

Approved by the Representative Council on 28 October 2021

THE POLICY PAPER OF THE STUDENT UNION OF THE UNIVERSITY OF HELSINKI

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1 I INTRODUCTION

2 The Policy Paper guides the operations of the Student Union of the University of Helsinki (HYY) and defines
3 its key policies as relevant to the advocacy work it conducts. The Policy Paper is based on the Student
4 Union’s Strategy and the values defined therein: education, equality, transparency, courage and
5 sustainability. If needed, the Policy Paper is updated by the Representative Council’s decision.

6 II STUDENT UNION

7 ORGANISATIONAL ACTIVITIES

8 One of the most important duties of the Student Union is to connect students to the Student Union and
9 support the independent activity of the student community. Members of the Student Union have the
10 opportunity to express themselves and actively participate in society through HYY, encouraged by HYY and
11 within HYY.

12 Organisations operating under HYY conduct diverse and valuable work for their members. We recognise the
13 importance of the work conducted by organisations and cooperate with them. Organisations provide their
14 members with a place in which they can practise many skills, including social, societal and career skills, as
15 well as grow as human beings. It is important to us that every student is a part of our community. We offer
16 organisations appropriate facilities and support their activities both financially and by providing them with
17 services.

18 ORGANISATIONS ACCEPTED TO OPERATE UNDER HYY

19 HYY’s organisational field consists of communities with members who have a certain connecting element,
20 such as a common field of study, home region or interest in the same hobby or ideology. Organisational
21 activities are open to everyone. Only in the case of subject organisations and organisations that are
22 comparable to them may the field of study act as a limiting factor. More detailed provisions on the
23 suitability of organisations to operate under HYY are given in the rules for organisations operating under
24 HYY. Organisations are also required to comply with HYY’s Equality Plan. Organisations operating under
25 HYY are required to be committed to the principle of a democratic state governed by law as well as basic and
26 human rights.

27 – HYY’s organisational field is diverse and open and produces activities that comply with HYY’s values.

28 GENERAL PRINCIPLES GUIDING THE ALLOCATION OF OPERATING

29 GRANTS

30 HYY’s Board’s Financial Committee prepares the allocation of operating grants based on the operating
31 documents submitted by the organisations. Our objective is to enable organisational activities and
32 encourage organisations towards diverse, high-quality, transparent, evolving and sustainable activities.

33 The Financial Committee is obliged to consult the Student Organisations Committee annually on practical
34 arrangements concerning the allocation of operating grants. These practical arrangements include the
35 preparation of more detailed criteria for the allocation, for instance. The process of allocating operating
36 grants is transparent to organisations. We communicate widely about the allocation and provide
37 organisations with constructive feedback on the applications they submit.

- 38 – The operating grants enable organisational activities and encourage organisations towards diverse and
39 sustainable high-quality activities that comply with HYY’s values.
- 40 – The Financial Committee’s duties are based on needs. The Financial Committee itself has the
41 opportunity to influence how it realises its duties and purpose.

42 **GENERAL PRINCIPLES GUIDING THE ALLOCATION OF ORGANISATIONAL** 43 **PREMISES**

44 HYY’s Board’s Financial Committee prepares the allocation of the Student Union’s organisational premises.
45 The Financial Committee decides on the principles of the allocation of premises. Before the process of
46 allocating the premises, the organisational sector conducts a review of the premises, charting the required
47 information on current organisational premises and their usage. The continuity of operations is taken into
48 account in the allocation of premises.

49 The allocation of premises is based on the extent of the organisations’ activities, the activities’ reach among
50 HYY’s members, the suitability of the premises for the organisations’ activities and the organisations’ need
51 for premises offered by HYY. When several organisations are placed in the same premises, their capacity to
52 jointly use the premises is taken into account. When the allocation of premises is being prepared, the way in
53 which the organisations take care of their premises and follow the principles of safer space as well as any
54 possible violations of the user guideline and any other observed misdemeanours are taken into account.
55 Applying for premises is a prerequisite for being assigned premises and being allowed to continue to use
56 them. Matters related to the application process are communicated through communication channels that
57 reach the organisations.

- 58 – HYY provides its organisations with organisational premises that suit their activities.
- 59 – HYY ensures that the premises it provides are accessible to everyone.

60 **COMMUNICATION WITH ORGANISATIONS**

61 HYY’s communication with organisations is clear and up-to-date and takes into account the diversity of the
62 organisational field. Members of our Board maintain contacts with the parties involved in organisations that
63 are relevant to their sector. The information on our services and activities that concerns organisations is
64 available in Finnish, Swedish and English. HYY’s committees and other volunteers help the Board and
65 specialists with communication.

66 Besides up-to-date communication, providing organisations with training is also an important part of HYY’s
67 communication with organisations. People involved in organisations are provided with training to ensure
68 smooth and appropriate organisational activities. We monitor communication channels between
69 organisations and HYY and strive to actively develop them.

- 70 – Communication between HYY and the organisations operating under it is functional.
71 – HYY actively keeps in touch with all its organisations regardless of their operating language.

72 **OPERATION AND ROLE OF THE STUDENT ORGANISATIONS COMMITTEE**

73 The Student Organisations Committee of HYY’s Board acts as a communication channel between HYY and
74 organisations as well as improves and develops the operating conditions of organisations. The Student
75 Organisations Committee works in cooperation with the specialist, the member of the Board in charge of
76 organisations and the Financial Committee.

77 Committee meetings address current affairs concerning our organisational field and plan training sessions
78 and other events aimed at organisations as well as other committee activities. The meetings are always open
79 to all members of organisations operating under HYY.

80 The committee organises training events for people involved in organisations both independently and in
81 cooperation with the rest of the organisational sector. Committee activities are documented and publicly
82 available.

- 83 – HYY has a functional Student Organisations Committee developing organisations’ operating conditions.

84 **TRAINING EVENTS ORGANISED FOR ORGANISATIONS**

85 Organising training events is important because they help organisations maintain and develop their
86 operation. Regular training events improve the skills of people involved in organisations and thus also their
87 wellbeing and coping. The training events allow people involved in organisations to meet each other and
88 share their views and practices. The training events also allow us to support activities that comply with
89 HYY’s values in the organisations we support.

- 90 – HYY provides training events for people involved in organisations.
91 – Increasing multilingualism in training events is promoted in cooperation with other student unions to
92 ensure that the events are as accessible to HYY’s members as possible.
93 – The accessibility of training events is improved by utilising platforms on which training events that are
94 suited to being recorded are accessible afterwards, too.
95 – In addition to training events, organisations are also provided with electronic training materials that are
96 always available.

97 **VOLUNTEER ACTIVITIES**

98 Our volunteer activities realise the Student Union’s statutory duties by supporting the participation and
99 influencing opportunities of its members in the University community and in society. The volunteer
100 activities are reflected in the diversity of our activities and an increase in equality.

101 **VOLUNTEER ACTIVITIES IN THE STUDENT UNION**

102 The aim of our volunteer activities is to be genuinely motivating, impactful, inspiring and diverse. Taking
103 part in our volunteer activities, our members have the opportunity to develop, learn new things and work
104 for a common goal. The volunteer activities are rewarding, supportive of wellbeing and acknowledged in the

105 community. We facilitate volunteer activities that originate with the members and are conducted on the
106 terms of the volunteers. Participating in volunteer activities must be possible for all members of HYY. When
107 offering and organising volunteer activities, students' different backgrounds and opportunities in relation to
108 language, for instance, must be taken into account.

- 109 – Volunteer activities do not overburden volunteers.
- 110 – Volunteer activities are supported through high-quality training activities.
- 111 – Regularly collected feedback is utilised in the development of volunteer activities.
- 112 – Volunteer activities and communication on them takes into account the sufficient amount and clarity of
113 communication.
- 114 – Members are provided with support with launching their own volunteer projects.

115 **APPRECIATION FOR VOLUNTEERING**

116 Volunteers build both the University community and the Student Union's community, advance students'
117 engagement in these communities and support a sense of belonging in them. The invaluable work
118 volunteers do for communality at the University and in the Student Union must be acknowledged more
119 extensively. Student representatives and the advocates of organisations are also volunteers and do
120 invaluable work for developing studies.

- 121 – Volunteers receive recognition for their volunteer activities. Volunteers operating under HYY receive
122 certificates of volunteering for their work.
- 123 – The career skills obtained through volunteer activities must be seen as a more significant part of
124 studies. The importance of these career skills can be increased by, for instance, increasing the number
125 of credits given for volunteering, recognising volunteer activities as part of career studies on a larger
126 scale and ensuring that volunteer activities can be included as part of courses.
- 127 – The roles of personnel and students must be clarified in advocacy work. The kind of work that personnel
128 are paid for cannot be done for free by students on the basis of volunteering.

129 **CULTURE AND EVENTS**

130 HYY's own cultural events are used to create a common identity for the Student Union, while also making
131 our activities visible both to our members and outside the Student Union. The diversity and trilingualism of
132 our members are taken into account in our events. Depending on the nature of the events, they may be
133 produced in cooperation with various cooperation partners.

134 **Student Union as producer of culture**

135 Our cultural events bring the Student Union closer to our members. Our cultural and event activities are
136 based on transparency, diversity and the creation of communality. A committee in charge of HYY's events
137 and cultural activities operates as a part of HYY's events sector, participating in the production of our
138 events from the planning stage onwards.

- 139 – HYY's events are organised on all campuses, and they engage all interested students and organisations.
- 140 – HYY's events are accessible to as large a proportion of our members as possible by, for instance, being
141 as affordable and accessible as possible.

- 142 – The diverse activities of organisations are highlighted in events, and organisations are provided with
143 opportunities to produce content for HYY’s events.
- 144 – All HYY’s members are able to participate in the production of HYY’s events through the committee.
- 145 – The committee is encouraged to actively produce its own events.

146 **STUDENT UNION AS ADVOCATE OF CULTURE**

147 The students of the University of Helsinki have a unique student culture, complete with its own parties,
148 customs and traditions. We foster, renew and record this student culture. Traditions are not a value in
149 themselves, but the ties that members and organisations have to the traditions are taken into account when
150 they are reformed. Any reforms must serve a purpose. The cultural activities of HYY and the organisations
151 operating under us complement each other, create common student culture and provide opportunities for
152 members to both consume and produce culture.

- 153 – HYY looks after the nationally and cultural-historically significant buildings and pieces of art that it
154 owns.

