, including recruitments, communication, use of titles and interaction in the work community. Humak will ensure that instructions, practices and decision-making support an equal and inclusive work and study environment.	Restructuring Committee, Workplace Health and Safety Committee, Executive Team	Continuous	Equality, non-discrimination and accessibility survey
No one will be discriminated against or treated less favourably because of their sex, gender identity, gender expression, age, origin, nationality, sexual orientation, language, religion, belief, opinion, political activity, trade union activity, family relationships, health, disability or other personal characteristics.	Cases of discrimination and harassment will be intervened in following the instructions.	Supervisors	Continuous	Equality, non-discrimination and accessibility survey
Pay and rewards				
Employees have equal pay (no discriminatory)	The averages of total pay of both genders will be monitored annually,	HR and supervisors	Continuous	

factors)	and pay will be examined as a whole in order to detect any deviations related to equality.			
Employees have equal pay (no discriminatory factors)	Supervisors will be supported in questions related to pay by providing up-to-date instructions and clear principles for pay determination. A pay classification based on the difficulty of work will additionally be developed for expert personnel to strengthen pay transparency and equity.	HR and supervisors	2026–2027	Instructions in place/pay classification completed
Rules for gifts/rewards for the personnel will be clarified	Humak will draw up common principles for remembering personnel members on special occasions and for showing appreciation for their work inputs.	HR	2026	Guidelines/policy
Recruitment and career development				
Candidates in recruitment processes are informed of promotion of diversity in recruitments.	Humak will draw up guidelines and provide training on how we account for diversity in recruitments.	HR	2026	Guidelines prepared and in use.
All employees have clear and equal career development opportunities	Humak will ensure that all employees have equal opportunities to receive information on career development opportunities and build competence paths that support employees' career advancement, enabling them to make progress within the framework of the opportunities and structures offered by the organisation.	HR	2026–2027	Completed competence path descriptions
Possibilities for career development are realised	Personal job descriptions are updated. Job descriptions are reviewed and updated regularly, for example at performance appraisal discussions.	Supervisor, entire personnel	Continuous	Personal job descriptions are up to date.
Development of recruitment communication	A diversity phrase will be added to recruitment ads. The wording of recruitment ads will be checked (gender neutrality) Update of recruitment emails.	HR	2026	Updated ad templates are available for the most common roles.
Developing a sense of community and togetherness				
Increasing digitalisation creates a need to develop digital communality.	Tools provided by digitalisation will be used at common events, Digivisio 2030.	All personnel	Continuous	
Development of participation and inclusion	Non-discrimination and equality issues will be included in performance appraisal discussions	HR	2026	Personnel survey
Competence development				
Equal opportunities for competence development.	Practical level competence management is guided by a work community development plan.	Restructuring Committee and persons responsible for tasks	Continuous	Personnel survey
Management				
Work ability management support for supervisors.	A work ability management toolkit will be created to identify risks, work ability will be managed proactively, support will be provided for performance management,	HR, occupational health care	Continuous	Personnel survey

	management of employees with partial work ability.			
Developing the monitoring of non-discrimination and accessibility work in Humak	An equality and non-discrimination survey will be conducted as the new plan is prepared	Management, HR, Workplace Health and Safety Committee	Continuous	Work community development plan

Students

Goal	Measure	Responsibility	Timeline	Indicators
Education delivery				
Ensuring the clarity and accessibility of the new online learning environment.	The accessibility and clarity of the new online learning environment will be ensured. The quality of all courses will be ensured following the agreed process.	Digital pedagogy experts, teaching personnel	2026	Non-discrimination, equality and accessibility survey, course survey
Ensuring and improving the accessibility of teaching materials and videos.	Accessibility of the teaching materials will be checked and ensured. Video materials will be provided with subtitles as necessary.	Teaching personnel	Continuous	Non-discrimination, equality and accessibility survey
Raising awareness of the principles of a safer space	Each student will be given comprehensive orientation to the principles of a safer space. Humak will ensure that the safer space instructions are reviewed at the beginning of each course.	Teaching personnel	Continuous	Non-discrimination, equality and accessibility survey
Student wellbeing				
Support for and promotion of student wellbeing	The early support model will be updated. The number of various activities related to student wellbeing will be increased. The results of ZekkiPro wellbeing survey will be used.	Social worker, study counsellors, personnel	2026– 2026, continuous	Non-discrimination, equality and accessibility survey, ZekkiPro survey, other student surveys
Building a sense of community	Study mentoring activities will be launched and developed. The number of various activities aiming to build a sense of community will be increased.	Social worker, study counsellors, personnel	Continuous	Non-discrimination, equality and accessibility survey, other student surveys

7 Implementation and monitoring of the plan

Success in the equality, non-discrimination and accessibility work is up to every member of the Humak community, and everyone is responsible for their behaviour and personal actions. The Equality, non-discrimination and accessibility plan is drawn up for two years at a time.

The measures of the plan and their implementation are integrated into Humak's daily activities, and the responsibility for implementing each measures rests with the designated persons. The Director of Administration and Director of Education are responsible for updating the plan together with the Human Resources Manager, Head of Education Development and Head of Strategy.

Plan implementation will be monitored, and the plan will be reviewed and updated as necessary by the responsible persons. The responsibility for drawing up the plan and

Plan

15 December 2025

Public

monitoring its implementation in the organisation is part of the organisation's action plan, which sets indicators for the measures.

Equality, non-discrimination and accessibility work will be carried out together with the Restructuring Committee, representatives of the Workplace Health and Safety Committee, and Student Union HUMAKO. The Workplace Health and Safety Committee participates in monitoring the implementation of the Equality, non-discrimination and accessibility plan as part of its specific role, as do Human Resources, supervisors and management.

The information used to support the implementation and monitoring of the plan includes personnel and student reporting, the Ministry of Education and Culture's reporting data, personnel surveys conducted every two years, quarterly pulse surveys, student surveys and feedback, workplace surveys conducted by the occupational health care services, assessments of occupational safety and health risks, the annual work community development plan and early support measures.

The finished Equality, non-discrimination and accessibility plan will be published on Humak's intranet and public website in Finnish and English.

Vahvistus

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Aloittava osapuoli

Pirjo Hölttä (PH)

Humak

pirjo.holtta@humak.fi

+358400349242

Allekirjoittajat

Jukka Määttä (JM)

jukka.maatta@humak.fi



Allekirjoitettu 2026-02-11 16:17:46 CET (+0100)

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