

Approved by the Representative Council on 28 May 2026

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

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1 I INTRODUCTION

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

6 II STUDENT UNION

7 ORGANISATIONAL ACTIVITIES

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

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

18 ORGANISATIONS ACCEPTED TO OPERATE UNDER HYY

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

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

28 GENERAL PRINCIPLES GUIDING THE ALLOCATION OF OPERATING

29 GRANTS

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

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

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

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

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

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

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

60 **COMMUNICATION WITH ORGANISATIONS**

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

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

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

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

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

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

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

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

84 **TRAINING EVENTS ORGANISED FOR ORGANISATIONS**

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

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

97 **VOLUNTEER ACTIVITIES**

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

101 **VOLUNTEER ACTIVITIES IN THE STUDENT UNION**

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

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

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

115 **APPRECIATION FOR VOLUNTEERING**

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

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

129 **CULTURE AND EVENTS**

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

134 **STUDENT UNION AS PRODUCER OF CULTURE**

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

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

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

146 **STUDENT UNION AS ADVOCATE OF CULTURE**

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

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

155 **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, academic freedom, high-quality teaching and teaching
166 arrangements that support study ability. Encouragement works better than punishment when it comes to
167 study progress. Support and guidance services are a necessary part of studies, and these services must be
168 offered in at least Finnish, Swedish and English.

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

170 **DEMOCRACY**

- 171 – The University’s decision-making bodies governed by its regulations follow the tripartite principle in
172 which decision-making bodies have equal representation from i) University professors, ii) teaching and
173 research personnel and other personnel, and iii) students. Representation from all three groups is equal
174 in size.

- 175 – The administration of the University’s property assets is brought under the remit of tripartite decision-
176 making processes, and campus communities are guaranteed opportunities to influence the premises
177 they use.
- 178 – The University is a democratic community in which the tripartite principle and university democracy are
179 realised. Each member of the community has the opportunity to take part in and influence the
180 University’s decision-making processes.
- 181 – Students in tripartite decision-making bodies have the same rights and duties as other members of the
182 bodies. Serving as a student representative in these bodies is an acceptable reason for an absence from
183 teaching. Members of tripartite decision-making bodies must be able to participate in the preparation of
184 the decisions.
- 185 – Doctoral researchers are able to participate in the preparation and making of decisions at the University
186 in the same way as the rest of the University community regardless of whether they are completing their
187 doctoral degree with a grant, under an employment contract or in any other manner. HYY and the
188 University pay special attention to the opportunities of doctoral students to participate in decision-
189 making processes.
- 190 – The University pays students monetary compensation for serving as student representatives.
- 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 – The University improves linguistic accessibility in administrative bodies while taking trilingualism into
197 account. Special attention is paid to translating agendas and minutes and to participation in discussion
198 in meetings.
- 199 – The accessibility needs of participants are taken into account in meeting facilities as extensively as
200 possible. Remote participation is possible whenever it serves a purpose.

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

- 202 – The University should remain at least bilingual. The University has national responsibilities in the
203 organisation of Swedish-language degree education and thus an important role as an institution
204 maintaining and developing the language.
- 205 – Career paths at the University of Helsinki are accessible to international members of the University
206 community as well as members who do not speak any of the official languages of Finland at a native
207 level.
- 208 – The University continues to produce science in Finnish and Swedish and to maintain the status of
209 Finnish and Swedish as scientific languages.
- 210 – The University maintains and develops possibilities to complete degrees bilingually. Course selection in
211 Swedish is broad enough and courses in Swedish are organised often enough to ensure that completing
212 a bilingual degree is a smooth process.
- 213 – There is a sufficient number of Swedish-language teaching positions.
- 214 – Exam questions must be available in good Swedish on request. When grading exams, the grading is
215 based on the language in which the questions are written in the exam.
- 216 – The right of Finnish- and Swedish-language students to write their thesis in their native language must
217 be ensured in all degree programmes with the exception of English-language degree programmes and
218 programmes in the field of languages.