155 **3. ADVOCACY WORK**

156 **UNIVERSITY OF HELSINKI**

157 The University of Helsinki must be a multidisciplinary Humboldtian university whose educational mission is
158 an important part of society and where the University community and university democracy have an
159 important role. The University reaches its goals best by offering high-quality teaching and opportunities for
160 students to create study paths that reflect themselves as well as by allowing flexible options for both
161 completing courses and changing study tracks and fields of study.

162 The University of Helsinki is our single most important interest group, while we also operate as part of the
163 University community as the representative of students. Our policies are consequently based on increasing
164 students’ influencing opportunities, bold decision-making processes, respect for university democracy,
165 functional and diverse student admission methods, maximisation of academic freedom, high-quality
166 teaching and teaching arrangements that support study ability. Encouragement works better than
167 punishment when it comes to study progress. Support and guidance services are a necessary part of studies,
168 and these services must be offered in at least Finnish, Swedish and English.

169 **INFLUENCING OPPORTUNITIES AT THE UNIVERSITY AND UNIVERSITY**

170 **DEMOCRACY**

- 171 – The University’s decision-making processes follow the tripartite principle in which decision-making
172 bodies have equal representation from i) University professors, ii) teaching and research personnel and
173 other personnel, and iii) students. Representation from all three groups is equal in size.
- 174 – The administration of the University’s property assets is brought under the remit of tripartite decision-
175 making processes, and campus communities are guaranteed genuine opportunities to influence the
176 premises they use.

- 177 – The University is a democratic community in which the tripartite principle and university democracy are
178 genuinely realised. Each member of the community has a genuine opportunity to take part in and
179 influence the University’s decision-making processes.
- 180 – Students in tripartite decision-making bodies have the same rights and duties as other members of the
181 bodies. Members of tripartite decision-making bodies must be able to participate in the preparation of
182 the decisions if possible.
- 183 – Doctoral students are able to participate in the preparation and making of decisions at the University in
184 the same way as the rest of the University community regardless of whether they are completing their
185 doctoral degree with a grant, under an employment contract or in any other manner. HYY and the
186 University pay special attention to the opportunities of doctoral students to participate in decision-
187 making processes.
- 188 – The University pays a monetary compensation to students serving in the steering groups of degree
189 programmes, faculty councils, the University Collegium and the University Board. An appropriate
190 monetary compensation is also paid for serving in other student representative’s positions.
- 191 – The selection of the University’s rectors and deans as well as the external members of its Board is made
192 as transparently as possible while also engaging the University community. The University community,
193 faculty councils and the University Collegium have a genuine opportunity to select the management of
194 the faculties and the University.
- 195 – The obligation to take a stand in votes held in the University Collegium is removed.
- 196 – Obstacles for the active participation of international students and people who do not speak Finnish as
197 their native language or at a native level are removed.
- 198 – The University drafts the agendas and minutes of its tripartite administrative bodies in Swedish and
199 English.
- 200 – Meeting premises are accessible to everyone, and remote participation continues to be possible.

201 **STRUCTURE AND LANGUAGE OF THE UNIVERSITY OF HELSINKI**

- 202 – The University should remain at least bilingual. The University has national responsibilities in the
203 organisation of Swedish-language degree education and thus an important role as an institution
204 maintaining and developing the language.
- 205 – All career paths at the University of Helsinki, all the way to the top management positions, are also
206 available to international members of the University community as well as members who do not speak
207 Finnish as their native language or at a native level.
- 208 – The University continues to produce science in Finnish and Swedish and to maintain the status of
209 Finnish and Swedish as scientific languages.
- 210 – The University maintains and improves its current opportunities to complete bilingual degrees and
211 charts whether the possibility of completing a bilingual degree could be expanded to other degree
212 programmes, too.
- 213 – There is a sufficient number of Swedish-language teaching positions.
- 214 – Exam questions must be available in good Swedish on request. When grading exams, the grading is
215 based on the language in which the questions are written in the exam.
- 216 – The right of Finnish- and Swedish-language students to write their thesis in their native language must
217 be ensured in all degree programmes with the exception of English-language degree programmes and
218 programmes in the field of languages.
- 219 – The University must not outsource teaching that leads to a degree to other higher education
220 institutions, except in cases where the learning objectives of the study units to be substituted can be
221 considered to be realised in full when using study units of other higher education institutions.

- 222 – Small disciplines, degree programmes and research groups must retain their operating, personnel and
223 support resources in transitions to larger units, when staff members retire or in other similar situations.
224 The University of Helsinki ensures the preservation and future of high-quality research and teaching in
225 its smallest disciplines, too.

226 **EQUALITY AND SUSTAINABILITY AT THE UNIVERSITY**

- 227 – Bullying, harassment and inappropriate behaviour are prevented and efficient action taken against them
228 in the University community. The University provides training on how to act in these situations. The
229 University must have clear and accessible instructions on what to do if you experience bullying or
230 harassment or want to take action in a situation involving them.
- 231 – The implementation of the University’s Equality Plan is made more efficient and monitored in all units
232 at the University. Students are involved in the making of the Equality Plan.
- 233 – The University hires a full-time disability specialist to improve accessibility and help answer the special
234 needs of students. Accessibility is the priority in helping students, and a separate special office is
235 established for this purpose.
- 236 – The University ensures that all teaching facilities are accessible for everyone and that all its electronic
237 systems are available for everyone to use at all times.
- 238 – Students have the right to declare their needs concerning accessibility and support in their profile. If a
239 student so decides, this information is automatically sent to all their teachers when the student signs up
240 for courses. Alternatively, the student may send the information after the course has started, 10 days
241 before an exam or deadline by the latest.
- 242 – The University is carbon neutral by 2030.
- 243 – The University acts in an ecologically sustainable manner and makes climate-friendly decisions.
- 244 – The University provides opportunities to conduct interdisciplinary cooperation, as environmental
245 problems require the expertise of all disciplines. There are courses and opportunities available for
246 students to develop their multidisciplinary sustainability skills.
- 247 – The University adheres to the UN’s Principles for Responsible Investment in its investments.
- 248 – The University only uses sustainably produced electricity in its facilities.
- 249 – The University cuts back on unnecessary flying and encourages people to travel by land whenever
250 possible.
- 251 – The University’s facilities are as energy efficient as possible.

252 **EDUCATION AND STUDYING AT THE UNIVERSITY**

253 Education must be accessible, flexible and of a high quality. The starting points of student admissions are
254 accessibility, the measuring of aptitude and the discretion of the degree programmes or the University
255 themselves. In terms of academic freedom, the aim is for the flexibility of studies and the study path to
256 ensure that students’ time studying is meaningful and that they can receive education in their preferred
257 form. The starting points for the planning, realisation and development of teaching must be pedagogical
258 justifications, the quality of teaching, ensuring students’ study ability and sufficient resources.

259 **Student admissions**

- 260 – New student places must be allocated to fields of study that have a shortage of experts and where the
261 demand for labour is and will be great.

- 262 – When increasing the number of student places, resources must be increased in the same proportion to
263 ensure the quality of education and the personnel’s coping. If this cannot be guaranteed, student places
264 should not be increased.
- 265 – When planning student admissions, the accessibility of education, the ability of the selection method to
266 measure aptitude for the degree programme in question, and the degree programmes’ own discretion
267 are taken into account.
- 268 – Selection criteria and any changes made to them must be predictable. Choices made during secondary
269 education must not significantly limit students’ opportunities of seeking different fields of study in
270 higher education.
- 271 – Poor study success in secondary education must not prevent access to higher education studies.
- 272 – A joint application procedure should be used for disciplines in different higher education institutions
273 that have the same contents.
- 274 – Everyone who has completed secondary or equivalent education must have the opportunity to get into
275 the University.
- 276 – The quotas for first-time applicants are abandoned, as they make changing fields of study more difficult
277 and place applicants in unequal positions.
- 278 – The student admissions of higher education institutions are primarily realised using selection methods
279 that do not depend on study success in secondary education and require reasonable preparation.
- 280 – Seeking higher education is free. The materials used in entrance exams or otherwise when seeking
281 education must be free and open. Students must be able to participate in entrance exams without their
282 own computer or similar aids.
- 283 – The starting point in planning entrance exams is a preparation time that is reasonable or as short as
284 possible, which can be achieved by using assignments based on supplied material, for instance. The
285 planning of entrance exams should also ensure that taking preparatory courses does not give applicants
286 an unreasonable advantage.
- 287 – Whenever possible, the University offers applicants a diverse selection of different admission routes.
288 These routes could include admission based on matriculation certificates, admission based on entrance
289 exams and admission through study units completed in the Open University or elsewhere as
290 introductory courses.
- 291 – Certificate-based admissions – admission based on matriculation certificates – are designed in such a
292 way that the degree programmes have full authority on deciding the application criteria and the
293 emphases of different subjects.
- 294 – The scoring model used in certificate-based admissions is not based on the number of courses in the
295 subjects taken in the matriculation exam, at least not as long as it is not possible to choose an equal
296 number of courses in different subjects.
- 297 – Admission based on study units completed in the Open University or elsewhere should not be
298 overburdening or require too long a preparation time. Completing studies of this kind is free to people
299 who do not have a valid right to complete a degree. The total share of students admitted through the
300 Open University admission route must not be over 10% of all students admitted into the University.
- 301 – A model in which all applicants are accepted into the University, but students are weeded out at a later
302 stage based on their study success, should not be adopted in student admissions.
- 303 – In student admissions, applicants must be able to demonstrate their skills in Finnish by having
304 completed the matriculation certificate in Finnish. This indicates sufficient Finnish proficiency for
305 university studies. It also does not place applicants in unequal positions based on the syllabus in
306 Finnish that they have decided to complete in the matriculation examination.

