

APPROVED BY THE REPRESENTATIVE COUNCIL ON 26 NOVEMBER 2024

# **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 communalities 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 communalities. 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 **III 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 improves linguistic accessibility in administrative bodies while taking trilingualism into  
199 account. Special attention is paid to translating agendas and minutes and to participation in discussion  
200 in meetings.

201 – Meeting premises are accessible to everyone, and remote participation continues to be possible.

## 202 **STRUCTURE AND LANGUAGE OF THE UNIVERSITY OF HELSINKI**

203 – The University should remain at least bilingual. The University has national responsibilities in the  
204 organisation of Swedish-language degree education and thus an important role as an institution  
205 maintaining and developing the language.

206 – Career paths at the University of Helsinki are accessible to international members of the University  
207 community as well as members who do not speak any of the official languages of Finland at a native  
208 level.

209 – The University continues to produce science in Finnish and Swedish and to maintain the status of  
210 Finnish and Swedish as scientific languages.

211 – The University maintains and improves its current opportunities to complete bilingual degrees and  
212 charts whether the possibility of completing a bilingual degree could be expanded to other degree  
213 programmes, too.

214 – There is a sufficient number of Swedish-language teaching positions.

215 – Exam questions must be available in good Swedish on request. When grading exams, the grading is  
216 based on the language in which the questions are written in the exam.

217 – The right of Finnish- and Swedish-language students to write their thesis in their native language must  
218 be ensured in all degree programmes with the exception of English-language degree programmes and  
219 programmes in the field of languages.

220 – The University must not outsource teaching that leads to a degree to other higher education  
221 institutions, except in cases where the learning objectives of the study units to be substituted can be  
222 considered to be realised in full when using study units of other higher education institutions.

223 – Small disciplines, degree programmes and research groups must retain their operating, personnel and 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.

## 227 **EQUALITY AND SUSTAINABILITY AT THE UNIVERSITY**

228 – Bullying, harassment and inappropriate behaviour are prevented and efficient action taken against them in the University community. The University provides training on how to act in these situations.

229 The 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. When establishing the separate special office to help students, accessibility

236 is prioritised.

237 – The University ensures that all teaching facilities are accessible for everyone and that all its electronic

238 systems are available for everyone to use at all times.

239 – Students have the right to declare their needs concerning accessibility and support in their profile. If a

240 student so decides, this information is automatically sent to all their teachers when the student signs up

241 for courses. Alternatively, the student may send the information after the course has started, 10 days

242 before an exam or deadline by the latest.

243 – The University is carbon neutral by 2030.

244 – The University acts in an ecologically sustainable manner and makes climate-friendly decisions.

245 – The University provides opportunities to conduct interdisciplinary cooperation, as environmental

246 problems require the expertise of all disciplines. There are courses and opportunities available for

247 students to develop their multidisciplinary sustainability skills.

248 – The University adheres to the UN's Principles for Responsible Investment in its investments.

249 – The University only uses sustainably produced electricity in its facilities.

250 – The University cuts back on unnecessary flying and encourages people to travel by land whenever

251 possible.

252 – The University's facilities are as energy efficient as possible.

## 254 **EDUCATION AND STUDYING AT THE UNIVERSITY**

255 Education must be accessible, flexible and of a high quality. The starting points of student admissions are

256 accessibility, the measuring of aptitude and the discretion of the degree programmes or the University

257 themselves. In terms of academic freedom, the aim is for the flexibility of studies and the study path to

258 ensure that students' time studying is meaningful and that they can receive education in their preferred

259 form. The starting points for the planning, realisation and development of teaching must be pedagogical

260 justifications, the quality of teaching, ensuring students' study ability and sufficient resources.

### 261 **Student admissions**

262 – New student places must be allocated to fields of study that have a shortage of experts and where the

263 demand for labour is and will be great.

264 – When increasing the number of student places, resources must be increased in the same proportion to  
265 ensure the quality of education and the personnel's coping. If this cannot be guaranteed, student places  
266 should not be increased.

267 – When planning student admissions, the accessibility of education, the ability of the selection method to  
268 measure aptitude for the degree programme in question, and the degree programmes' own discretion  
269 are taken into account.

270 – Selection criteria and any changes made to them must be predictable. Choices made during secondary  
271 education must not significantly limit students' opportunities of seeking different fields of study in  
272 higher education.

273 – Poor study success in secondary education must not prevent access to higher education studies.

274 – A joint application procedure should be used for disciplines in different higher education institutions  
275 that have the same contents.

276 – Everyone who has completed secondary or equivalent education must have the opportunity to get into  
277 the University.

278 – The quotas for first-time applicants are abandoned, as they make changing fields of study more difficult  
279 and place applicants in unequal positions.

280 – The student admissions of higher education institutions are primarily realised using selection methods  
281 that do not depend on study success in secondary education and require reasonable preparation.

282 – Seeking higher education is free. The materials used in entrance exams or otherwise when seeking  
283 education must be free and open. Students must be able to participate in entrance exams without their  
284 own computer or similar aids.

285 – The starting point in planning entrance exams is a preparation time that is reasonable or as short as  
286 possible, which can be achieved by using assignments based on supplied material, for instance. The  
287 planning of entrance exams should also ensure that taking preparatory courses does not give applicants  
288 an unreasonable advantage.

289 – Whenever possible, the University offers applicants a diverse selection of different admission routes.  
290 These routes could include admission based on matriculation certificates, admission based on entrance  
291 exams and admission through study units completed in the Open University or elsewhere as  
292 introductory courses.

293 – Certificate-based admissions – admission based on matriculation certificates – are designed in such a  
294 way that the degree programmes have full authority on deciding the application criteria and the  
295 emphases of different subjects.

296 – The scoring model used in certificate-based admissions is not based on the number of courses in the  
297 subjects taken in the matriculation exam, at least not as long as it is not possible to choose an equal  
298 number of courses in different subjects.

299 – Admission based on study units completed in the Open University or elsewhere should not be  
300 overburdening or require too long a preparation time. Completing studies of this kind is free to people  
301 who do not have a valid right to complete a degree. The total share of students admitted through the  
302 Open University admission route must not be over 10% of all students admitted into the University.

303 – A model in which all applicants are accepted into the University, but students are weeded out at a later  
304 stage based on their study success, should not be adopted in student admissions.

305 – In student admissions, applicants must be able to demonstrate their skills in Finnish by having  
306 completed the matriculation certificate in Finnish. This indicates sufficient Finnish proficiency for  
307 university studies. It also does not place applicants in unequal positions based on the syllabus in  
308 Finnish that they have decided to complete in the matriculation examination.

309 **Studying and academic freedom**

310 – Everyone admitted to the University of Helsinki must generally be guaranteed the right to study until  
311 the master's degree.

312 – The University enables flexible studying from the perspectives of study time, location and completion  
313 methods without endangering study progress.

314 – Students' right to complete courses must not be restricted through a limit on the number of credits or  
315 any other measures. The number of credits students can include in their degree certificate should not be  
316 restricted.

317 – The number of credits given for courses must genuinely correspond to the demands and extent of the  
318 courses. Teaching complies with the University's instructions on the numbers of credits.

319 – Students must have as broad a right as possible to study in a multidisciplinary fashion.

320 – The option to change degree programmes is improved. Changing majors should be possible based on  
321 previously completed courses or other prior knowledge instead of general student admissions. Students  
322 with a right to complete a degree should not be forced back to general student admissions if their  
323 eligibility can be measured by other means. Students with a right to complete a degree must be able to  
324 change degree programmes through the transfer application procedure or internal arrangements made  
325 by the faculties, for instance. Students should be informed of their options to change degree  
326 programmes in a clear and transparent manner.

327 – Participation in courses is not restricted based on the degree programme in which a student studies.  
328 However, participation in courses may be restricted and controlled through requirements on prior  
329 knowledge, for instance.

330 – Requirements on prior knowledge are based on acquired skills, not completed courses.

331 – Priority in course registration is given to students of the degree programme or study track in question,  
332 and especially to students for whom the course is compulsory. If a student is prevented from taking a  
333 study unit on this basis, they should be offered the right to use an alternative method of completing the  
334 study unit or to take an alternative study unit whenever this is factually possible.

335 – A sufficient number of language courses in Finnish and Swedish is available to international students  
336 and staff members, and their contents meet diverse needs. The curricula of international degree  
337 programmes include the opportunity to complete language studies, and the University strongly  
338 encourages international students to study the official languages of Finland.