- 219 – Swedish- and foreign-language teaching at the University are of an equally high standard as Finnish-
220 language teaching. The language skills of teaching personnel are already taken into account in
221 recruitment situations.
- 222 – Teaching personnel must be provided with opportunities and encouragement to develop their skills in
223 the languages of Finland.
- 224 – The University must not outsource teaching that leads to a degree to other higher education
225 institutions, except in cases where the learning objectives of the study units to be substituted can be
226 considered to be realised in full when using study units of other higher education institutions.
- 227 – The integrity and independence of small disciplines, degree programmes and research groups must be
228 respected. If a significant need to transition to larger units arises when staff members retire or in other
229 similar situations, the operating, personnel and support resources of the aforementioned small units
230 must remain the same. The University of Helsinki ensures the preservation of high-quality research and
231 teaching even in its smallest disciplines through funding and technical support above all.

232 **EQUALITY AT THE UNIVERSITY**

- 233 – Bullying, harassment and inappropriate behaviour are prevented and efficient action taken against
234 them in the University community. The University provides training on how to act in these situations.
235 The University must have clear and accessible instructions on what to do if you experience bullying or
236 harassment or want to take action in a situation involving them.
- 237 – The University has an open, anonymous feedback form for reporting harassment cases.
- 238 – The University must ensure that there are enough harassment contact persons at both University and
239 faculty levels as well as the level of any other units that provide teaching and within which students
240 must operate in order to complete their degree. To the extent possible, the harassment contact persons
241 should come from diverse backgrounds and have the required expertise to resolve problem situations,
242 such as microaggressions, sexism, ableism and racism. Their skills are supplemented with
243 supplementary training provided by the University.
- 244 – Having a sufficient number of harassment contact persons who are able to fluently communicate in
245 Finnish, Swedish and English is taken into account in the selection of harassment contact persons.
- 246 – The implementation of the University's Equality Plan is made more efficient and monitored in all units
247 at the University. Students are involved in the making of the Equality Plan.
- 248 – The University must have sufficient human resources to develop and realise accessibility in teaching.
- 249 – Training is provided for personnel on taking student diversity and equality affairs into account.
- 250 – Different kinds of needs related to accessibility can be met in the University's premises, and all its
251 electronic systems are accessible and available round the clock.
- 252 – Students have an easy way of changing their University username. Students must be able to declare
253 their first name, the name they wish to be called by and their preferred pronouns in the University's
254 systems themselves.
- 255 – Students have the right to declare their needs concerning accessibility and support in their profile. If a
256 student so decides, this information is automatically sent to all their teachers when the student signs up
257 for courses. Alternatively, the student may send the information after the course has started, 10 days
258 before an exam or deadline by the latest.
- 259 – Exams and academic performance as well as entrance exams and other performance related to student
260 admissions must be evaluated anonymously to ensure the legal protection and equality of students and
261 applicants.
- 262 – Needs for individual support are taken into account in the planning, realisation and development of
263 education. The smooth flow and realisation of the arrangements must be assessed at regular intervals.
264 Information on students' rights to individual arrangements must be available. Teaching and support

- 265 personnel are aware of students' rights as well as the different ways of realising them. The realisation of
266 individual arrangements must not overburden students.
- 267 – Teachers ask their students about their needs regarding accessibility at the beginning of each course.
268 The University always provides the facilities that students need, supports teachers with providing them
269 and aims at the University as a whole being accessible to all people.
- 270 – Accessibility information and arrival instructions must be publicly available for all the University's
271 premises.