307 **Studying and academic freedom**

- 308 – Everyone admitted to the University of Helsinki must generally be guaranteed the right to study until
- 309 the master's degree.
- 310 – The University enables flexible studying from the perspectives of study time, location and completion
- 311 methods without endangering study progress.
- 312 – Students' right to complete courses must not be restricted through a limit on the number of credits or
- 313 any other measures. The number of credits students can include in their degree certificate should not be
- 314 restricted.
- 315 – The number of credits given for courses must genuinely correspond to the demands and extent of the
- 316 courses. Teaching complies with the University's instructions on the numbers of credits.
- 317 – Students must have as broad a right as possible to study in a multidisciplinary fashion.
- 318 – The option to change degree programmes is improved. Changing majors should be possible based on
- 319 previously completed courses or other prior knowledge instead of general student admissions. Students
- 320 with a right to complete a degree should not be forced back to general student admissions if their
- 321 eligibility can be measured by other means. Students with a right to complete a degree must be able to
- 322 change degree programmes through the transfer application procedure or internal arrangements made
- 323 by the faculties, for instance. Students should be informed of their options to change degree
- 324 programmes in a clear and transparent manner.
- 325 – Participation in courses is not restricted based on the degree programme in which a student studies.
- 326 However, participation in courses may be restricted and controlled through requirements on prior
- 327 knowledge, for instance.
- 328 – Requirements on prior knowledge are based on acquired skills, not completed courses.
- 329 – Priority in course registration is given to students of the degree programme or study track in question,
- 330 and especially to students for whom the course is compulsory. If a student is prevented from taking a
- 331 study unit on this basis, they should be offered the right to use an alternative method of completing the
- 332 study unit or to take an alternative study unit whenever this is factually possible.
- 333 – Study units should generally have a completion method based on contact teaching and participation,
- 334 although this should be done in such a manner that there is no mandatory attendance.
- 335 – If possible, teaching should be arranged in a manner that allows students to choose between contact
- 336 and distance teaching.
- 337 – As a rule, courses do not have mandatory attendance. However, mandatory attendance may be adopted
- 338 if it is considered to be pedagogically justified and to serve a purpose. In remote studies, too, mandatory
- 339 attendance must be pedagogically justified, and remote lectures must be recorded unless there are valid
- 340 justifications for doing otherwise.
- 341 – Having mandatory attendance on courses must both serve a purpose and be pedagogically justified. The
- 342 grounds for this and the information on the mandatory attendance is given to students well before the
- 343 studies begin. The attendance requirement on courses should be 90% of organised teaching sessions at
- 344 most, never 100%. The indicative completion time of additional assignments given to compensate for
- 345 absences does not exceed the total time of the teaching session the assignments are compensating for.
- 346 – The University offers lecture recordings and other virtual learning material as extensively as possible.
- 347 – Flexible methods to complete courses are increased by providing more diverse completion methods,
- 348 increasing the number of lecture recordings and making it possible to follow lectures as live broadcasts
- 349 in real time.
- 350 – The University offers camera solutions that enable lecture recordings in as many lecture halls as
- 351 possible on all campuses.

352 **Study ability**

- 353 – The University provides tools for developing study ability that include ones integrated into other
- 354 teaching given in the degree.

- 355 – Training on study ability and promoting it must be organised for personnel who counsel students.
- 356 – Studies must be scheduled in a way that supports study ability: the length of lectures, for instance, must
- 357 serve a purpose and be pedagogically justified.
- 358 – Lectures that last over one hour have the opportunity to take breaks.
- 359 – Course information and the completion methods of study units are available early enough to ensure that
- 360 students can plan their studies before the academic term begins.
- 361 – Students' group formation both among themselves and with the personnel is taken into account in the
- 362 planning of teaching.
- 363 – Ergonomics are taken into account in the design of study facilities by, for instance, making it possible to
- 364 alternate between standing and sitting in teaching facilities.

365 **Teaching**

- 366 – Feedback on teaching, study units and completed degrees is collected from students. The planning and
- 367 realisation of education is developed based on the feedback. Students are informed of how their
- 368 feedback is processed. It is possible to leave anonymous feedback. If needed, feedback is also collected
- 369 during study units.
- 370 – The University must ensure that there is enough teaching personnel.
- 371 – The University must organise mandatory pedagogical training for those teaching at the University as
- 372 well as take care of pedagogical supplementary education and sufficient support services for teaching.
- 373 Training is provided for personnel on taking student diversity and equality affairs into account.
- 374 – Diverse, flexible and pedagogically justified teaching, assessment and completion methods are used in
- 375 teaching.
- 376 – The completion methods and workload of study units being based on the curriculum and not varying
- 377 between different methods of realising the same study unit must be ensured, especially in distance
- 378 teaching and on virtual study units.
- 379 – Completion, assessment and teaching methods must always be justifiable in relation to the learning
- 380 objectives set in the curriculum.
- 381 – A sufficient amount of teaching is provided in small groups that are well suited to the purpose.
- 382 – Exams and academic performance as well as entrance exams and other performance related to student
- 383 admissions must be evaluated anonymously to improve the legal protection and equality of students
- 384 and applicants.
- 385 – It must be possible to complete all book exams in electronic exam rooms, and the exam rooms must be
- 386 accessible and open throughout the year.
- 387 – Courses must be organised in such a way that it is possible to complete them in an optimal order within
- 388 target time.
- 389 – Teaching material is genuinely free, and university libraries must have enough course material
- 390 available.
- 391 – Teaching and teaching materials are accessible to all. The University aims at the greatest possible
- 392 transparency in the availability of teaching and teaching material. Taking individual needs into account
- 393 must be the starting point when planning teaching and teaching material.
- 394 – Pedagogy must be at the forefront of the digitalisation of teaching, and sufficient resources and support
- 395 services must be allocated for it. For instance, teachers should be provided with the required resources
- 396 to make recording lectures easy. However, the digitalisation of teaching does not entirely replace
- 397 contact teaching.
- 398 – The use of electronic course books and materials is increased if it improves the availability and
- 399 topicality of the material.
- 400 – The University must support the independent and communal studies of students.

- 401 – Needs for individual support are taken into account in the planning, realisation and development of
- 402 education. The smooth flow and realisation of the arrangements must be assessed at regular intervals.
- 403 Information on students' rights to individual arrangements must be available. Teaching and support
- 404 personnel are aware of students' rights as well as the different ways of realising them. The realisation of
- 405 individual arrangements must not overburden students.
- 406 – Teachers ask their students about their needs regarding accessibility at the beginning of each course.
- 407 The University always provides the facilities that students need, support teachers with providing them
- 408 and aims at the University as a whole being accessible to all people.
- 409 – The curricula of degree programmes and degrees are available on the University's public website.
- 410 Students must have the opportunity to participate in curriculum work and the updating of curricula as
- 411 extensively as possible.
- 412 – Foreign- and Swedish-language teaching at the University is of equally high standards as Finnish-
- 413 language teaching. The language skills of teaching personnel are already taken into account in
- 414 recruitment situations.
- 415 – The themes of sustainable development and responsibility are a natural part of all degrees, with
- 416 different fields of study taking different perspectives on them. The University also acknowledges
- 417 contents related to sustainable development in learning objectives.

418 **WORKING LIFE**

419 It is important for students to acquire skills that are useful in working life, too, during their studies. Studies
 420 should develop students' ability to identify and verbalise their own competence and expertise. After
 421 graduation, students are skilled and valued experts.

- 422 – Students have the opportunity to receive quality career guidance throughout their study path.
- 423 – Career Services have sufficient resources. Students should be informed about Career Services as part of
- 424 the supervision for their personal study plan, for instance. Balancing studies and working life must be
- 425 promoted by favouring flexible teaching methods.
- 426 – Students who require individual arrangements must be guaranteed high-quality career services to
- 427 ensure that all students have equal opportunities to act in working life regardless of their background.
- 428 – The University must make it possible to write commissioned theses and actively support students with
- 429 this.
- 430 – Students have diverse information and support for employment opportunities in their own field of study
- 431 available for them. Entrepreneurship is also taken into account in the University's Career Services.
- 432 – Students receive a salary, remuneration or a grant for their internships. Costs caused by the internship
- 433 must be compensated to the student.
- 434 – The University must have a sufficiently resourced internship grant system to allow each student to
- 435 receive an internship grant during their studies. Students should be awarded an internship grant once
- 436 for the bachelor's degree and once for the master's degree. It is possible to receive an internship grant
- 437 regardless of the number of credits given for the internship.
- 438 – The University provides opportunities, information and incentives for completing internships abroad.
- 439 – The University, employers and organisations must advance the practices of anonymous recruitment and
- 440 run internship programmes aimed at international students as well as take other measures to lower the
- 441 thresholds for hiring international experts.
- 442 – Universities foster and promote internationality by, for instance, attracting international students to
- 443 study in Finland. Universities must promote the career connections of international students through
- 444 corporate cooperation included in study units, for instance.
- 445 – The residence permit process of higher education students is developed to support international
- 446 recruitment. It must be possible to begin the residence permit process before the education begins, and

447 the University should inform students of these opportunities already in connection with the student
448 admissions. The residence permit process must be smoother and shorter than at present.

449 **STUDENT SERVICES**

450 Services that are planned and realised in a student-friendly manner are a vital part of students' study paths.
451 Services must be student-friendly, accessible and sufficient. Services including facilities, guidance and
452 support services and international exchange services must be available throughout the entire study path.

453 **Guidance and support services**

- 454 – The University has a sufficient number of support and administrative personnel to realise its purpose
455 and to support both students and personnel.
- 456 – Administrative processes must be smooth and clear to both students and personnel.
- 457 – All support services provided to students must be accessible and trilingual.
- 458 – All students have equal rights and opportunities to use the University's support services regardless of
459 whether they are paying tuition fees or receiving grants or not.
- 460 – Support and guidance for international students at the University is comprehensive throughout their
461 studies.
- 462 – Students have the opportunity to receive comprehensive, high-quality student counselling throughout
463 their studies. Teachers, support services for students and Student Services all participate in study
464 counselling.
- 465 – Counselling teachers have the opportunity to see information on students' study progress so that they
466 can offer personalised counselling and support those who are not progressing in their studies.
- 467 – Students should receive all guidance and support services at a single service point.
- 468 – Guidance is easily accessible both face-to-face and electronically. Opening hours are sufficiently
469 extensive.
- 470 – The long-term goal is to increase the number of study psychologists so that the University would have
471 one study psychologist per one thousand students.
- 472 – Students should continue to have the opportunity to attend both personal and group meetings in study
473 psychologists' services.
- 474 – Spiritual support services for students are developed to cover an increasing number of religious groups
475 and the non-religious on a broader scale.
- 476 – The University must increase the number of harassment contact persons. To the extent possible, the
477 harassment contact persons should come from diverse backgrounds and have the required expertise to
478 resolve problem situations, such as microaggressions, sexism, ableism and racism. Their skills are
479 supplemented with supplementary training provided by the University.
- 480 – The University has an open, anonymous feedback form for reporting harassment cases.
- 481 – Personnel receive sufficient training on equality issues.
- 482 – If needed, both students and personnel are provided with training on the teaching equipment and
483 technology used.
- 484 – Students have an easy way of changing their University username. Students must be able to declare
485 their first name, the name they wish to be called by and their preferred pronouns in the University's
486 systems themselves.
- 487 – All systems for study credits, study registers and academic administration as well as any other user
488 interfaces needed in studies must be accessible to students with physical disabilities or visual
489 impairments, for instance. These systems must also adhere to the EU's Web Accessibility Directive.
- 490 – The University must continue to provide students with software licences needed for distance learning
491 and virtual work.