339 – Study units should generally have a completion method based on contact teaching and participation,  
340 although this should be done in such a manner that there is no mandatory attendance.

341 – If possible, teaching should be arranged in a manner that allows students to choose between contact  
342 and distance teaching.

343 – As a rule, courses do not have mandatory attendance. However, mandatory attendance may be adopted  
344 if it is considered to be pedagogically justified and to serve a purpose. In remote studies, too, mandatory  
345 attendance must be pedagogically justified, and remote lectures must be recorded unless there are valid  
346 justifications for doing otherwise.

347 – Having mandatory attendance on courses must both serve a purpose and be pedagogically justified. The  
348 grounds for this and the information on the mandatory attendance is given to students well before the  
349 studies begin. The attendance requirement on courses should be 90% of organised teaching sessions at  
350 most, never 100%. The indicative completion time of additional assignments given to compensate for  
351 absences does not exceed the total time of the teaching session the assignments are compensating for.

352 – The University offers lecture recordings and other virtual learning material as extensively as possible.

353 – Flexible methods to complete courses are increased by providing more diverse completion methods,  
354 increasing the number of lecture recordings and making it possible to follow lectures as live broadcasts  
355 in real time.

356 – The University offers camera solutions that enable lecture recordings in as many lecture halls as  
357 possible on all campuses.

358 **Study ability**

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

361 – Training on study ability and promoting it must be organised for personnel who counsel students.

362 – Studies must be scheduled in a way that supports study ability: the length of lectures, for instance, must  
363 serve a purpose and be pedagogically justified.

364 – Lectures that last over one hour have the opportunity to take breaks.

365 – Course information and the completion methods of study units are available early enough to ensure  
366 that students can plan their studies before the academic term begins.

367 – Students' group formation both among themselves and with the personnel is taken into account in the  
368 planning of teaching.

369 – Ergonomics are taken into account in the design of study facilities by, for instance, making it possible to  
370 alternate between standing and sitting in teaching facilities.

371 **Teaching**

372 – Feedback on teaching, study units and completed degrees is collected from students. The planning and  
373 realisation of education is developed based on the feedback. Students are informed of how their  
374 feedback is processed. It is possible to leave anonymous feedback. If needed, feedback is also collected  
375 during study units.

376 – The University must ensure that there is enough teaching personnel.

377 – The University must organise mandatory pedagogical training for those teaching at the University as  
378 well as take care of pedagogical supplementary education and sufficient support services for teaching.  
379 Training is provided for personnel on taking student diversity and equality affairs into account.

380 – Diverse, flexible and pedagogically justified teaching, assessment and completion methods are used in  
381 teaching.

382 – The completion methods and workload of study units being based on the curriculum and not varying  
383 between different methods of realising the same study unit must be ensured, especially in distance  
384 teaching and on virtual study units.

385 – Completion, assessment and teaching methods must always be justifiable in relation to the learning  
386 objectives set in the curriculum.

387 – A sufficient amount of teaching is provided in small groups that are well suited to the purpose.

388 – Exams and academic performance as well as entrance exams and other performance related to student  
389 admissions must be evaluated anonymously to improve the legal protection and equality of students  
390 and applicants.

391 – It must be possible to complete all book exams in electronic exam rooms, and the exam rooms must be  
392 accessible and open throughout the year.

393 – Courses must be organised in such a way that it is possible to complete them in an optimal order within  
394 target time.

395 – Teaching material is genuinely free, and university libraries must have enough course material  
396 available.

397 – Teaching and teaching materials are accessible to all. The University aims at the greatest possible  
398 transparency in the availability of teaching and teaching material. Taking individual needs into account  
399 must be the starting point when planning teaching and teaching material.

400 – Pedagogy must be at the forefront of the digitalisation of teaching, and sufficient resources and support  
401 services must be allocated for it. For instance, teachers should be provided with the required resources  
402 to make recording lectures easy. However, the digitalisation of teaching does not entirely replace  
403 contact teaching.

404 – The use of electronic course books and materials is increased if it improves the availability and  
405 topicality of the material.

406 – The University must support the independent and communal studies of students.

407 – Needs for individual support are taken into account in the planning, realisation and development of  
408 education. The smooth flow and realisation of the arrangements must be assessed at regular intervals.  
409 Information on students' rights to individual arrangements must be available. Teaching and support  
410 personnel are aware of students' rights as well as the different ways of realising them. The realisation of  
411 individual arrangements must not overburden students.

412 – Teachers ask their students about their needs regarding accessibility at the beginning of each course.  
413 The University always provides the facilities that students need, supports teachers with providing them  
414 and aims at the University as a whole being accessible to all people.

415 – The curricula of degree programmes and degrees are available on the University's public website.  
416 Students must have the opportunity to participate in curriculum work and the updating of curricula as  
417 extensively as possible.

418 – Foreign- and Swedish-language teaching at the University is of equally high standards as Finnish-  
419 language teaching. The language skills of teaching personnel are already taken into account in  
420 recruitment situations.

421 – The themes of sustainable development and responsibility are a natural part of all degrees, with  
422 different fields of study taking different perspectives on them. The University also acknowledges  
423 contents related to sustainable development in learning objectives.

## 424 **WORKING LIFE**

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

428 – Students have the opportunity to receive quality career guidance throughout their study path.

429 – Career Services have sufficient resources. Students should be informed about Career Services as part of  
430 the supervision for their personal study plan, for instance. Balancing studies and working life must be  
431 promoted by favouring flexible teaching methods.

432 – Students who require individual arrangements must be guaranteed high-quality career services to  
433 ensure that all students have equal opportunities to act in working life regardless of their background.

434 – The University must make it possible to write commissioned theses and actively support students with  
435 this.

436 – Students have diverse information and support for employment opportunities in their own field of study  
437 available for them. Entrepreneurship is also taken into account in the University's Career Services.

438 – Students receive a salary, remuneration or a grant for their internships. Costs caused by the internship  
439 must be compensated to the student.

440 – The University has a sufficiently resourced internship grant system to allow each student to receive an  
441 internship grant during their studies. Students are awarded an internship grant once for the bachelor's  
442 degree and once for the master's degree. It is possible to receive an internship grant regardless of the  
443 number of credits given for the internship. The University develops the allocation of internship grants  
444 and communication on it in a way that provides international students with better opportunities to  
445 apply for and receive them.

446 – The University provides opportunities, information and incentives for completing internships abroad.

447 – The University, employers and organisations must advance the practices of anonymous recruitment and  
448 run internship programmes aimed at international students as well as take other measures to lower the  
449 thresholds for hiring international experts.

450 – Universities foster and promote internationality by, for instance, attracting international students to  
451 study in Finland. Universities must promote the career connections of international students through  
452 corporate cooperation included in study units, for instance.

453 – The residence permit process of higher education students is developed to make it smoother and shorter  
454 than at present. The University informs students of the residence permit process already at the  
455 application stage and reminds students of it in connection with student admissions.

## 456 **STUDENT SERVICES**

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

### 460 **Guidance and support services**

461 – The University has a sufficient number of support and administrative personnel to realise its purpose  
462 and to support both students and personnel.

463 – Administrative processes must be smooth and clear to both students and personnel.

464 – All support services provided to students must be accessible and trilingual.

465 – All students have equal rights and opportunities to use the University's support services regardless of  
466 whether they are paying tuition fees or receiving grants or not.

467 – Support and guidance for international students at the University is comprehensive throughout their  
468 studies.

469 – Students have the opportunity to receive comprehensive, high-quality student counselling throughout  
470 their studies. Teachers, support services for students and Student Services all participate in study  
471 counselling.

472 – Counselling teachers have the opportunity to see information on students' study progress so that they  
473 can offer personalised counselling and support those who are not progressing in their studies.

474 – Students receive all guidance and support services related to studying at a single service point.

475 – Guidance is easily accessible both face-to-face and electronically. Opening hours are sufficiently  
476 extensive.

477 – The long-term goal is to increase the number of study psychologists so that the University would have  
478 one study psychologist per one thousand students.

479 – Students should continue to have the opportunity to attend both personal and group meetings in study  
480 psychologists' services.

481 – Spiritual support services for students are developed to cover an increasing number of religious groups  
482 and the non-religious on a broader scale.