272 **SUSTAINABILITY AND RESPONSIBILITY AT THE UNIVERSITY**

- 273 – The University is carbon neutral by 2030. To achieve this goal, the University must focus on reducing its
274 emissions and seeking renewable alternatives instead of relying on carbon offsets. The University of
275 Helsinki strives to develop methods to measure its carbon footprint in a way that is compatible with
276 other higher education institutions.
- 277 – The University acts in an ecologically sustainable manner and makes climate-friendly decisions. The
278 University also participates in research-based societal advocacy work to mitigate the environmental and
279 climate crisis.
- 280 – The University funds and supports diverse research in sustainable development in an appropriate
281 manner and strives to expand these activities during the upcoming years.
- 282 – The University adheres to the UN's Principles for Responsible Investment in its investments.
- 283 – The University manages its own funding to ensure support for all research groups regardless of their
284 size. If this is not possible, the University cooperates with its researchers to find external funding that is
285 in line with its own policies on sustainability and ethics.
- 286 – The University only uses sustainably produced electricity in its facilities.
- 287 – The University cuts back on unnecessary flying and encourages people to travel by land whenever
288 possible.
- 289 – The University's facilities are as energy efficient as possible. The status of electricity and water
290 consumption is monitored annually with the aim of reducing their consumption.
- 291 – There are courses and opportunities available for students to develop their multidisciplinary
292 sustainability skills.
- 293 – The themes of sustainable development and responsibility are a natural part of all degrees, with
294 different fields of study taking different perspectives on them. The University also acknowledges
295 contents related to sustainable development in learning objectives.
- 296 – The University transitions to using Finnish or European alternatives for digital services based on free
297 software.

298 **EDUCATION AND STUDYING AT THE UNIVERSITY**

- 299 Education must be accessible, flexible and of a high quality. The starting points of student admissions are
300 accessibility, the admissions being genuinely free and the measuring of aptitude. Educational policy that
301 aims at increasing the share of young people getting admitted to higher education directly from secondary
302 education must not be pursued at the expense of current higher education students' opportunities of
303 changing their fields of study. In terms of academic freedom, the aim is for the flexibility of studies and the
304 study path to ensure that students' time studying is meaningful and that they can receive education in their
305 preferred form. The starting points for the planning, realisation and development of teaching must be
306 pedagogical justifications, the quality of teaching, ensuring students' study ability and sufficient resources.

307 **Student admissions**

- 308 – When allocating new student places, the current and future employment situation on the field, the
309 field's appeal and students' regional wishes must all be taken into account.
- 310 – When increasing the number of student places, resources must be increased in the same proportion to
311 ensure the quality of education and the personnel's coping. If this cannot be guaranteed, student places
312 should not be increased.
- 313 – Poor study success in secondary education must not prevent access to higher education studies.
- 314 – Everyone who has completed secondary or equivalent education must have the opportunity to get into
315 the University.
- 316 – The quotas for first-time applicants are abandoned, as they make changing fields of study more difficult
317 and place applicants in unequal positions.
- 318 – The student admissions of higher education institutions are primarily realised using selection methods
319 that do not depend on study success in secondary education.
- 320 – The starting point in planning entrance exams is a reasonable preparation time, which can be achieved
321 by favouring assignments based on supplied material, for instance. The planning of entrance exams
322 should also ensure that taking preparatory courses does not give applicants an unreasonable advantage.
- 323 – Whenever possible, the University offers applicants a diverse selection of different admission routes.
324 These routes could include admission based on matriculation certificates, admission based on entrance
325 exams and admission through study units completed in the Open University or elsewhere as
326 introductory courses. Discipline-specific needs and special characteristics must be taken into account in
327 the selection of available admission routes.
- 328 – The scoring model used in certificate-based admissions is not based on the number of courses in the
329 subjects taken in the matriculation exam.
- 330 – Admission based on study units completed in the Open University or elsewhere should not be
331 overburdening or require too long a preparation time. Completing studies of this kind is free. The total
332 share of students admitted through the Open University admission route must not be over 10% of all
333 students admitted into the University.
- 334 – The real number of student places must not be changed in reaction to the number of students admitted
335 through the Open University admission route.
- 336 – A model in which all applicants are accepted into the University, but students are weeded out at a later
337 stage based on their study success, should not be adopted in student admissions.