- 492 – Training and credits offered to tutors as well as other matters related to tutor training must be uniform
493 between different faculties.
- 494 – Remuneration for tutoring is raised on a long-term basis until the University pays tutors a fee of 240
495 euros for the orientation week.
- 496 – Faculties must create channels through which students can give feedback on tutoring while it is still
497 ongoing as well as create opportunities to react to problem situations that emerge in tutoring.

498 **Facilities**

- 499 – The University has facilities that are sufficient and appropriate for its basic duties.
- 500 – The University takes accessibility into account in all facility arrangements and communicates about
501 them extensively.
- 502 – In exceptional circumstances, students must be able to reserve the University's facilities for
503 independent study.
- 504 – A sufficient number of groupwork, study and social facilities are provided for students.
- 505 – Facilities suitable for studying and taking breaks are available round the clock.
- 506 – Teaching facilities are proportional to the size of teaching groups as well as designed from the
507 perspectives of ergonomics and pedagogical needs.
- 508 – The University provides students with a sufficient number of facilities where they can participate in
509 distance learning and virtual work on all campuses.
- 510 – A sufficient number of facilities for silent work, workspaces with electric sockets and facilities where
511 students can participate in distance teaching and remote meetings and seminars must be provided on
512 all campuses.
- 513 – The University's facilities, including toilet facilities, must be gender neutral.
- 514 – There must be childcare facilities on all campuses, and the University must communicate about them.
- 515 – The utilisation of empty premises must be made more efficient, and using them for studying, for
516 instance, must be permitted.
- 517 – The University makes regular indoor air reviews on all campuses. Special arrangements must be made
518 for highly sensitive students and staff members to improve their working and studying conditions.
- 519 – All organisations operating under HYY are treated as equally as possible when offering them the
520 University's facilities.

521 **International Exchange Services**

- 522 – The University encourages students to internationalisation at home through international courses
523 organised in educational cooperation, student organisation activities and international tutoring, for
524 instance. Internationalisation at home is acknowledged at the University, and the University both
525 advertises it and encourages students to take part in it.
- 526 – Going on exchange should be possible at all stages of studies. Having too high a number of completed
527 credits should not be a criterion that excludes students from exchange studies. A sufficient amount of
528 support should be provided for planning the study units to complete on exchange as well as for getting
529 them recognised and included in degrees.
- 530 – It must always be possible to include study modules completed on exchange in degrees. Practices on the
531 recognition of exchange studies are eased, and the opportunity for completing exchange studies is
532 designed as part of curricula.
- 533 – Those participating in exchange studies are provided with orientation periods on preparing them for
534 exchange, assessing the exchange experience and identifying skills learned on exchange.
- 535 – Going on exchange is supported financially with, for instance, grants awarded to students leaving for
536 exchange as well as other aid. The University must also offer guidance on applying for the different
537 forms of aid.

538 **NATIONAL EDUCATIONAL POLICY**

539 The ideal of the university institution is a multidisciplinary Humboldtian university where education is free,
540 students have the freedom to complete diverse studies and funding comes primarily from public sources.
541 Education in Finland must be free from early childhood education to higher education. Everyone has the
542 opportunity to get into higher education regardless of their background. This is one of the starting points of
543 national higher education policy.

544 A civilised state guarantees the administrative and financial autonomy of universities and the freedom of
545 the arts and sciences while also recognising the intrinsic value of universities, science and research. The
546 best way to serve the goals of higher education institutions is a higher education system that has different
547 roles and different legislative statuses for universities of applied sciences and universities. There are
548 several universities. The open university and similar operators take part in supplementing the field of
549 higher education institutions in questions related to continuous learning, for instance. In order to produce
550 high-quality teaching and research, higher education institutions must have sufficient basic funding.
551 Funding for higher education institutions must encourage higher education institutions to cooperate.

552 **STRUCTURE AND FUNDING OF THE EDUCATION SYSTEM**

- 553 – Studies in the Open University are, in the long term, free for all university students.
- 554 – Courses in the Open University are free for degree students throughout the year.
- 555 – All higher education institutions must be guaranteed sufficient basic funding allocated through the
556 funding model. Competition between higher education institutions, which is encouraged by the funding
557 model, is decreased by increasing the amount of money allocated through the funding model.
- 558 – In addition to sufficient basic funding, universities are capitalised. In the long term, the equity ratio of
559 universities is sufficiently high. Capitalisation promotes the autonomy of science and research and
560 stabilises the financial situation of universities.
- 561 – Funding models are not based on numbers of degrees or target time coefficients but on completed
562 credits, for instance. The funding model also takes into account matters such as the quality of teaching,
563 student wellbeing and students' civic participation.
- 564 – Cooperation between higher education institutions increases, and more jointly organised study units
565 and modules are organised. Students completing study units in other higher education institutions and
566 the recognition of learning from such study units is made easier by adopting SYL's platform model, for
567 instance.
- 568 – The roles of universities and universities of applied sciences continue to be functionally different, and
569 legislation concerning them remains separate. However, cooperation between the two is an opportunity.
- 570 – Study units related to lifelong and continuous learning and re-education offered by higher education
571 institutions are organised in such a way that they are accessible to all learners regardless of their
572 situation in life and wealth status.
- 573 – Increasing the number of student places in higher education institutions does not weaken the quality of
574 teaching. Available resources are increased in proportion to new student places.

575 **Accessibility of education**

- 576 – Education leading to a degree must be free in Finland regardless of the student's nationality.

- 577 – The financial situation of international students is taken into account when awarding grants related to
578 their tuition fees or living costs. A move towards a queueing system should be made in the awarding of
579 the grants.
- 580 – The amount of funds that students from outside the EU and the EEA are required to have in order to
581 receive a residence permit is lowered to half of the current amount, and ways to lower it further or
582 remove it entirely are actively investigated.
- 583 – Students' residence permits are granted for the entire duration of their degree in one go. A permit that
584 has been granted cannot be restricted on the basis of credits or funds.
- 585 – A permanent residence permit is granted to students graduating from Finnish higher education
586 institutions.
- 587 – The prerequisites of education export include guaranteeing the academic freedom of personnel and
588 following the University's ethical instructions. Costs caused by the cooperation are covered through
589 internal financing. The University's quality assurance practices are also taken into account, and a
590 comprehensive, external risk assessment is made of all education export projects.
- 591 – The University favours open-source software and open platforms and licences in its material
592 acquisitions, study materials and other publications. The University generally favours open technologies
593 and open-source solutions in software production and acquisitions.
- 594 – Secondary education is genuinely free to provide everyone with equal opportunities to further
595 education.

596 **HOUSING AND CITY**

597 In urban advocacy work, our main objectives are related to affordable and comfortable housing for students,
598 the promotion of public transport, cycling and walking and guaranteeing high-quality services. In addition
599 to this, we work for a Capital Region that is democratic, open, responsible and ecologically sustainable,
600 among other qualities. The needs of other students than just those who use Finnish as their communication
601 language must be taken into account in the most important services and in democratic decision-making
602 processes. HYY has members all around the Capital Region. As everyday life is not confined to individual
603 municipalities, land use and public transport in the Capital Region must be planned across municipal
604 borders.

605 **HOUSING**

606 Among the central criteria for good student housing are affordability, accessibility, good public transport
607 connections, cycling and walking opportunities, the nearby location of one's own campus and the comfort
608 of housing.

609 Having a home of one's own is a basic right. The lack of affordable apartments is consequently a major
610 problem for students in the Capital Region. For this reason, the cities of the Capital Region must increase
611 their housing production objectives so that a sufficient volume of housing construction would cause
612 apartment prices to fall.

613 Both the municipalities and the state must take bold measures to make the prices of rental apartments more
614 reasonable. Affordable housing is promoted not only through making high-rise construction possible but
615 also by increasing ARA production and increasing the amount of private housing construction, which serves
616 to meet the growing demand in the Capital Region.

617 **Solution to the Capital Region's housing problem**

- 618 – Helsinki increases its annual housing production to a minimum of 10,000 apartments, a significant
619 share of which are affordable apartments.
- 620 – Efficient construction is the solution to the apartment shortage. Urban planning focuses primarily on
621 urban structure consisting of compact perimeter blocks and supplementary construction on already
622 constructed areas.
- 623 – In the long term, apartment prices in the Capital Region are affordable.
- 624 – More studio apartments and two-room apartments are constructed in the Capital Region, as they are the
625 most in-demand among students.
- 626 – Regulations on the minimum size of apartments are moderately relaxed. However, apartments must still
627 retain facilities needed for living, such as a kitchen, a toilet, washing facilities and space for sleeping.
- 628 – The obligation to construct parking spaces is abandoned. Costs caused by parking spaces fall upon the
629 people who use them. Parking spaces are constructed on market terms, based on the number of
630 apartment buyers who wish to pay for them.
- 631 – Making changes to the allocated uses of spaces is made considerably easier. Flexibility in planning
632 makes it possible to take empty spaces into residential use.
- 633 – High-rise construction is promoted in the Capital Region as a solution to the limited space in the region.
- 634 – The City of Helsinki supports empty apartments being made available for rental use through subletting
635 practices.
- 636 – The state supports rental living at least as much as home ownership through subsidy policies, for
637 instance.
- 638 – Due to the particularly difficult housing situation in the Capital Region, the state subsidises non-profit
639 rental housing construction in the Capital Region with special measures, such as investment grants,
640 interest subsidy loans and reasonable loan terms.