483 – The University must increase the number of harassment contact persons. To the extent possible, the  
484 harassment contact persons should come from diverse backgrounds and have the required expertise to  
485 resolve problem situations, such as microaggressions, sexism, ableism and racism. Their skills are  
486 supplemented with supplementary training provided by the University.

487 – The University has an open, anonymous feedback form for reporting harassment cases.

488 – Personnel receive sufficient training on equality issues.

489 – If needed, both students and personnel are provided with training on the teaching equipment and  
490 technology used.

491 – Students have an easy way of changing their University username. Students must be able to declare  
492 their first name, the name they wish to be called by and their preferred pronouns in the University's  
493 systems themselves.

494 - All systems for study credits, study registers and academic administration as well as any other user  
495 interfaces needed in studies must be accessible to students with physical disabilities or visual  
496 impairments, for instance. These systems must also adhere to the EU's Web Accessibility Directive.  
497 - The University must continue to provide students with software licences needed for distance learning  
498 and virtual work.  
499 - Training and credits offered to tutors as well as other matters related to tutor training must be uniform  
500 between different faculties.  
501 - Remuneration for tutoring is raised on a long-term basis until the University pays tutors a fee of 240  
502 euros for the orientation week.  
503 - Faculties must create channels through which students can give feedback on tutoring while it is still  
504 ongoing as well as create opportunities to react to problem situations that emerge in tutoring.

505 **Facilities**

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

528 **International Exchange Services**

529 - The University of Helsinki is an active partner in European university alliances. University alliances  
530 provide the students of the University of Helsinki with more opportunities for internationalisation as  
531 well as expand the selection of studies available for them. The joint studies and European degrees of the  
532 university alliances must not lead to the introduction of tuition fees in Finland.  
533 - Students' opportunities to influence matters in university alliances are ensured. The activities of  
534 student representatives are developed and open selection methods made possible. Permanent staff is  
535 recruited to support the operation of the Student Board.  
536 - The University encourages students to internationalisation at home through international courses  
537 organised in educational cooperation, student organisation activities and international tutoring, for  
538 instance. Internationalisation at home is acknowledged at the University, and the University both  
539 advertises it and encourages students to take part in it.

540 – Exchange studies and the related application process are developed to include more diversity to ensure  
541 that all students have the opportunity to take part in international mobility. Having too high a number  
542 of completed credits should not prevent students from applying for exchange studies. A sufficient  
543 amount of support is provided for planning the study units to complete on exchange as well as for  
544 getting them recognised and included in degrees.

545 – It must always be possible to include study modules completed on exchange in degrees. Practices on the  
546 recognition of exchange studies are further developed to ensure that recognising studies completed on  
547 exchange is possible on all fields of study. Curricula include the opportunity to complete exchange  
548 studies.

549 – Those participating in exchange studies are provided with orientation periods on preparing them for  
550 exchange, assessing the exchange experience and identifying skills learned on exchange.

551 – Going on exchange is supported financially with, for instance, grants awarded to students leaving for  
552 exchange as well as other aid. The University must also offer guidance on applying for the different  
553 forms of aid.

554 – The University assesses the overall security situation of its exchange destinations and informs students  
555 going to these destinations of it. Students are provided with information and support on situations in  
556 which the exchange must be cut short due to security reasons both before they leave on exchange and  
557 during the exchange.

## 558 **NATIONAL EDUCATIONAL POLICY**

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

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

## 572 **STRUCTURE AND FUNDING OF THE EDUCATION SYSTEM**

573 – Studies in the Open University are, in the long term, free for all university students.

574 – Courses in the Open University are free for degree students throughout the year.

575 – All higher education institutions must be guaranteed sufficient basic funding allocated through the  
576 funding model. Competition between higher education institutions, which is encouraged by the funding  
577 model, is decreased by increasing the amount of money allocated through the funding model.

578 – In addition to sufficient basic funding, universities are capitalised. In the long term, the equity ratio of  
579 universities is sufficiently high. Capitalisation promotes the autonomy of science and research and  
580 stabilises the financial situation of universities.

581 – Funding models are not based on numbers of degrees or target time coefficients but on completed  
582 credits, for instance. The funding model also takes into account matters such as the quality of teaching,  
583 student wellbeing and students' civic participation.

584 – Cooperation between higher education institutions increases, and more jointly organised study units  
585 and modules are organised. Students completing study units in other higher education institutions and  
586 the recognition of learning from such study units is made easier by adopting SYL's platform model, for  
587 instance.

588 – The roles of universities and universities of applied sciences continue to be functionally different, and  
589 legislation concerning them remains separate. However, cooperation between the two is an opportunity.

590 – Study units related to lifelong and continuous learning and re-education offered by higher education  
591 institutions are organised in such a way that they are accessible to all learners regardless of their  
592 situation in life and wealth status.

593 – Increasing the number of student places in higher education institutions does not weaken the quality of  
594 teaching. Available resources are increased in proportion to new student places.

595 **Accessibility of education**

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

597 – The financial situation of international students is taken into account when awarding grants related to  
598 their tuition fees or living costs. A move towards a queueing system should be made in the awarding of  
599 the grants.

600 – The amount of income that students from outside EU and EEA countries are required to have in order to  
601 receive a residence permit is lowered, and ways to remove it entirely are investigated.

602 – Students' residence permits are granted for the entire duration of their degree in one go. A permit that  
603 has been granted cannot be restricted on the basis of credits or funds.

604 – A permanent residence permit is granted to students graduating from Finnish higher education  
605 institutions.

606 – The prerequisites of education export include guaranteeing the academic freedom of personnel and  
607 following the University's ethical instructions. Costs caused by the cooperation are covered through  
608 internal financing. The University's quality assurance practices are also taken into account, and a  
609 comprehensive, external risk assessment is made of all education export projects.

610 – The University favours open-source software and open platforms and licences in its material  
611 acquisitions, study materials and other publications. The University generally favours open technologies  
612 and open-source solutions in software production and acquisitions.

613 – Secondary education is genuinely free to provide everyone with equal opportunities to further  
614 education.

615 – A Students at Risk grant system is established in Europe to support students fleeing war, political  
616 persecution and violence. The system is established primarily at EU level and only secondarily in  
617 Finland, if having an EU-level system proves impossible.

618 **HOUSING AND CITY**

619 In urban advocacy work, our main objectives are related to affordable and comfortable housing for students,  
620 the promotion of public transport, cycling and walking and guaranteeing high-quality services. In addition  
621 to this, we work for a Capital Region that is democratic, open, responsible and ecologically sustainable,  
622 among other qualities. The needs of other students than just those who use Finnish as their communication  
623 language must be taken into account in the most important services and in democratic decision-making  
624 processes. HYY has members living all around the Capital Region. As everyday life is not confined to

625 individual municipalities, land use and public transport in the Capital Region must be planned across  
626 municipal borders.

## 627 **HOUSING**

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

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

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

### 639 **Solution to the Capital Region's housing problem**

640

- 641 – The City of Helsinki takes the need to construct student apartments into account in its steering  
642 documents, such as the City Strategy, the Implementation Programme on Housing and Related Land  
643 Use, the agreement on land use, traffic and housing (MAL) and other documents governing  
644 construction.
- 645 – In the long term, apartment prices in the Capital Region are affordable. The city looks into adopting a  
646 cap on rents or rent increases.
- 647 – A minimum of 30% of new residential buildings in the Capital Region are ARA-subsidised.
- 648 – More studio apartments and two-room apartments are constructed in the Capital Region, as they are the  
649 most in-demand among students.
- 650 – The obligation to construct parking spaces is abandoned. Costs caused by parking spaces fall upon the  
651 people who use them. Parking spaces are constructed on market terms, based on the number of  
652 apartment buyers who wish to pay for them.
- 653 – It may be possible to be more flexible with the norm on parking spaces if the building has a shared car or  
654 cars to reduce the need for private cars.
- 655 – High-rise construction is promoted in the Capital Region as a solution to the limited space in the  
656 region.
- 657 – The City of Helsinki supports empty apartments being made available for rental use through subletting  
658 practices.
- 659 – The state supports rental living at least as much as home ownership through subsidy policies, for  
660 instance.
- 661 – Special groups, such as student housing providers, must also be entitled to the subsidies for sustainable  
662 ARA construction, such as subsidies for cost-efficient low-carbon and energy-efficient solutions.
- 663 – Due to the particularly difficult housing situation in the Capital Region, the state subsidises non-profit  
664 rental housing construction in the Capital Region with special measures, such as investment grants,  
665 interest subsidy loans and reasonable loan terms.