338 **Studying and academic freedom**

- 339 – Everyone admitted to the University of Helsinki must generally be guaranteed the right to study until
340 the master's degree.
- 341 – The University enables flexible studying from the perspectives of study time, location and completion
342 methods without endangering study progress.
- 343 – Students' right to complete courses must not be restricted through a limit on the number of credits or
344 any other measures. The number of credits students can include in their degree certificate should not be
345 restricted.
- 346 – The number of credits given for courses and internships must correspond to the demands and extent of
347 the courses. Teaching complies with the University's instructions on the numbers of credits.
- 348 – Students must have as broad a right as possible to study in a multidisciplinary fashion.
- 349 – Students who have a right to complete a degree and are changing their field of study should not be
350 forced back to general student admissions if their eligibility can be measured by other means. Students
351 with a right to complete a degree must be able to change degree programmes as easily as possible,
352 through the transfer application procedure or internal arrangements made by the faculties, for instance.

- 353 Students should be informed of their options to change degree programmes in a clear and transparent
354 manner.
- 355 – Participation in courses is not restricted based on the degree programme in which a student studies.
356 However, participation in courses may be restricted and controlled through requirements on prior
357 knowledge, for instance.
 - 358 – Requirements on prior knowledge are pedagogically justified.
 - 359 – Priority in course registration is given to students of the degree programme or study track in question,
360 and especially to students for whom the course is compulsory. If a student is prevented from taking a
361 study unit on this basis, they should be offered the right to use an alternative method of completing the
362 study unit or to take an alternative study unit whenever this is factually possible.
 - 363 – A sufficient number of language courses in Finnish and Swedish is available to international students
364 and staff members, and their contents meet diverse needs. The curricula of international degree
365 programmes include the opportunity to complete language studies, and the University strongly
366 encourages international students to study the official languages of Finland.
 - 367 – The University provides the opportunity to study Finnish and Swedish language courses on all four
368 campuses, ensuring that students can balance their subject and language studies throughout their
369 degree. The language courses also serve alumni.
 - 370 – The University offers courses in foreign languages for all students. Language teaching must be available
371 in Finnish, Swedish and English.
 - 372 – Study units should generally have a completion method based on contact teaching and participation.
 - 373 – If possible, teaching should be arranged in a manner that allows students to choose between contact
374 and distance learning.
 - 375 – As a rule, courses do not have mandatory attendance.
 - 376 – Having mandatory attendance on courses must both serve a purpose and be pedagogically justified. The
377 grounds for this and the information on the mandatory attendance are given to students well before the
378 study unit begins. The attendance requirement on courses must not be higher than 90%. The indicative
379 completion time of additional assignments given to compensate for absences does not exceed the total
380 time of the teaching session the assignments are compensating for.
 - 381 – A reasonable preparation time must be provided for retaking a failed study assessment.
 - 382 – In remote studies, mandatory attendance must be pedagogically justified, and remote lectures must be
383 recorded unless there are valid justifications for doing otherwise.
 - 384 – Flexible methods to complete courses are increased by providing more diverse completion methods,
385 increasing the number of lecture recordings and making it possible to follow lectures as live broadcasts
386 in real time.
 - 387 – The University offers camera solutions that enable lecture recordings in as many lecture halls as
388 possible on all campuses as well as provides personnel with instructions on using the recording systems.

389 **Study ability**

- 390 – The University provides tools for developing study ability as part of teaching provided within degrees,
391 too.
- 392 – Training on study ability and promoting it must be organised for personnel who counsel students.
- 393 – Studies must be scheduled in a way that supports study ability: the length of lectures, for instance, must
394 serve a purpose and be pedagogically justified.
- 395 – Lectures that last over one hour feature the opportunity to take breaks. Physical activity during breaks is
396 encouraged.
- 397 – Students having sufficient time to eat their meals is taken into account in course planning.
- 398 – Course information and the completion methods of study units are available early enough to ensure
399 that students can plan their studies before the academic term begins.