641 **Homes for students**

- 642 – Helsinki constructs a minimum of 500 student apartments every year. Espoo and Vantaa set production
643 objectives for student apartments. In the long term, everyone who wants to find themselves a student
644 apartment can find one within a waiting time no longer than half a year.
- 645 – Plots assigned for the construction of student housing are either located near the higher education
646 institutions in the region or have good public transport connections to them. Student housing
647 construction near campuses is significantly increased. Student apartments are also constructed in
648 downtown Helsinki. The maximum price of plots assigned for student housing is the one accepted by
649 the Housing Finance and Development Centre of Finland (ARA).
- 650 – The rental level in student housing is considerably cheaper than the market rate.
- 651 – The cities of the Capital Region rent out plots to parties that offer student apartments at a rate that is
652 lower than normal.
- 653 – Aesthetic façade regulations and the obligation to include commercial premises may be relaxed when it
654 comes to student apartments.
- 655 – Student apartments have functional services and especially a well-functioning Internet connection.
- 656 – A minimum of 5% of new student apartments in each construction project are constructed to be
657 accessible. Any shared facilities as well as their toilets are also accessible.
- 658 – The different needs and wishes of students are taken into account already at the construction stage.
659 Different apartment types and flexible floor designs enable the diverse use of the apartments as family
660 or roomie apartments, for instance.
- 661 – The main focus of Finland's national student housing policies is on improving the housing situation in
662 the Capital Region.

- 663 – In the case of student apartments, the excess interest of the 40-year interest-subsidy loan follows the
- 664 general economic situation while remaining lower than the general market rate.
- 665 – To preserve diversity in student housing, the operating conditions of other parties than Hoas that
- 666 provide student apartments are also ensured in the Capital Region.
- 667 – The City of Helsinki's apartments are offered to students, too. The city makes the application process
- 668 for its apartments clearer.

669 **Equal and communal housing**

- 670 – A minimum of one fourth of new residential buildings in the Capital Region have ARA support.
- 671 – The construction of both non-subsidised and interest-subsidised apartments in the same areas is
- 672 required in planning.
- 673 – In urban planning, different kinds of apartment types are mixed in the same area. This reduces
- 674 segregation between areas and prevents the creation of social problems.
- 675 – Apartment constructors already consider how ecological, ecologically sustainable, energy-efficient,
- 676 healthy, accessible and cosy their apartments are at the construction stage and the design of the
- 677 premises.
- 678 – Physical accessibility is promoted with clear instructions and practices as well as adaptable apartments.
- 679 – New forms of communal housing are developed.
- 680 – The cities of the Capital Region have sufficient emergency accommodation facilities to prevent the
- 681 temporary homelessness of their residents.
- 682 – The number of homeless shelters in the Capital Region is increased.
- 683 – HYY provides information on finding an apartment and housing-related legal protection.

684 **HOAS**

685 The Foundation for Student Housing in the Helsinki Region (Hoas) is the most important party providing
 686 student housing in the Capital Region. HYY is both the largest founding party and a significant background
 687 influencer of Hoas.

688 Hoas provides affordable, comfortable and easy student housing. In addition to this, Hoas takes the diversity
 689 of students into account in all its operations.

690 **High-quality, responsible student housing**

- 691 – Hoas adapts its housing stock to better correspond to demand. The most popular housing types are
- 692 prioritised in both new construction and renovations. Popular housing types are increased and
- 693 supported.
- 694 – Besides new construction, Hoas continues to review old properties and engage in other supplementary
- 695 construction. If needed, it can abandon unprofitable properties and properties that are not used much.
- 696 However, abandoning properties must be clearly justified and support new construction. The total
- 697 number of Hoas's apartments does not decrease because of abandoning properties.
- 698 – Hoas engages in as high-rise construction as possible.
- 699 – Hoas invests in the quality of its apartments. Affordable shared apartments are also cosy.
- 700 – Hoas reacts to any feedback on the health and comfort of its apartments. Feedback is actively collected
- 701 from tenants. The collection of feedback from tenants is developed, and an action plan is made based on
- 702 the feedback.
- 703 – In connection with new construction and renovations, a modern, high-quality telecommunications link
- 704 is built for the housing cooperatives.
- 705 – Hoas allows small modifications its tenants make to increase comfort in their rental apartments.

- 706 – Hoas supports cycling and walking by, for instance, providing a sufficient number of locked bicycle
- 707 storage facilities and bicycle stands with frame locking.
- 708 – The concept of rooms in shared apartments is developed to make it more attractive and practical, and
- 709 the housing form is actively marketed.
- 710 – Hoas uses environmentally friendly electricity.
- 711 – Hoas invests in sustainable recycling and makes it easy for tenants.

712 **Easily into student apartments**

- 713 – The homeless and those under the threat of homelessness are always prioritised in Hoas’s allocation of
- 714 apartments.
- 715 – The Hoas Matchie service is updated and utilised in the formation of the housing queue.
- 716 – Those living together have the option to make separate rental agreements.
- 717 – Hoas takes the number of international students into account in its housing supply and provides for the
- 718 special characteristics of their housing.
- 719 – When planning the supply of furnished apartments, the number of exchange students in particular is
- 720 taken into account.

721 **Tenant democracy**

- 722 – All Hoas’s tenants should be informed about the activities of the tenants’ co-operation body more
- 723 extensively than at present.
- 724 – Hoas supports tenant committees by organising opportunities for the tenants to get to know their
- 725 neighbours as well as the practices and facilities of their building.
- 726 – In addition to financial grants, Hoas supports tenant activity through training events and clear
- 727 communication, for instance.
- 728 – International students also have the opportunity to act in tenant committees, and they are actively
- 729 encouraged to participate in the activities.
- 730 – Tenants have the opportunity to affect their living environment. The existence of shared facilities is an
- 731 essential prerequisite for tenant activity.

732 **Equal Hoas**

- 733 – Hoas takes the diversity of students into account in its communication, the construction stage of
- 734 apartments, and the principles for queueing for and allocating apartments.
- 735 – Hoas is more flexible than it currently is in taking into account students’ diverse relationships and the
- 736 needs of gender minorities in shared apartments.
- 737 – Rooms in shared apartments are generally not allocated based on gender, but applicants have the ability
- 738 to choose not to live with people of a different gender than their own.
- 739 – International students are not treated unequally in the housing application process. The higher
- 740 education institutions of the Capital Region take responsibility for international students’ housing
- 741 affairs and the underuse of exchange students’ apartments.
- 742 – The University communicates about housing services to international students in a comprehensive,
- 743 clear and reliable manner. Finding an apartment and signing a rental agreement is as easy as possible.

744 **TRAVEL**

745 Traffic arrangements in the Capital Region focus on developing cycling, walking and public transport in
 746 particular. Public transport in the Capital Region forms a network city where cross-city traffic has been
 747 significantly developed. Public transport is also affordable and accessible. Improving the conditions for
 748 walking and cycling makes the Capital Region livelier and increases people’s wellbeing.

749 **Smooth and affordable public transport**

- 750 – Land use and public transport in the Capital Region are planned across municipal borders, with
751 emphasis on rail transport.
- 752 – Traffic planning focuses increasingly on public transport connections between higher education
753 campuses, rail transport and cross-city traffic.
- 754 – The share of public transport out of all journeys made in Greater Helsinki is 80% by 2025.
- 755 – Student discounts in public transport are at least 50% of ticket prices and cover doctoral students and
756 students over 30 years of age, too. A discount is also given on single tickets.
- 757 – Road transport pricing is implemented in the Capital Region. In addition to this, congestion charges are
758 implemented in downtown Helsinki. Income from these sources is channelled into developing public
759 transport, cycling, a park-and-ride system and walking.
- 760 – Public transport is developed further towards round-the-clock operation. The operating times of the
761 metro are extended.
- 762 – Public transport in the Capital Region is developed to only use low-emission energy solutions as soon as
763 possible.
- 764 – Helsinki Region Transport (HSL) provides free public transport to passengers with physical
765 impairments. Accessibility is considered a central part of developing public transport.
- 766 – High-floor means of public transport are lowered and replaced with accessible versions by 2025. The
767 surroundings of public transport stops and stations are also accessible.
- 768 – Communication in all means of transport is multisensory and includes both audible and text-based
769 announcements.

770 **The city is experienced on bike and foot**

- 771 – The City Centre campus is made car-free to make the campus more pleasant and walking easier. The
772 pedestrian city centre in Helsinki is ambitiously expanded.
- 773 – When making planning decisions, the cities of the Capital Region pay attention to walkability and
774 cycling conditions on all higher education campuses.
- 775 – A year-round, continuous, safe and comprehensive bicycle traffic network and more cycle lanes are built
776 in the Capital Region. Pedestrian and bicycle ways are lit when it is dark.
- 777 – Parking bicycles is effortless and safe. Transporting bicycles in all means of public transport is possible
778 and free around the clock. More safe space is assigned and constructed for bicycle parking, especially in
779 public transport hubs.
- 780 – HSL's city bike system is expanded to cover the entire Capital Region continuously, and the cycling
781 season is extended to the extent possible.
- 782 – More city bike stations are placed in places relevant to students, including the immediate vicinity of
783 campuses, student apartments, sports services and the FSHS.
- 784 – The season ticket for HSL's public transport is expanded to cover the use of city bikes.

785 **SERVICES**

786 Functioning and diverse services are a necessary part of a good city, and public services should be based on
787 user-orientation, accessibility and investment in the prevention of social problems. The cities of the Capital
788 Region recognise the role of students as active producers of culture and a special group among the
789 consumers of culture.

790 **Functioning services, functioning student**

- 791 – Accessibility is taken into account in all services provided by the city, in the planning of urban spaces
- 792 and in commercial urban spaces.
- 793 – The number of signs is increased, especially in a way that takes special needs into account.
- 794 – The status of students with a family is improved by implementing part-time day care in the Capital
- 795 Region. This would enable studying and attending lectures without removing the right to child home
- 796 care allowance.
- 797 – Subjective right to free day care is in effect in all cities of the Capital Region.
- 798 – The cities of the Capital Region invest especially in sufficient resources for preventive and outreaching
- 799 social work as well as in developing the work with new initiatives.
- 800 – The City of Helsinki provides students and employees arriving in the country with a one-stop info point
- 801 featuring all the necessary services.
- 802 – Anonymous job and internship application procedures are adopted as a consistent practice in the
- 803 recruitments of the cities of the Capital Region to ensure equal treatment.
- 804 – The quality of language courses provided by the cities of the Capital Region is improved and the number
- 805 of the courses increased. The contents of the courses are made more advanced in order to serve genuine
- 806 language learning and accumulate vocabulary that is relevant in working life.
- 807 – Planning decisions enable the existence of extensive local services, such as brick-and-mortar stores,
- 808 that help create a vibrant city.