666

667 **Homes for students**

668 – Helsinki constructs a minimum of 500 student apartments every year. Espoo and Vantaa set production  
669 objectives for student apartments. In the long term, everyone who wants to find themselves a student  
670 apartment can find one within a waiting time no longer than half a year.

671 – Plots assigned for the construction of student housing are either located near the higher education  
672 institutions in the region or have good public transport connections to them. Student housing  
673 construction near campuses is significantly increased. Student apartments are also constructed in  
674 downtown Helsinki. The maximum price of plots assigned for student housing is the one accepted by  
675 the Housing Finance and Development Centre of Finland (ARA).

676 – The rental level in student housing is considerably cheaper than the market rate.

677 – The cities of the Capital Region rent out plots to parties that offer student apartments at a rate that is  
678 lower than normal, and city-owned companies sell water and heat to these parties at a lower rate than  
679 normal.

680 – Aesthetic façade regulations and the obligation to include commercial premises may be relaxed when it  
681 comes to student apartments.

682 – Students' mobility to the Viikki campus is facilitated through measures such as making public transport  
683 run more smoothly and changing the number of parking spaces to correspond to students' needs.

684 – A minimum of 5% of new student apartments in each construction project are constructed to be  
685 accessible. Any shared facilities as well as their toilets are also accessible.

686 – The different needs and wishes of students are taken into account already at the construction stage.  
687 Different apartment types and flexible floor designs enable the diverse use of the apartments as family  
688 or roomie apartments, for instance. Adaptable apartments increase physical accessibility.

689 – The main focus of Finland's national student housing policies is on improving the housing situation in  
690 the Capital Region.

691 – In the case of student apartments, the excess interest of the 40-year interest-subsidy loan follows the  
692 general economic situation while remaining lower than the general market rate.

693 – Students' awareness of student apartments offered by other service providers, such as student  
694 organisations and student nations, is increased.

695 – To preserve diversity in student housing, the operating conditions of other parties than Hoas that  
696 provide student apartments are also ensured in the Capital Region.

697

698 **Equal and communal housing**

699 – The continuity of ARA subsidies for student housing must be ensured.

700 – Demographic changes and the need for apartments among different special groups in the long term are  
701 taken into account in ARA-subsidised housing construction for special groups in the Capital Region.

702 – Student apartments are primarily planned for public transport zones.

703 – The construction of both non-subsidised and interest-subsidised apartments in the same areas is  
704 required in planning.

705 – In urban planning, different kinds of apartment types are mixed in the same area. This reduces  
706 segregation between areas and prevents the creation of social problems.

707 – Apartment constructors already consider how ecological, ecologically sustainable, energy-efficient,  
708 healthy, accessible and cosy their apartments are at the construction stage and the design of the  
709 premises.

710 – New forms of communal housing are developed. Communal housing is promoted primarily by  
711 developing shared spaces outside the apartments themselves.

712 – The communality of apartments is developed through active measures, with the help of community  
713 managers, for instance.

714 – The cities of the Capital Region have sufficient emergency accommodation facilities to prevent the  
715 temporary homelessness of their residents.

716 – The number of homeless shelters in the Capital Region is increased.

717 – Housing based on rental agreements for everyone under the threat of homelessness and the  
718 development of the ‘housing first’ model are the primary measures in the prevention of homelessness.

## 719 **HOAS**

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

723 Hoas provides high-quality student housing that is affordable, comfortable and easy. In addition to this,  
724 Hoas takes the diversity of students into account in all its operations.

### 725 **High-quality, responsible student housing**

726 – When updating the housing stock, the most popular housing types are taken into account and  
727 prioritised in both new construction and renovations.

728 – Besides new construction, Hoas continues to review old properties and engage in other supplementary  
729 construction. If needed, it can abandon unprofitable properties and properties that are not used much.  
730 However, abandoning properties must be clearly justified and support new construction. The total  
731 number of Hoas’s apartments does not decrease because of abandoning properties.

732 – Hoas engages in as high-rise construction as possible.

733 – Hoas reacts to any feedback on the health and comfort of its apartments. Feedback is actively collected  
734 from tenants. The collection of feedback from tenants is developed, and an action plan is made based on  
735 the feedback.

736 – Hoas allows small modifications its tenants make to increase comfort in their rental apartments.

737 – Hoas supports cycling and walking by, for instance, providing a sufficient number of locked bicycle  
738 storage facilities and bicycle stands with frame locking.

739 – Hoas actively highlights the possibilities of shared housing and finding a roommate in its  
740 communication.

741 – Hoas uses environmentally friendly electricity.

742 – Hoas invests in sustainable recycling and makes it easy for tenants.

### 743 **Easily into student apartments**

744 – Those living together have the option to make separate rental agreements.

745 – Hoas takes the number of international students into account in its housing supply and provides for the  
746 special characteristics of their housing.

747 – When planning the supply of furnished apartments, the number of exchange students in particular is  
748 taken into account.

### 749 **Tenant democracy**

750 – All Hoas’s tenants should be informed about the activities of the tenants’ co-operation body more  
751 extensively than at present.

752 – Hoas supports the realisation of tenant democracy through training events and clear instructions, for  
753 instance.

754 – In addition to financial grants, Hoas supports tenant activity through training events and clear  
755 communication, for instance.

756 – International students also have the opportunity to act in tenant committees, and they are actively  
757 encouraged to participate in the activities.

758 – Tenants have the opportunity to affect their living environment. The existence of shared facilities is an  
759 essential prerequisite for tenant activity.

760 **Equal Hoas**

761 – Hoas is more flexible than it currently is in taking into account students' diverse relationships and the  
762 needs of gender minorities in shared apartments.

763 – Hoas provides information on how gender minorities can be supported both in its rules and on its  
764 website.

765 – Hoas takes the diversity of students into account in its communication.

766 – Hoas develops its guides for tenants and takes the diversity of living habits better into account.

767 – Rooms in shared apartments are generally not allocated based on gender, but applicants have the ability  
768 to choose not to live with people of a different gender than their own.

769 – Hoas does not collect a deposit from exchange students or people with payment defaults. Hoas also does  
770 not require advance rent from people with payment defaults.

771 – International students are not treated unequally in the housing application process. The higher  
772 education institutions of the Capital Region take responsibility for international students' housing  
773 affairs and the underuse of exchange students' apartments.

774 – The University communicates about housing services to international students in a comprehensive,  
775 clear and reliable manner. Finding an apartment and signing a rental agreement is as easy as possible.

776 **TRAVEL**

777 Traffic arrangements in the Capital Region focus on developing cycling, walking and public transport in  
778 particular. Public transport in the Capital Region forms a network city where cross-city traffic has been  
779 significantly developed. Public transport is also affordable and accessible. In the long term, public transport  
780 is free. Improving the conditions for walking and cycling makes the Capital Region livelier and increases  
781 people's wellbeing.

782 **Smooth and affordable public transport**

783 – Land use and public transport in the Capital Region are planned across municipal borders, with  
784 emphasis on rail transport.

785 – Traffic planning focuses increasingly on public transport connections between higher education  
786 campuses, rail transport and cross-city traffic. All students, including postgraduate students, students  
787 over 30 years of age and exchange students, are entitled to a discount.

788 – In the long term, a student discount is also given on single tickets and city bikes.

789 – Road transport pricing is implemented in the Capital Region. In addition to this, congestion charges are  
790 implemented in downtown Helsinki. Income from these sources is channelled into developing public  
791 transport, cycling, a park-and-ride system and walking.

792 – Parking fees from car parks cover the costs caused by the car parks in full. The city does not subsidise  
793 private car parks.

794 – Public transport is developed further towards round-the-clock operation. The operating times of the  
795 metro are extended.

796 – Public transport in the Capital Region is developed to only use low-emission energy solutions as soon as  
797 possible.