- 400 – Students’ group formation both among themselves and with the personnel is taken into account in the
401 planning of teaching.

402 **Teaching**

- 403 – Feedback on teaching, study units and completed degrees is collected from students. The planning and
404 realisation of education is developed based on the feedback. Students are informed of how their
405 feedback is processed. It is possible to leave anonymous feedback. If needed, feedback is also collected
406 during study units.
- 407 – The University must ensure that there is enough teaching personnel.
- 408 – The University must organise mandatory pedagogical training for those teaching at the University as
409 well as take care of pedagogical supplementary education and sufficient support services for teaching.
- 410 – Diverse, flexible and pedagogically justified teaching, assessment and completion methods are used in
411 teaching.
- 412 – The completion methods and workload of study units being based on the curriculum and not varying
413 between different methods of realising the same study unit must be ensured, especially in distance
414 teaching and on virtual study units.
- 415 – It must be possible to complete all book exams in electronic exam rooms, and the exam rooms must be
416 accessible and open throughout the year.
- 417 – Courses must be organised in such a way that it is possible to complete them in an optimal order within
418 target time.
- 419 – Teaching material is free, and university libraries have enough course material available.
- 420 – Teaching and teaching material meet different kinds of needs related to accessibility.
- 421 – Pedagogy must be at the forefront of the digitalisation of teaching, and sufficient resources and support
422 services must be allocated for it.
- 423 – The use of electronic course books and materials is increased if it improves the availability and
424 topicality of the material.
- 425 – The University supports the independent and communal studies of students by, for instance, providing
426 facilities for studying together and enough suitable teaching in small groups.
- 427 – The curricula of degree programmes and degrees are available on the University’s public website.
428 Students must be involved in curriculum work and the updating of curricula as extensively as possible.
- 429 – The use of generative artificial intelligence in studies must generally be allowed whenever it is
430 pedagogically justified.
- 431 – The University recognises the ethical and data security–related problems, political distortions and
432 environmental problems related to the use of artificial intelligence and takes these perspectives into
433 account in its instructions for students and staff members. The starting point for the use of artificial
434 intelligence as part of teaching is for students to learn how to use artificial intelligence in an
435 appropriate way while taking these perspectives into account.
- 436 – University staff must not use generative artificial intelligence to assess theses or study performance.
- 437 – The University has clear instructions on the use of artificial intelligence. Students and staff members
438 receive training on the appropriate use of artificial intelligence.
- 439 – The University offers and develops secure artificial intelligence applications for the University
440 community to use.

441 **WORKING LIFE**

- 442 It is important for students to acquire skills that are useful in working life, too, during their studies. Studies
443 should develop students’ ability to identify and verbalise their own competence and expertise. Students also

444 learn metaskills needed in working life during their studies. These include interaction skills, critical
445 thinking and resilience. After graduation, students are skilled and valued experts.