809 **Urban culture belongs to everyone**

- 810 – More art is visible in the streetscape of the Capital Region. For instance, the spontaneous urban art
- 811 projects of residents are generally regarded positively.
- 812 – The cities of the Capital Region offer a student discount of at least 50% to their own museums and other
- 813 cultural activities.
- 814 – A student discount is available on the rents of city-owned spaces in the Capital Region.
- 815 – Signs of life can be heard in a vibrant city. In music events, for instance, extending the time limits for
- 816 noise must be possible through the city's permit procedure.
- 817 – The city has non-commercial public space where residents are free to spend their time.
- 818 – The operating conditions of local libraries and city workshops are ensured through sufficient resourcing.
- 819 – Helsinki develops its park areas by, for instance, increasing the number of outdoor sports facilities,
- 820 picnic tables and recycling points.
- 821 – When planning urban spaces, modern requirements, such as the construction of power outlets, are
- 822 taken into account.

823 **PARTICIPATION AND DEMOCRACY**

824 The cities of the Capital Region act as examples of transparent and participatory decision-making processes.

825 The cities increase equal residents' democracy in which influencing is more focused on participatory

826 preparatory hearings, resident's initiatives and web-based surveys. Residents are actively informed of the

827 existing means of influencing matters.

- 828 – The cities of the Capital Region start using participatory budgeting or expand their existing practices
- 829 concerning participatory budgeting.
- 830 – Municipalities are active in the electronic influencing channels for residents and utilise these channels
- 831 in their own preparatory work and decision-making processes.
- 832 – Campus areas are a central part of the student's city. Students are separately consulted in relation to
- 833 changes made to the urban environment in and near campus areas.

- 834 – The cities of the Capital Region promote resident participation in the planning of their living
835 environment by piloting participatory planning.
- 836 – The voting age is lowered to 16 years.
- 837 – The transparency of lobbying is ensured by adopting a lobbying register that indicates all influencing
838 efforts towards members of the parliament, ministers and other people in positions of public authority.

839 **SUSTAINABLE CITY**

840 Climate change and other acute environmental problems are the greatest threat our planet faces. The cities
841 of the Capital Region must act in an environmentally responsible and sustainable manner. Environmental
842 issues must be extensively taken into account in decision-making processes.

- 843 – The Capital Region strives to become carbon neutral as soon as possible and no later than 2030.
- 844 – Urban nature is important for residents' wellbeing and natural diversity. Its preservation is fostered and
845 maintenance ensured.
- 846 – New construction and renovations in the Capital Region adhere to strict energy efficiency ratings.
847 Attention is paid to how ecologically sustainable new apartments are throughout their entire life cycle.
- 848 – Construction on the recreational areas and green spaces of the cities of the Capital Region is the last
849 resort in increasing housing production. Even densely constructed areas have green spaces and space for
850 the rest of nature in their vicinity.
- 851 – The cities of the Capital Region promote sustainable recycling, the reduction of food waste and plant-
852 based food production in their own activities as well as the activities of their residents and of
853 companies.
- 854 – The cities of the Capital Region further promote climate-friendly vegetarian food in meals served under
855 municipal services.
- 856 – Construction must be based on and promote nature-based solutions. The installation of, for instance,
857 solar panels and green roofs on the roofs of new apartments is encouraged already at the construction
858 stage.
- 859 – The city supports timber construction in its planning policies, for instance.
- 860 – Planning solutions are planned in a way that does not endanger natural values.
- 861 – Energy production in the Capital Region is developed towards a diversified model. The small-scale
862 production of solar, geothermal and wind power is made easier through deregulation. The utilisation of
863 nuclear power in the form of small modular reactors, for instance, is also a part of the future carbon-
864 neutral Capital Region.
- 865 – The potential of geothermal wells is utilised in carbon-neutral heat production.

866 **HEALTH AND WELLBEING**

867 The Finnish Student Health Service (FSHS) is the most important operator promoting and maintaining
868 student health. The role of the FSHS inseparably includes its preventive work, which draws a parallel
869 between the FSHS and occupational health care. The expansion to universities of applied sciences and the
870 resultant increase in the number of customers has provided challenges for the FSHS's operation, and the
871 availability and long-term sustainability of student health care require additional resources to funding. We
872 are especially concerned for students' mental health and the resources for mental health services. We
873 participate in social discussion to decrease the stigmatisation of mental health issues.

874 Physical and mental health and wellbeing promote studying. It is important for health and wellbeing
875 services to be equally available to all students, which is why providing multilingual services is of the utmost

876 importance. The services closest to students' everyday life, such as the FSHS, UniSport and mental health
877 services, must be genuinely available in Swedish and English, too.

878 **SUCCESSFUL EXPANSION OF THE FSHS**

879 After the expansion of the FSHS, the number of its customers has increased significantly. It is especially
880 important to quickly recover the FSHS's earlier service level and to secure a sufficient level for its resources
881 in the long term. Insufficient resources given to the reform can be seen as a strain on the services, long
882 waiting times and students being redirected to public services. The FSHS is responsible for students' basic
883 health care, including mental and oral health services. Using the services provided by the FSHS must be safe
884 for the entire student community. This requires taking action against issues such as racism, ableism,
885 fatphobia, transphobia and misogyny in all of the FSHS's activities and structures through which these
886 issues should be brought up when they arise.

- 887 – Under specialised healthcare, the services of gynaecologists and dermatologists are restored and the
888 services of psychiatrists increased.
- 889 – In services produced by the FSHS, the focus is on prevention and increasing knowledge above all.
- 890 – The FSHS revises its reception times to correspond to the needs of its wider customer base.
- 891 – The FSHS's services take students' diversity into account. This is supported by training the personnel on
892 themes such as encountering minorities and the challenges they face.
- 893 – Student unions continue to take part in the FSHS's decision-making processes. In connection with the
894 expansion, the retention of the flow of information and opportunities to influence matters is ensured.
- 895 – Kela's new role as the organiser of student health care services requires it to conduct clear and
896 multilingual communication on payment practices in particular.
- 897 – The FSHS's resources are increased primarily by increasing the state's share, not by raising the payment
898 share of students.
- 899 – On working days, during the FSHS's opening hours, the FSHS's patients can reach their own unit during
900 the same day that they make their first contact.
- 901 – The FSHS's services are expanded to cover all higher education students and exchange students living or
902 permanently residing in Finland, while retaining the same level of quality and accessibility in its
903 services in the long term.
- 904 – Kela sends students an invoice for the FSHS payment.

905 **FSHS AND SERVICES IN SUPPORT OF STUDY ABILITY**

906 To function properly, the FSHS's preventive work requires functional campus cooperation and cooperation
907 among higher education institutions and between higher education institutions and the Student Union. The
908 FSHS offers its services both near students and comprehensively online. Students are able to use the FSHS
909 unit that best suits them. Services that are as easily accessible and approachable as possible also have a
910 preventive impact on students' health problems. Due to the social and healthcare reform, the FSHS's
911 services and the social work and health services organised by Helsinki, or a wellbeing services county, are
912 also reconciled. In this way, no student will fall through the net simply due to a lack of social services.

- 913 – The FSHS directs its resources towards conducting preventive work aimed at promoting student health
914 and preventing excessive strain.
- 915 – Electronic services are further developed in the case of remote receptions, virtual groups and smart
916 diagnostics, for instance.

- 917 – SelfChat is open as extensively as possible.
- 918 – The FSHS creates a clear operating model for statutory reviews of study environments, with HYY
- 919 involved in a fixed role.
- 920 – International students, and exchange students in particular, receive enough information about the
- 921 organisation of health care in municipal health care.

922 **WELLBEING IN THE UNIVERSITY COMMUNITY**

923 The study ability of students is a shared cause for the entire University community. Personnel have the time
924 and desire to pay attention to how students are coping. Different providers of student services as well as
925 different student communities are connected in a way that makes it easier to direct students who need help
926 towards the right kind of help on a low threshold. The University's facilities and teaching occasions enable
927 the promotion and maintenance of student health. We also closely cooperate with the University on all
928 projects that address the wellbeing of the University community. Ableism, racism, transphobia and other
929 forms of discrimination are fought at all levels of the University. Non-accessibility for people of all kinds of
930 disabilities is removed from the structures of teaching and the University's operation.

- 931 – The FSHS must offer students any tests and vaccinations that they require for their studies. For its part,
- 932 the FSHS supports and enables students to leave on exchange by providing them with any mandatory
- 933 health inspections and vaccinations.
- 934 – The University's demands for attendance on theory courses yield according to students' physical and
- 935 mental health. For instance, it must be possible to choose to follow teaching online in case the student's
- 936 health status or coping do not allow them to be present on campus.
- 937 – Psychotherapy training is free.
- 938 – As a short-term goal, the availability of Kela's rehabilitative psychotherapy is improved by
- 939 compensating the costs caused by seeking a therapist as well as the excesses of the therapy itself for
- 940 those residents who cannot otherwise afford the treatment they need.
- 941 – All campuses have a silent room.
- 942 – Sitting at the University is decreased by, for instance, increasing the number of electric tables and
- 943 making it possible to follow lectures standing up.
- 944 – Bullying, harassment and inappropriate behaviour are prevented, and efficient action is taken against
- 945 them in the University community. The University provides training on what to do in such situations.
- 946 The University has clear and accessible instructions on how to act if you experience bullying or
- 947 harassment or want to take action in such situations.
- 948 – The University increases the resources for study psychologists' services to correspond with the demand
- 949 for the service.
- 950 – The University supports students' ergonomics and physical activity by taking measures that are in
- 951 accordance with the 'Higher Education on the Move' campaign.
- 952 – Sufficient resources are allocated for the Guidance Corner, and its operations are expanded to cover all
- 953 campuses.
- 954 – A separate service is created for international students, focusing on providing information and guidance
- 955 especially to students whose native language is not Finnish or who are not Finnish citizens.
- 956 – The University provides its personnel with training on encountering students who have challenges with
- 957 learning, burnout, mental health or substance abuse, for instance.
- 958 – The burden caused by studies and organisational activities must be reduced to decrease excessive strain
- 959 among students.
- 960 – Student culture is not built around alcohol. Alcohol-free events and options are a natural part of
- 961 student activities.

- 962 – The personnel is also provided with training on supporting neuroatypical and disabled students.