798 – Helsinki Region Transport (HSL) provides free public transport to passengers with physical  
799 impairments. Accessibility is considered a central part of developing public transport.  
800 – Helsinki Region Transport (HSL) invests in public transport for passengers with physical impairments.  
801 Investments in accessibility are made especially in bus transport.  
802 – Entry from public transport stops and stations to the means of transport is accessible by 2027.  
803 – High-floor means of public transport are lowered and replaced with accessible versions.  
804 – Communication in all means of transport is multisensory and includes both audible and text-based  
805 announcements.  
806 – The monthly public transport ticket is available to students on physical cards, mobile phones or  
807 payment cards, for instance. More charging ports are added to means of public transport.  
808 – It is possible to make contactless payments in public transport using a mobile device or payment card,  
809 for instance.

## 810 **The city is experienced on bike and foot**

811 – The City Centre campus is made car-free to make the campus more pleasant and walking easier. The  
812 pedestrian city centre in Helsinki is ambitiously expanded.  
813 – When making planning decisions, the cities of the Capital Region pay attention to walkability and  
814 cycling conditions on all higher education campuses.  
815 – A year-round, continuous, safe and comprehensive bicycle traffic network and more cycle lanes are built  
816 in the Capital Region. Pedestrian and bicycle ways are lit when it is dark.  
817 – Parking bicycles is effortless and safe. Transporting bicycles in all means of public transport is possible  
818 and free around the clock. More safe space is assigned and constructed for bicycle parking, especially in  
819 public transport hubs.  
820 – HSL's city bike system is expanded to cover the entire Capital Region continuously, and the cycling  
821 season is extended to the extent possible.  
822 – More city bike stations are placed in places relevant to students, including the immediate vicinity of  
823 campuses, student apartments, sports services and the FSHS.

## 824 **SERVICES**

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

## 829 **Functioning services, functioning student**

830 – Accessibility is taken into account in all services provided by the city, in the planning of urban spaces  
831 and in commercial urban spaces.  
832 – The number of signs is increased, especially in a way that takes special needs into account.  
833 – The status of students with children is improved by implementing part-time day care in the Capital  
834 Region. This would enable studying and attending lectures without removing the right to child home  
835 care allowance.  
836 – Subjective right to free day care is in effect in all cities of the Capital Region.  
837 – The cities of the Capital Region invest especially in sufficient resources for preventive and outreach  
838 social work as well as in developing the work with new initiatives.  
839 – Social services for young people must be secured despite the pressure to make cuts.

840 – The cities of the Capital Region promote sustainable recycling, the reduction of food waste and plant-  
841 based food production in their own activities as well as the activities of their residents and of  
842 companies.

843 – The City of Helsinki provides students and employees arriving in the country with a one-stop info point  
844 featuring all the necessary services.

845 – Anonymous job and internship application procedures are adopted as a consistent practice in the  
846 recruitments of the cities of the Capital Region to ensure equal treatment.

847 – The quality of language courses provided by the cities of the Capital Region is improved and the number  
848 of the courses increased. The contents of the courses are made more advanced in order to serve genuine  
849 language learning and accumulate vocabulary that is relevant in working life.

850 – Planning decisions enable the existence of extensive local services, such as brick-and-mortar stores,  
851 that help create a vibrant city.

852 – The city conducts a trial of drug consumption rooms and lobbies for legislation that enables this trial. In  
853 the long term, the City of Helsinki starts operating drug consumption rooms.

854 **Urban culture belongs to everyone**

855 – More art is visible in the streetscape of the Capital Region. For instance, the spontaneous urban art  
856 projects of residents are generally regarded positively.

857 – The cities of the Capital Region offer a student discount of at least 50% to their own museums and other  
858 cultural activities. In addition to this, cultural operators external to the city take students' financial  
859 status into account in their pricing.

860 – A student discount is available on the rents of city-owned spaces in the Capital Region.

861 – Signs of life can be heard in a vibrant city. In music events, for instance, extending the time limits for  
862 noise must be possible through the city's permit procedure.

863 – The city has non-commercial public space where residents are free to spend their time both indoors and  
864 outdoors.

865 – The operating conditions of local libraries and city workshops are ensured through sufficient resourcing.

866 – Helsinki develops its park areas by, for instance, increasing the number of outdoor sports facilities,  
867 picnic tables and recycling points.

868 – When planning urban spaces, modern requirements, such as the construction of power outlets, are  
869 taken into account.

870 **PARTICIPATION AND DEMOCRACY**

871 The cities of the Capital Region act as examples of transparent and participatory decision-making processes.  
872 The cities increase equal residents' democracy in which influencing is more focused on participatory  
873 preparatory hearings, resident's initiatives and web-based surveys. Students' representatives are consulted  
874 regularly and early enough on decision-making processes concerning students. Residents are actively  
875 informed of the existing means of influencing matters.

876 – The cities of the Capital Region start using participatory budgeting or expand their existing practices  
877 concerning participatory budgeting.

878 – Municipalities are active in electronic influencing channels for residents and utilise these channels in  
879 their own preparatory work and decision-making processes.

880 – Campus areas are a central part of the student's city. Students are separately consulted in relation to  
881 changes made to the urban environment in and near campus areas.

882 – The voting age is lowered to 16 years.

883 – It is possible to vote in municipal, regional and national elections on the University's campuses. Voting  
884 in other elections is also possible.

## 885 **SUSTAINABLE CITY**

886 The climate crisis, biodiversity loss and other environmental problems are the greatest threat our planet  
887 faces. The cities of the Capital Region must act in an environmentally responsible and sustainable manner.  
888 The cities of the Capital Region must abandon the use of combustion-based energy sources and invest in a  
889 more efficient adoption of circular economy in order to reduce overconsumption. Environmental issues  
890 must be extensively taken into account in decision-making processes.

- 891 – The Capital Region is carbon neutral by 2030 and carbon negative by 2035.
- 892 – The city also takes emissions based on consumption into account in its carbon calculations.
- 893 – The cities of the Capital Region must account for nature-based solutions as part of planning and urban  
894 development.
- 895 – The cities of the Capital Region acknowledge their global responsibility and do not make acquisitions  
896 from areas where they produce socially or ecologically unsustainable consequences.
- 897 – The conditions for research and teaching in the immediate vicinity of campus areas must be ensured.
- 898 – The City of Helsinki must protect its key nature sites. The number of nature reserves is increased.
- 899 – The municipalities of the Capital Region acknowledge their global responsibility and do not make  
900 acquisitions from or maintain contacts with areas where socially, culturally or ecologically  
901 unsustainable consequences are being carried out. These consequences include at least human rights  
902 violations, forced labour, illegal occupations and the destruction of the habitats of humans or non-  
903 human animals.
- 904 – Urban nature is important for residents' wellbeing and natural diversity. Its preservation is fostered and  
905 maintenance ensured.
- 906 – New construction and renovations in the Capital Region adhere to strict energy efficiency ratings.  
907 Attention is paid to how ecologically sustainable new apartments are throughout their entire life cycle.
- 908 – Reusing buildings must be the primary option, with demolition only a secondary one.
- 909 – Even densely constructed areas have green spaces and space for the rest of nature, such as meadows and  
910 other areas that foster biodiversity, in their vicinity.
- 911 – Construction on the recreational areas and green spaces of the cities of the Capital Region is the last  
912 resort in increasing housing production. Even densely constructed areas have green spaces and space  
913 for the rest of nature in their vicinity.
- 914 – The cities of the Capital Region further promote climate-friendly plant-based food in meals served  
915 under municipal services, while prioritising domestic options.
- 916 – The services provided by the City of Helsinki are available in Finnish, Swedish and English.
- 917 – Construction must be based on and promote nature-based solutions. The installation of, for instance,  
918 solar panels and green roofs on the roofs of new apartments is encouraged already at the construction  
919 stage. The use of materials that increase carbon stocks should also be increased in construction.
- 920 – The city supports timber construction in its planning policies, for instance. Planning solutions are  
921 planned in a way that does not endanger natural values.
- 922 – Energy production in the Capital Region is developed towards a diversified model. The small-scale  
923 production of solar, geothermal and wind power is made easier through deregulation. The utilisation of  
924 nuclear power in the form of small modular reactors, for instance, is also a part of the future carbon-  
925 neutral Capital Region.
- 926 – The potential of geothermal wells is utilised in carbon-neutral heat production.

927 – The number of recharging points for electric cars in the Capital Region is increased and the recharging  
928 infrastructure for electric cars actively supported.

## 929 **HEALTH AND WELLBEING**

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

937 Physical and mental health and wellbeing promote studying. It is important for health and wellbeing  
938 services to be equally available to all students, which is why providing multilingual services is of the utmost  
939 importance. The services closest to students' everyday life, such as the FHS, UniSport and mental health  
940 services, must be genuinely available in Swedish and English, too.