963 **BUILDING STUDENT WELLBEING**

964 Building student wellbeing begins with functional preventive health services. The City of Helsinki and other
965 wellbeing services counties take responsibility for promoting their residents' health. It is also important to
966 increase cooperation with the cities of the Capital Region and UniSport in order to increase students'
967 physical activity and wellbeing.

- 968 – Access to long-term therapy is faster and easier than before. This is achieved by, for instance,
969 developing a comprehensive register for finding a suitable therapist and making the process of applying
970 for therapy smoother.
- 971 – Low-threshold services are available to all students regardless of age.
- 972 – Everyone under 29 years of age or of limited means in the Capital Region is provided with free
973 contraception and menstrual products. The long-term goal is to provide both for all residents of the
974 Capital Region. The value added tax for menstrual products is reduced to correspond to that of other
975 health products.
- 976 – Minorities have mental health services available for them that are familiar with the problems they face,
977 including racism, ableism and transphobia.
- 978 – Seeking help for mental health problems is made easier by providing many different contact channels
979 and information about parties that provide help trilingually.
- 980 – The therapy guarantee is implemented, and sufficient resources are allocated for its implementation.
- 981 – The right of individuals suffering from mental health challenges to receive sufficient treatment is
982 reinforced by increasing resources for personnel and treatment in both basic and specialised health
983 care.
- 984 – The accessibility of psychologists' services for young people is increased by increasing the number of
985 psychologists on all levels of education.
- 986 – Young people are taught mental health skills. Enforced personnel ratios that account for mental
987 wellbeing are created for student health care and health care provided in educational institutions.
- 988 – Psychotherapy compensated by Kela is completely free to people under 29 years of age, students and
989 people of limited means. Excesses are abandoned in full, and it is possible to receive psychotherapy
990 compensated by Kela for a longer period than 3 years, if needed. A lack of work ability cannot prevent
991 access to psychotherapy compensated by Kela.
- 992 – Low-threshold sports opportunities are ensured. An adequate number of free sports services is available
993 in the Capital Region. A student discount of 50% is given on the city's sports services that are subject to
994 a fee.
- 995 – Students are able to take care of their health regardless of their income level.
- 996 – Sports services are available on all campuses and units of the University.
- 997 – UniSport offers its services on all campuses.
- 998 – UniSport's services are affordable and diverse.
- 999 – International students with special needs have the right to receive the same support services as Finnish
1000 students. The services are also available to students from outside the EU and EEA.

1001 **Intoxicant policy**

- 1002 – Drug use is depenalised, and drug addicts are provided with medical, psychosocial and other required
1003 treatment and support.
- 1004 – Intoxicant policy is based on research, and its focus is shifted towards the minimisation and prevention
1005 of damages.

1006 – The adoption of drug consumption rooms is promoted in areas suited for them.

1007 **SUBSISTENCE**

1008 We are building a society that gives students the courage to build their own future and find their own
1009 direction – to try and sometimes fail. Challenging situations in life and financial insecurity do not close
1010 doors in front of them. We promote policies that take intergenerational equality into account better than at
1011 present. In the future, Finland is an even fairer welfare state for all people than it is now. The welfare state
1012 is maintained at a Nordic level. In the long term, Finland moves to a general and equal basic income.

1013 **STUDENTS' SUBSISTENCE**

1014 Students whose subsistence is better than at present would benefit the entire society, as sufficient and
1015 predictable subsistence improves wellbeing and increases study ability. Student financial aid is clearly a part
1016 of social security and ensures students' subsistence during their studies.

1017 Students' subsistence consists of many parts, of which student benefits and work are the most important.
1018 Student aid is centred on the study grant, and students do not have to take out loans to secure their basic
1019 subsistence.

- 1020 – Student aid and general housing allowance are sufficient for studying full time.
- 1021 – Student aid is centred on the study grant, and the study grant is tied to the index.
- 1022 – Student aid is reformed to make it a part of other social security benefits at a level that corresponds to
1023 theirs. The obligation to take out a loan is removed entirely.
- 1024 – The number of months of student aid is increased to 55 months. The number of months of aid is
1025 increased proportionately on fields where the study time differs from five years.
- 1026 – The income limits of student aid are moderately raised while ensuring that any increases in them do not
1027 negatively affect the level of the study grant.
- 1028 – The two-tiered nature of student aid is abandoned.
- 1029 – General housing allowance is made a personal benefit.
- 1030 – The requirement to complete 20 credits per year in order to receive the study grant is removed.
- 1031 – Student aid is moved from the Ministry of Education to the Ministry of Social Affairs and Health.

1032 **SUBSISTENCE IN DIFFERENT SITUATIONS IN LIFE**

1033 Students are a diverse group of people. The support nets of society guarantee students' subsistence in
1034 different situations in life and ensure that they can move flexibly between them. Currently, many students
1035 have to cover living expenses by working or establishing their own companies.

- 1036 – The study grant has a provider supplement.
- 1037 – Family leaves are reformed in a way that accounts for diversity in families and the realisation of
1038 equality.
- 1039 – The minimum amount of sickness allowance is increased. Kela expands the criteria for awarding
1040 sickness allowance.
- 1041 – Studies are made more flexible to guarantee students' subsistence in different situations in life and to
1042 make it easier to start a family, be a student entrepreneur and work during studies.
- 1043 – The level of study grant for adult students must be the same regardless of whether they live with their
1044 parents or not.

1045 – The number of credits allowed for students on sickness allowance is not limited.

1046 **TOWARDS BASIC INCOME**

1047 Equal education opportunities are dependent on the prospects of getting by financially during studies. The
1048 social security system is extensively reformed to make it correspond to the altered operating environment in
1049 society.

1050 Basic income is one of the key reforms of social security. It creates security and stability for individuals'
1051 subsistence at a time when atypical employment contracts are becoming more common.

1052 We are also concerned about intergenerational justice and the future of the welfare state. Good generational
1053 policies cannot be implemented without a broad-based evaluation of generational effects at the legislative
1054 stage. This includes investments in both education and young people, taking the capacity of the
1055 environment into account, stopping the trend of increasing inequality and supporting young people's
1056 agency in society.

- 1057 – A monthly, gratuitous basic income is paid to all Finnish persons of age covered by social security. The
1058 basic amount of basic income ensures sufficient basic security. In addition to this, means-tested
1059 supplementary income may be granted for the costs of housing, sickness or custodianship, for instance.
- 1060 – Social benefits must be personal.
- 1061 – Student loan, whether taken out or not, is not counted as income when applying for social assistance.
1062 The level of study grant is increased before the move to basic income.
- 1063 – Increasing the maximum price of meals in student restaurants must be tied to a simultaneous increase
1064 to the meal subsidy.
- 1065 – Students are involved in the total reform of the social security system and in developing basic income.

1066 **EQUALITY**

1067 All human beings are equal regardless of their gender, age, ethnic or national origin, nationality, language,
1068 religion, belief, opinion, disability, health, sexual orientation or other personal characteristic. HYY actively
1069 works towards being a genuinely antiracist and intersectionally feminist organisation that takes diversity
1070 and accessibility into account in all its activities. This work is conducted in cooperation with various parties
1071 and experts. HYY recognises different forms of discrimination and takes action against them in all its
1072 activities. Antiracism refers to active work that is aimed at finding ways to identify, oppose and prevent
1073 racism, while intersectional feminism recognises not only gendered effects but also other intersecting
1074 factors that cause discrimination.

1075 **MORE EQUAL SOCIETY**

1076 Equality is a central basic right, and the rights of all people are not yet realised in society. Assumptions and
1077 stereotypes are recognised, and our own activities are approached critically. HYY encourages everyone to
1078 assess their prejudices and attitudes. Structures that create inequality must be dismantled, and the equal
1079 treatment of all people must be ensured. We ensure that equality is realised in our own activities and take
1080 stands on societal problem areas. Linguistic equality is improved by ensuring sufficient resources for
1081 interpretation in the city's services and at other levels of society. The Non-discrimination Act is amended in
1082 such a way that the actions of higher education institutions and other educational institutions are

1083 recognised as discrimination in situations where an institution is informed of a student having experienced
1084 harassment but fails to take appropriate measures.

1085 **Gender and sexual orientation**

- 1086 – Finland enacts a new trans act that is based on the right to self-determination. The infertility
1087 requirement is abandoned. For people over 15 years of age, legal gender recognition is based on the
1088 individual's own declaration. The long-term goal is to fully abandon legal gender markers. The gender
1089 reassignment process is made smoother and easier.
- 1090 – Making assumptions related to gender, sexuality, relationship status or any other personal
1091 characteristic is brought to an end, and related stereotypes are dismantled.

1092 **Antiracism**

1093 The existence of the multifaceted phenomenon of racism is recognised at all levels of society. Racism may
1094 be interpersonal, structural or internalised. Interpersonal racism refers to discrimination between people or
1095 groups of people that is based on race or ethnicity. Structural racism refers to hidden practices and rules
1096 that are in place in institutions and produce racialised and ethnic inequality almost imperceptibly. People
1097 that belong in minorities may also have internalised racist thoughts themselves, and this is called
1098 internalised racism.

1099 Educational institutions – and universities in particular – must have the ability to identify, prevent and take
1100 action against different forms of racism. The effects of interpersonal and structural racism on the University
1101 community are continuously assessed.

1102 Antiracist measures:

- 1103 – Action is taken against racism in all its forms both in the Student Union and at the University.
1104 Awareness of antiracist practices is increased at all levels of society through training events, and the
1105 implementation of these practices is promoted. The University drafts an antiracist programme in
1106 cooperation with its interest groups and provides its personnel with training on antiracist practices.
- 1107 – Students have channels and a contact person at the University to provide them with expert help when
1108 they encounter racism.
- 1109 – Professors, lecturers, hourly-paid teachers and other personnel as well as students are provided with
1110 resources to help them deal with racist situations.
- 1111 – Clear instructions are drafted on taking action against racist behaviour by teaching and other personnel
1112 as well as students.
- 1113 – Anonymous recruitment practices are adopted at the University. Recruitment processes must take into
1114 account applicants with different backgrounds.
- 1115 – In the long term, efforts are made at the University to promote equality between different ethnic groups
1116 that is based on research.
- 1117 – In the long term, the University of Helsinki hires psychologists who are culturally sensitive and trained
1118 on the effects of racism on health.
- 1119 – In the long term, the University of Helsinki hires an antiracist specialist for Student Services.
- 1120 – Finland ratifies the Indigenous and Tribal Peoples Convention (ILO 169).