## 941 **SUCCESSFUL EXPANSION OF THE FHS**

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

950 – Under specialised health care, the services of gynaecologists and dermatologists are restored and the  
951 services of psychiatrists increased.

952 – In services produced by the FHS, the focus is on prevention and increasing knowledge above all.

953 – The FHS revises its reception times to correspond to the needs of its wider customer base.

954 – The FHS's services take students' diversity into account. This is supported by training the personnel on  
955 themes such as encountering minorities and the challenges they face.

956 – Student unions continue to take part in the FHS's decision-making processes. In connection with the  
957 expansion, the retention of the flow of information and opportunities to influence matters is ensured.

958 – Kela's new role as the organiser of student healthcare services requires it to conduct clear and  
959 multilingual communication on payment practices in particular.

960 – The FHS's resources are increased primarily by increasing the state's share, not by raising the payment  
961 share of students.

962 – On working days, during the FHS's opening hours, the FHS's patients can reach their own unit during  
963 the same day that they make their first contact.

964 – The FHS's services are expanded to cover all higher education students and exchange students living or  
965 permanently residing in Finland, while retaining the same level of quality and accessibility in its  
966 services in the long term.

967 – Kela sends students an invoice for the FHS payment.

## 968 **FSHS AND SERVICES IN SUPPORT OF STUDY ABILITY**

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

976 – The FSHS directs its resources towards conducting preventive work aimed at promoting student health  
977 and preventing excessive strain.

978 – Electronic services are further developed in the case of remote receptions, virtual groups and smart  
979 diagnostics, for instance.

980 – SelfChat is open as extensively as possible.

981 – The FSHS creates a clear operating model for statutory reviews of study environments, with HYY  
982 involved in a fixed role.

983 – International students, and exchange students in particular, receive enough information about the  
984 organisation of health care in municipal health care.

## 985 **WELLBEING IN THE UNIVERSITY COMMUNITY**

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

994 – The FSHS must offer students any tests and vaccinations that they require for their studies. For its part,  
995 the FSHS supports and enables students to leave on exchange by providing them with any mandatory  
996 health inspections and vaccinations.

997 – The University's demands for attendance on theory courses yield according to students' physical and  
998 mental health. For instance, it must be possible to choose to follow teaching online in case the student's  
999 health status or coping do not allow them to be present on campus.

1000 – Psychotherapy training is free.

1001 – As a short-term goal, the availability of Kela's rehabilitative psychotherapy is improved by  
1002 compensating the costs caused by seeking a therapist as well as the excesses of the therapy itself for  
1003 those residents who cannot otherwise afford the treatment they need.

1004 – All campuses have a silent room.

1005 – Sitting at the University is decreased by, for instance, increasing the number of electric tables and  
1006 making it possible to follow lectures standing up.

1007 – Bullying, harassment and inappropriate behaviour are prevented and efficient action taken against  
1008 them in the University community. The University provides training on what to do in such situations.

1009 The University has clear and accessible instructions on how to act if you experience bullying or  
1010 harassment or want to take action in such situations.

1011 – The University increases the resources for study psychologists' services to correspond with the demand  
1012 for the service.

1013 – The University supports students' ergonomics and physical activity by taking measures that are in  
1014 accordance with the 'Higher Education on the Move' campaign.

1015 – Sufficient resources are allocated for the Guidance Corner, and its operations are expanded to cover all  
1016 campuses.

1017 – A separate service is created for international students, focusing on providing information and guidance  
1018 especially to students whose native language is not Finnish or who are not Finnish citizens.

1019 – The University provides its personnel with training on encountering students who have challenges with  
1020 learning, burnout, mental health or substance abuse, for instance.

1021 – The burden caused by studies and organisational activities must be reduced to decrease excessive strain  
1022 among students.

1023 – Student culture is not built around alcohol. Alcohol-free events and options are a natural part of  
1024 student activities.

1025 – The personnel is also provided with training on supporting neuroatypical and disabled students.

## 1026 **BUILDING STUDENT WELLBEING**

1027 Building student wellbeing begins with functional preventive health services. The City of Helsinki and other  
1028 wellbeing services counties take responsibility for promoting their residents' health. It is also important to  
1029 increase cooperation with the cities of the Capital Region and UniSport in order to increase students'  
1030 physical activity and wellbeing.

1031 – Access to long-term therapy is faster and easier than before. This is achieved by, for instance,  
1032 developing a comprehensive register for finding a suitable therapist and making the process of applying  
1033 for therapy smoother.

1034 – Low-threshold services are available to all students regardless of age.

1035 – Everyone under 29 years of age or of limited means in the Capital Region is provided with free  
1036 contraception and menstrual products. The long-term goal is to provide both for all residents of the  
1037 Capital Region. The value added tax for menstrual products is reduced to correspond to that of other  
1038 health products.

1039 – Minorities have mental health services available for them that are familiar with the problems they face,  
1040 including racism, ableism and transphobia.

1041 – Seeking help for mental health problems is made easier by providing many different contact channels  
1042 and information about parties that provide help trilingually.

1043 – The therapy guarantee is implemented, and sufficient resources are allocated for its implementation.

1044 – The right of individuals suffering from mental health challenges to receive sufficient treatment is  
1045 reinforced by increasing resources for personnel and treatment in both basic and specialised health  
1046 care.

1047 – The accessibility of psychologists' services for young people is increased by increasing the number of  
1048 psychologists on all levels of education.

1049 – Young people are taught mental health skills. Enforced personnel ratios that account for mental  
1050 wellbeing are created for student health care and health care provided in educational institutions.

1051 – Psychotherapy compensated by Kela is completely free to people under 29 years of age, students and  
1052 people of limited means. Excesses are abandoned in full, and it is possible to receive psychotherapy

1053 compensated by Kela for a longer period than 3 years, if needed. A lack of work ability cannot prevent  
1054 access to psychotherapy compensated by Kela.

1055 – Low-threshold sports opportunities are ensured. An adequate number of free sports services is available  
1056 in the Capital Region. A student discount of 50% is given on the city's sports services that are subject to  
1057 a fee.

1058 – Students are able to take care of their health regardless of their income level.

1059 – Sports services are available on all campuses and units of the University.

1060 – UniSport offers its services on all campuses.

1061 – UniSport's services are affordable and diverse.

1062 – International students with special needs have the right to receive the same support services as Finnish  
1063 students. The services are also available to students from outside the EU and EEA.

#### 1064 **Intoxicant policy**

1065 – Drug use is depenalised, and drug addicts are provided with medical, psychosocial and other required  
1066 treatment and support.

1067 – Intoxicant policy is based on research, and its focus is shifted towards the minimisation and prevention  
1068 of damages.

1069 – The adoption of drug consumption rooms is promoted in areas suited for them.

## 1070 **SUBSISTENCE**

1071 We are building a society that gives students the courage to build their own future and find their own  
1072 direction – to try and sometimes fail. Challenging situations in life and financial insecurity do not close  
1073 doors in front of them. We promote policies that take intergenerational equality into account better than at  
1074 present. In the future, Finland is an even fairer welfare state for all people than it is now. The welfare state  
1075 is maintained at a Nordic level. In the long term, Finland moves to a general and equal basic income.

## 1076 **STUDENTS' SUBSISTENCE**

1077 Students whose subsistence is better than at present would benefit the entire society, as sufficient and  
1078 predictable subsistence improves wellbeing and increases study ability. Student financial aid is clearly a part  
1079 of social security and ensures students' subsistence during their studies.

1080 Students' subsistence consists of many parts, of which student benefits and work are the most important.  
1081 Student aid is centred on the study grant, and students do not have to take out loans to secure their basic  
1082 subsistence.

1083 – Student aid and general housing allowance are sufficient for studying full time.

1084 – Student aid is centred on the study grant, and the study grant is tied to the index.

1085 – Student aid is reformed to make it a part of other social security benefits at a level that corresponds to  
1086 theirs. The obligation to take out a loan is removed entirely.

1087 – The number of months of student aid is increased to 55 months. The number of months of aid is  
1088 increased proportionately on fields where the study time differs from five years.

1089 – The income limits of student aid are moderately raised while ensuring that any increases in them do not  
1090 negatively affect the level of the study grant.