1121 **Accessibility**

1122 Environments, products and services are built to be accessible. Different needs are taken into account in the
1123 design of the University's premises, other public spaces and urban environment, and already existing

1124 premises are made accessible. These premises are all accessible to different kinds of people, including the
1125 disabled, neuroatypical people and people with a disease that limits their daily life.

1126 The detrimental effects of ableism on the participation, wellbeing and coping of individuals are recognised
1127 at different levels of society – and especially at the University. Ableism refers to discrimination against
1128 disabled people and assumptions about their abilities based on their disability. Students who are disabled,
1129 neuroatypical or chronically ill as well as students with mental health disorders are all a part of the
1130 University community. Special arrangements must be easily available to students who need more support.

- 1131 – Society must promote the making of accessibility reviews.
- 1132 – Accessibility signage is taken into use at the University and in public spaces.
- 1133 – The duty of the education provider is to ensure that the teachers on courses are able to take into
1134 account the individual needs of students and to organise the necessary supportive measures for them.
- 1135 – The accessibility of various aids for students and personnel is improved. The University must also have
1136 personnel whose job description includes using the aids and communicating about arrangements for
1137 special support.
- 1138 – The University must be active in offering special support and improve its availability by actively
1139 increasing accessibility.
- 1140 – In the long term, the University of Helsinki hires full-time accessibility contact persons for Student
1141 Services.
- 1142 – In the long term, the University of Helsinki hires psychologists who are trained on the effects of ableism
1143 on health.
- 1144 – The Non-discrimination Act is amended in such a way that the actions of higher education institutions
1145 and other educational institutions are recognised as discrimination in situations where an institution is
1146 informed of a student having experienced harassment but fails to take appropriate measures.

1147 **Financial equality**

- 1148 – A higher level of social security for students makes studying possible for students in different situations
1149 in life.
- 1150 – Studying is also possible when partially disabled.
- 1151 – The varying socioeconomic backgrounds of students are taken into account in teaching at the
1152 University.
- 1153 – Students having an academic family background must not be the default assumption in teaching.
- 1154 – Mechanisms that produce inequality and help educational and income levels be structurally inherited
1155 are dismantled.
- 1156 – Seeking higher education is possible to everyone regardless of their socioeconomic background.

1157 **Self-determination and safety**

- 1158 – We oppose violence in all its forms, including armed, structural, social, financial, linguistic, sexual,
1159 psychological and physical violence. We acknowledge the right of the state to use violence when
1160 absolutely necessary.
- 1161 – Everyone has the right to bodily autonomy.
- 1162 – The personal choice of a pregnant person is sufficient grounds for termination conducted before the
1163 12th week of pregnancy.
- 1164 – Sterilisation is a freely available procedure for people over 25 years of age.
- 1165 – Performing any kinds of genital mutilation or cosmetic surgeries on children's genitals is brought to an
1166 end.

- 1167 – The current conscription model is replaced with gender-neutral conscription based on which the
1168 Finnish Defence Forces selects people, regardless of their gender, to complete military service according
1169 to its own needs. The current model of non-military service is abolished and replaced with an unarmed
1170 national service model that focuses on duties performed in times of crisis. In the short term, total
1171 objectors should not be given prison sentences. Non-military service must not be used as punishment
1172 through it being factually longer than military service.
- 1173 – Rape legislation is based on the lack of consent.

1174 **SUSTAINABLE DEVELOPMENT**

1175 The environment and development cooperation are a part of a wider theme of sustainable development.
1176 Sustainable development refers to social, financial, ecological and cultural sustainability. We are committed
1177 to the goals of sustainable development stated in the United Nations' Agenda 2030, and our activities or
1178 policies may not conflict with these goals. The principles of sustainable development are taken into account
1179 in all decision-making processes.

1180 The impact of human activity on the climate and nature, that is, the climate and environmental crises and
1181 biodiversity loss, is the greatest generational policy issue of our time. The suffering, uncertainty and costs
1182 caused by the climate and environmental crisis fall disproportionately on young people, future generations
1183 and, especially on a global scale, the humans and other species that are in the weakest position. Finland
1184 must be a pioneer in the fight against climate change, conduct impactful and ambitious climate and
1185 environmental policy and listen to independent researchers and experts when making decisions.
1186 Environmental issues are approached holistically by acknowledging and dismantling the underlying
1187 unsustainable ways of thinking and acting that are prevalent in society.

1188 **ENVIRONMENTAL CRISIS**

1189 We actively promote environmental responsibility as well as set an example at the University and in the
1190 city. We take a stand on environmental issues in society in general. As a part of environmental issues, the
1191 increased scientific knowledge on issues concerning animals and their treatment is also taken into account.
1192 Taking animal rights into account and treating animals with respect are a part of sustainable development
1193 activities.

1194 Climate change, pollution, ecosystem destruction, extinction and current consumption models constitute
1195 the greatest global problems today, and along with their side effects, they form the environmental crisis,
1196 creating serious challenges for the future of humankind. This is why we, as a significant student-political
1197 actor, also have the duty to both rely on research in our own operations and influence matters to help keep
1198 the Earth viable for future student generations.

1199 We educate students towards an environmentally responsible lifestyle by, for instance, providing
1200 opportunities to influence and participate in matters related to the environment in contexts such as the
1201 Environmental Committee.

1202 **Society**

- 1203 – Diversity loss in Finland is brought to a stop. Untouched and vulnerable ecosystems, such as old-growth
- 1204 forests, are protected and restored. Land and water use planning is obligated to compensate for any
- 1205 damages caused to biodiversity.
- 1206 – Society enables a sustainable food system that guides people towards eating primarily vegan food and
- 1207 promotes the reduction of food waste in food supply chains and consumption.
- 1208 – Sustainable development and responsibility have a strong impact on the national funding model for
- 1209 universities as well as their assessment and audits.
- 1210 – An act on corporate responsibility is enacted in Finland.
- 1211 – All societal decision-making processes are based on the framework set by the environment.
- 1212 – Cities and the state electrify company cars at their working places, and company cycling is supported.
- 1213 – Social justice is taken into account in professions that will disappear because of climate change and
- 1214 other environmental crises. Among other measures, society provides further education for those who
- 1215 will lose their job.
- 1216 – Research aimed towards solving major challenges related to sustainability is promoted.

1217 **Energy and emissions policy**

- 1218 – Finland is carbon neutral by 2035 and then strives to become carbon negative. Carbon sinks and stocks
- 1219 must be increased.
- 1220 – Emission compensations are the last resort to achieve carbon neutrality. Any compensations are based
- 1221 on scientific knowledge and research.
- 1222 – Society makes a transition to completely sustainably and responsibly produced, fossil-free or renewable
- 1223 energy sources. These are made the most financially viable alternative for consumers, households and
- 1224 companies. Investments and technological development aimed at these energy sources are also funded.
- 1225 – In the long-term, a full transition is made to renewable energy sources. Sustainably and responsibly
- 1226 produced nuclear power is a part of the transition towards more sustainable energy production than at
- 1227 present.
- 1228 – The use of peat, oil, coal and other fossil-based energy sources in energy production is banned.
- 1229 – The fundamental problems of the European Union’s collective emissions trade system are fixed. The
- 1230 emissions trade is expanded to cover as many industries as possible, including air traffic. The total
- 1231 amount of emissions rights is regularly decreased.
- 1232 – Carbon neutrality is promoted in relation to national traffic. Public transport is accessible all over
- 1233 Finland, and the special needs that student cities and students have for it are taken into account. The
- 1234 rail network is developed, and fossil-free forms of transport, or those using other clean energy sources,
- 1235 are the primary form of mobility within the country.

1236 **ECONOMICALLY SUSTAINABLE DEVELOPMENT**

1237 Economic sustainability refers to balanced financial growth that takes place within the carrying capacity of
 1238 the Earth and that ensures the wellbeing of future generations. The freedom of action of Finland, higher
 1239 education institutions, HYY and students is based on financial independence. As part of society, we must
 1240 organise our finances sustainably to ensure that future generations will also have the freedom to decide on
 1241 their own actions.

- 1242 – We commit ourselves to sustainable financial management and financial balance. Future student
- 1243 generations are left with similar or better opportunities to develop operations than those that ours has
- 1244 had.
- 1245 – Corporate subsidies that are harmful to the environment are abandoned. The promotion of a more
- 1246 sustainable future and responsibility are a prerequisite for corporate subsidies.

- 1247 – Consumer products are equipped with a mandatory label on their climate and environmental effects to
1248 make more sustainable consumption easier.
- 1249 – Consumer products are taxed in such a way that making more climate-friendly and sustainable choices
1250 is financially viable for consumers. The regulation and taxation of manufacturing products as well as
1251 their maintenance and repair services support the extension of products' service life and the
1252 reduction of their life cycle emissions.
- 1253 – Polluting companies and products are taxed at a higher rate than others.
- 1254 – Universities follow the principles of carbon-neutral circular economy in their own operations as well as
1255 take concrete action to nurture biodiversity.
- 1256 – The taxation and subsidisation systems in place in society are rapidly changed to strongly incentivise
1257 the reduction of emissions and environmental conservation.
- 1258 – Cities and the state move towards circular economy and realise its principles.

1259 **DEVELOPMENT COOPERATION**

- 1260 Development cooperation conducted by us affects the status of groups of people that are in the weakest
1261 position. Basic education, human rights, improving the status of women and children, and sustainable
1262 environmental solutions are key to this. HYY's Development Cooperation Committee is responsible for
1263 planning and implementing our development cooperation projects in cooperation with the member of the
1264 Board in charge of development cooperation, the chief financial officer and the secretary general. We
1265 primarily conduct development cooperation either with a partner that commits to our values or with project
1266 support from the Ministry for Foreign Affairs.
- 1267 – Development cooperation is conducted in a local-based manner, with the aim of achieving independent
1268 improvements to quality of life.
 - 1269 – Development cooperation is conducted on the terms of the target community and in friendly
1270 cooperation with it.
 - 1271 – Finland uses at least 0.7% of its gross national product on development cooperation as per the United
1272 Nations' recommendations.
 - 1273 – We assess the efficiency and success of our development cooperation projects both during their
1274 planning stages and after the projects have ended. Development cooperation is based on research.
 - 1275 – Our members participate in our development cooperation projects extensively. We communicate about
1276 the development cooperation we conduct in our own channels.