1091 – The two-tiered nature of student aid is abandoned.

1092 – General housing allowance is made a personal benefit.

1093 – The requirement to complete 20 credits per year in order to receive the study grant is removed.  
1094 – Student aid is moved from the Ministry of Education to the Ministry of Social Affairs and Health.

## 1095 **SUBSISTENCE IN DIFFERENT SITUATIONS IN LIFE**

1096 Students are a diverse group of people. The support nets of society guarantee students' subsistence in  
1097 different situations in life and ensure that they can move flexibly between them. Currently, many students  
1098 have to cover living expenses by working or establishing their own companies.

1099 – The study grant has a provider supplement.  
1100 – Family leaves are reformed in a way that accounts for diversity in families and the realisation of  
1101 equality.  
1102 – The minimum amount of sickness allowance is increased. Kela expands the criteria for awarding  
1103 sickness allowance.  
1104 – Studies are made more flexible to guarantee students' subsistence in different situations in life and to  
1105 make it easier to start a family, be a student entrepreneur and work during studies.  
1106 – The level of study grant for adult students must be the same regardless of whether they live with their  
1107 parents or not.  
1108 – The number of credits allowed for students on sickness allowance is not limited.

## 1109 **TOWARDS BASIC INCOME**

1110 Equal education opportunities are dependent on the prospects of getting by financially during studies. The  
1111 social security system is extensively reformed to make it correspond to the altered operating environment in  
1112 society.

1113 Basic income is one of the key reforms of social security. It creates security and stability for individuals'  
1114 subsistence at a time when atypical employment contracts are becoming more common.

1115 We are also concerned about intergenerational justice and the future of the welfare state. Good generational  
1116 policies cannot be implemented without a broad-based evaluation of generational effects at the legislative  
1117 stage. This includes investments in both education and young people, taking the capacity of the  
1118 environment into account, stopping the trend of increasing inequality and supporting young people's  
1119 agency in society.

1120 – A monthly, gratuitous basic income is paid to all Finnish persons of age covered by social security. The  
1121 basic amount of basic income ensures sufficient basic security. In addition to this, means-tested  
1122 supplementary income may be granted for the costs of housing, sickness or custodianship, for instance.  
1123 – Social benefits must be personal.  
1124 – Student loan, whether taken out or not, is not counted as income when applying for social assistance.  
1125 The level of study grant is increased before the move to basic income.  
1126 – Increasing the maximum price of meals in student restaurants must be tied to a simultaneous increase  
1127 to the meal subsidy.  
1128 – Students are involved in the total reform of the social security system and in developing basic income.

## 1129 **EQUALITY**

1130 All human beings are equal regardless of their gender, age, ethnic or national origin, nationality, language,  
1131 religion, belief, opinion, disability, health, sexual orientation or other personal characteristic. HYY actively  
1132 works towards being a genuinely antiracist and intersectionally feminist organisation that takes diversity  
1133 and accessibility into account in all its activities. This work is conducted in cooperation with various parties  
1134 and experts. HYY recognises different forms of discrimination and takes action against them in all its  
1135 activities. Antiracism refers to active work that is aimed at finding ways to identify, oppose and prevent  
1136 racism, while intersectional feminism recognises not only gendered effects but also other intersecting  
1137 factors that cause discrimination.

## 1138 **MORE EQUAL SOCIETY**

1139 Equality is a central basic right, and the rights of all people are not yet realised in society. Assumptions and  
1140 stereotypes are recognised, and our own activities are approached critically. HYY encourages everyone to  
1141 assess their prejudices and attitudes. Structures that create inequality must be dismantled, and the equal  
1142 treatment of all people must be ensured. We ensure that equality is realised in our own activities and take  
1143 stands on societal problem areas. Linguistic equality is improved by ensuring sufficient resources for  
1144 interpretation in the city's services and at other levels of society. The Non-discrimination Act is amended in  
1145 such a way that the actions of higher education institutions and other educational institutions are  
1146 recognised as discrimination in situations where an institution is informed of a student having experienced  
1147 harassment but fails to take appropriate measures.

### 1148 **Gender and sexual orientation**

1149 – Finland enacts a new trans act that is based on the right to self-determination. The infertility  
1150 requirement is abandoned. For people over 15 years of age, legal gender recognition is based on the  
1151 individual's own declaration. The long-term goal is to fully abandon legal gender markers. The gender  
1152 reassignment process is made smoother and easier.  
1153 – Making assumptions related to gender, sexuality, relationship status or any other personal  
1154 characteristic is brought to an end, and related stereotypes are dismantled.

### 1155 **Antiracism**

1156 The existence of the multifaceted phenomenon of racism is recognised at all levels of society. Racism may  
1157 be interpersonal, structural or internalised. Interpersonal racism refers to discrimination between people or  
1158 groups of people that is based on race or ethnicity. Structural racism refers to hidden practices and rules  
1159 that are in place in institutions and produce racialised and ethnic inequality almost imperceptibly. People  
1160 that belong in minorities may also have internalised racist thoughts themselves, and this is called  
1161 internalised racism.

1162 Educational institutions – and universities in particular – must have the ability to identify, prevent and take  
1163 action against different forms of racism. The effects of interpersonal and structural racism on the University  
1164 community are continuously assessed.

1165 Antiracist measures:

1166 – Action is taken against racism in all its forms both in the Student Union and at the University.

1167 Awareness of antiracist practices is increased at all levels of society through training events, and the implementation of these practices is promoted. The University drafts an antiracist programme in

1168 cooperation with its interest groups and provides its personnel with training on antiracist practices.

1169

1170 – Students have channels and a contact person at the University to provide them with expert help when

1171 they encounter racism.

1172 – Professors, lecturers, hourly-paid teachers and other personnel as well as students are provided with

1173 resources to help them deal with racist situations.

1174 – Clear instructions are drafted on taking action against racist behaviour by teaching and other personnel

1175 as well as students.

1176 – Anonymous recruitment practices are adopted at the University. Recruitment processes must take into

1177 account applicants with different backgrounds.

1178 – In the long term, efforts are made at the University to promote equality between different ethnic groups

1179 that is based on research.

1180 – In the long term, the University of Helsinki hires psychologists who are culturally sensitive and trained

1181 on the effects of racism on health.

1182 – In the long term, the University of Helsinki hires an antiracist specialist for Student Services.

1183 – Finland ratifies the Indigenous and Tribal Peoples Convention (ILO 169).

## 1184 **Accessibility**

1185 Environments, products and services are built to be accessible. Different needs are taken into account in the

1186 design of the University's premises, other public spaces and urban environment, and already existing

1187 premises are made accessible. These premises are all accessible to different kinds of people, including the

1188 disabled, neuroatypical people and people with a disease that limits their daily life.

1189 The detrimental effects of ableism on the participation, wellbeing and coping of individuals are recognised

1190 at different levels of society – and especially at the University. Ableism refers to discrimination against

1191 disabled people and assumptions about their abilities based on their disability. Students who are disabled,

1192 neuroatypical or chronically ill as well as students with mental health disorders are all a part of the

1193 University community. Special arrangements must be easily available to students who need more support.

1194 – Society must promote the making of accessibility reviews.

1195 – Accessibility signage is taken into use at the University and in public spaces.

1196 – The duty of the education provider is to ensure that the teachers on courses are able to take into

1197 account the individual needs of students and to organise the necessary supportive measures for them.

1198 – The availability of various aids for students and personnel is improved. The University must also have

1199 personnel whose job description includes using the aids and communicating about arrangements for

1200 special support.

1201 – The University must be active in offering special support and improve its availability by actively

1202 increasing accessibility.

1203 – In the long term, the University of Helsinki hires full-time accessibility contact persons for Student

1204 Services.

1205 – In the long term, the University of Helsinki hires psychologists who are trained on the effects of ableism

1206 on health.

1207 – The Non-discrimination Act is amended in such a way that the actions of higher education institutions

1208 and other educational institutions are recognised as discrimination in situations where an institution is

1209 informed of a student having experienced harassment but fails to take appropriate measures.

1210 **Financial equality**

1211 – A higher level of social security for students makes studying possible for students in different situations  
1212 in life.

1213 – Studying is also possible when partially disabled.

1214 – The varying socioeconomic backgrounds of students are taken into account in teaching at the  
1215 University.

1216 – Students having an academic family background must not be the default assumption in teaching.

1217 – Mechanisms that produce inequality and help educational and income levels be structurally inherited  
1218 are dismantled.

1219 – Seeking higher education is possible to everyone regardless of their socioeconomic background.

1220 **Self-determination and safety**

1221 – We oppose violence in all its forms, including armed, structural, social, financial, linguistic, sexual,  
1222 psychological and physical violence. We acknowledge the right of the state to use violence when  
1223 absolutely necessary.

1224 – Everyone has the right to bodily autonomy.

1225 – The personal choice of a pregnant person is sufficient grounds for termination conducted before the  
1226 12th week of pregnancy.

1227 – Sterilisation is a freely available procedure for people over 25 years of age.

1228 – Performing any kinds of genital mutilation or cosmetic surgeries on children's genitals is brought to an  
1229 end.

1230 – The current conscription model is replaced with gender-neutral conscription based on which the  
1231 Finnish Defence Forces selects people, regardless of their gender, to complete military service according  
1232 to its own needs. The current model of non-military service is abolished and replaced with an unarmed  
1233 national service model that focuses on duties performed in times of crisis. In the short term, total  
1234 objectors should not be given prison sentences. Non-military service must not be used as punishment  
1235 through it being factually longer than military service.

1236 – Rape legislation is based on the lack of consent.

1237 **SUSTAINABLE DEVELOPMENT**

1238 The environment and development cooperation are a part of a wider theme of sustainable development.  
1239 Sustainable development refers to social, financial, ecological and cultural sustainability. We are committed  
1240 to the goals of sustainable development stated in the United Nations' Agenda 2030, and our activities or  
1241 policies may not conflict with these goals. The principles of sustainable development are taken into account  
1242 in all decision-making processes.

1243 The impact of human activity on the climate and nature, that is, the climate and environmental crises and  
1244 biodiversity loss, is the greatest generational policy issue of our time. The suffering, uncertainty and costs  
1245 caused by the climate and environmental crisis fall disproportionately on young people, future generations  
1246 and, especially on a global scale, the humans and other species that are in the weakest position. Finland  
1247 must be a pioneer in the fight against climate change, conduct impactful and ambitious climate and  
1248 environmental policy and listen to independent researchers and experts when making decisions.  
1249 Environmental issues are approached holistically by acknowledging and dismantling the underlying  
1250 unsustainable ways of thinking and acting that are prevalent in society.

## 1251 **ENVIRONMENTAL CRISIS**

1252 We actively promote environmental responsibility as well as set an example at the University and in the  
1253 city. We take a stand on environmental issues in society in general. As a part of environmental issues, the  
1254 increased scientific knowledge on issues concerning animals and their treatment is also taken into account.  
1255 Taking animal rights into account and treating animals with respect are a part of sustainable development  
1256 activities.

1257 Climate change, pollution, ecosystem destruction, extinction and current consumption models constitute  
1258 the greatest global problems today, and along with their side effects, they form the environmental crisis,  
1259 creating serious challenges for the future of humankind. This is why we, as a significant student-political  
1260 actor, also have the duty to both rely on research in our own operations and influence matters to help keep  
1261 the Earth viable for future student generations.

1262 We educate students towards an environmentally responsible lifestyle by, for instance, providing  
1263 opportunities to influence and participate in matters related to the environment in contexts such as the  
1264 Environmental Committee.

## 1265 **Society**

- 1266 – Biodiversity loss in Finland is brought to a stop. Untouched and vulnerable ecosystems, such as old-  
1267 growth forests, are protected and restored. Land and water use planning is obligated to compensate for  
1268 any damages caused to biodiversity.
- 1269 – Society enables a sustainable food system that guides people towards eating primarily vegan food and  
1270 promotes the reduction of food waste in food supply chains and consumption.
- 1271 – Sustainable development and responsibility have a strong impact on the national funding model for  
1272 universities as well as their assessment and audits.
- 1273 – An act on corporate responsibility is enacted in Finland.
- 1274 – All societal decision-making processes are based on the framework set by the environment.
- 1275 – Cities and the state electrify company cars at their working places, and company cycling is supported.
- 1276 – Social justice is taken into account in professions that will disappear because of climate change and  
1277 other environmental crises. Among other measures, society provides further education for those who  
1278 will lose their job.
- 1279 – Research aimed towards solving major challenges related to sustainability is promoted.

## 1280 **Energy and emissions policy**

- 1281 – Finland is carbon neutral by 2035 and then strives to become carbon negative. Carbon sinks and stocks  
1282 must be increased.
- 1283 – Emission compensations are the last resort to achieve carbon neutrality. Any compensations are based  
1284 on scientific knowledge and research.
- 1285 – Society makes a transition to completely sustainably and responsibly produced, fossil-free or renewable  
1286 energy sources. These are made the most financially viable alternative for consumers, households and  
1287 companies. Investments and technological development aimed at these energy sources are also funded.
- 1288 – In the long-term, a full transition is made to renewable energy sources. Sustainably and responsibly  
1289 produced nuclear power is a part of the transition towards more sustainable energy production than at  
1290 present.
- 1291 – The use of peat, oil, coal and other fossil-based energy sources in energy production is banned.

1292 – The fundamental problems of the European Union's collective emissions trade system are fixed. The  
1293 emissions trade is expanded to cover as many industries as possible, including air traffic. The total  
1294 amount of emissions rights is regularly decreased.

1295 – Carbon neutrality is promoted in relation to national traffic. Public transport is accessible all over  
1296 Finland, and the special needs that student cities and students have for it are taken into account. The  
1297 rail network is developed, and fossil-free forms of transport, or those using other clean energy sources,  
1298 are the primary form of mobility within the country.

## 1299 **ECONOMICALLY SUSTAINABLE DEVELOPMENT**

1300 Economic sustainability refers to balanced financial growth that takes place within the carrying capacity of  
1301 the Earth and that ensures the wellbeing of future generations. The freedom of action of Finland, higher  
1302 education institutions, HYY and students is based on financial independence. As part of society, we must  
1303 organise our finances sustainably to ensure that future generations will also have the freedom to decide on  
1304 their own actions.

1305 – We commit ourselves to sustainable financial management and financial balance. Future student  
1306 generations are left with similar or better opportunities to develop operations than those that ours has  
1307 had.

1308 – Corporate subsidies that are harmful to the environment are abandoned. The promotion of a more  
1309 sustainable future and responsibility are a prerequisite for corporate subsidies.

1310 – Consumer products are equipped with a mandatory label on their climate and environmental effects to  
1311 make more sustainable consumption easier.

1312 – Consumer products are taxed in such a way that making more climate-friendly and sustainable choices  
1313 is financially viable for consumers. The regulation and taxation of manufacturing products as well as  
1314 their maintenance and reparation services support the extension of products' service life and the  
1315 reduction of their life cycle emissions.

1316 – Polluting companies and products are taxed at a higher rate than others.

1317 – Universities follow the principles of carbon-neutral circular economy in their own operations as well as  
1318 take concrete action to nurture biodiversity.

1319 – The taxation and subsidisation systems in place in society are rapidly changed to strongly incentivise  
1320 the reduction of emissions and environmental conservation.

1321 – Cities and the state move towards circular economy and realise its principles.

## 1322 **DEVELOPMENT COOPERATION**

1323 Development cooperation conducted by us affects the status of groups of people that are in the weakest  
1324 position. Basic education, human rights, improving the status of women and children, and sustainable  
1325 environmental solutions are key to this. HYY's Development Cooperation Committee is responsible for  
1326 planning and implementing our development cooperation projects in cooperation with the member of the  
1327 Board in charge of development cooperation, the chief financial officer and the secretary general. We  
1328 primarily conduct development cooperation either with a partner that commits to our values or with project  
1329 support from the Ministry for Foreign Affairs.

1330

1331 – Development cooperation is conducted in a local-based manner, with the aim of achieving independent  
1332 improvements to quality of life.

1333 – Development cooperation is conducted on the terms of the target community and in friendly  
1334 cooperation with it.

1335 – Finland uses at least 0.7% of its gross national product on development cooperation as per the United  
1336 Nations' recommendations.

1337 – We assess the efficiency and success of our development cooperation projects both during their  
1338 planning stages and after the projects have ended. Development cooperation is based on research.

1339 – Our members participate in our development cooperation projects extensively. We communicate about  
1340 the development cooperation we conduct in our own channels.