- 446 – Students have the opportunity to receive accessible high-quality career guidance throughout their study
447 path.
- 448 – Career Services have sufficient resources. Students should be informed about Career Services as part of
449 the supervision for their personal study plan, for instance. Balancing studies and working life must be
450 promoted by favouring flexible completion methods.
- 451 – The University must make it possible to write commissioned theses and actively support students with
452 this.
- 453 – Students have diverse information and support for employment opportunities in their own field of study
454 available for them. The University's Career Services also encourage entrepreneurship.
- 455 – Students receive a reasonable salary, remuneration or a grant for work carried out in their internships.
456 Costs caused by the internship must be compensated to the student.
- 457 – The University has a sufficiently resourced internship grant system to allow each student to receive an
458 internship grant during their studies. Students are awarded an internship grant once for the bachelor's
459 degree and once for the master's degree. The level of the internship grant is regularly reviewed. It is
460 possible to receive an internship grant regardless of the number of credits given for the internship. The
461 University develops the allocation of internship grants and communication on it in a way that provides
462 international students with better opportunities to apply for and receive them.
- 463 – The University provides opportunities, information and incentives for completing internships abroad.
- 464 – The University, employers and organisations must advance the practices of anonymous recruitment and
465 run internship programmes aimed at international students as well as take other measures to lower the
466 thresholds for hiring international experts.
- 467 – Universities foster and promote internationality by, for instance, attracting international students to
468 study in Finland. Universities must promote the career connections of international students through
469 corporate cooperation included in study units, for instance.
- 470 – Students applying to the University from abroad are informed about relevant matters related to their
471 work and student life, such as language requirements and other restrictions on the labour market,
472 during the application process.
- 473 – The residence permit process of higher education students is developed to make it smoother and shorter
474 than at present. The University informs students of the residence permit process already at the
475 application stage and reminds students of it in connection with student admissions.

476 **STUDENT SERVICES**

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

480 **Guidance and support services**

- 481 – The University has a sufficient number of support and administrative personnel to realise its purpose
482 and to support both students and personnel.
- 483 – Administrative processes must be smooth and clear to both students and personnel.
- 484 – All support services provided to students must be accessible and trilingual. There should also be
485 sufficient communication towards students about the existence of these support services.
- 486 – All students have equal rights and opportunities to use the University's support services.

- 487 – Support and guidance for international students at the University is comprehensive throughout their
- 488 studies.
- 489 – Students have the opportunity to receive comprehensive, high-quality student counselling throughout
- 490 their studies. Teachers, support services for students and Student Services all participate in study
- 491 counselling.
- 492 – Counselling teachers have the opportunity to see information on students' study progress so that they
- 493 can offer personalised counselling and support those who are not progressing in their studies.
- 494 – Students should continue to have the opportunity to attend both personal and group meetings in study
- 495 psychologists' services. The University has one study psychologist for every 2,000 students.
- 496 – Study psychologists' services must be offered in Swedish on all campuses in which Swedish-language
- 497 teaching is organised.
- 498 – Spiritual support services for students are developed to cover an increasing number of religious groups
- 499 and the non-religious on a broader scale.
- 500 – If needed, both students and personnel are provided with training on the teaching equipment and
- 501 technology used.
- 502 – The University must continue to provide students with software licences needed for distance learning
- 503 and virtual work.
- 504 – Training and credits offered to tutors as well as other matters related to tutor training must be uniform.
- 505 – Remuneration for tutoring is raised so that the University pays tutors a fee of 240 euros and
- 506 international tutors 280 euros for the orientation week.
- 507 – Faculties must create channels through which students can give feedback on tutoring while it is still
- 508 ongoing as well as create opportunities to react to problem situations that emerge in tutoring.

509 **Facilities**

- 510 – The University has facilities that are sufficient and appropriate for its basic duties.
- 511 – The University takes accessibility into account in all facility arrangements and communicates about
- 512 them extensively.
- 513 – A sufficient number of groupwork, study and social facilities are provided for students.
- 514 – Facilities suitable for studying and taking breaks are available round the clock on all campuses.
- 515 – Temporary storage space is available for students on campuses.
- 516 – Teaching and study facilities must be designed from the perspectives of ergonomics, acoustics and
- 517 technological and pedagogical needs.
- 518 – Teaching facilities are proportional to the size of teaching groups.
- 519 – Students' group formation both among themselves and with the personnel is taken into account when
- 520 designing facilities.
- 521 – A sufficient number of facilities for silent work, workspaces with electric sockets and facilities where
- 522 students can participate in distance teaching and remote meetings and seminars must be provided on
- 523 all campuses.
- 524 – The University always offers gender-neutral facility options, too. This applies to dressing and toilet
- 525 facilities, for instance. Gender-neutral facilities are not unreasonably small or an unreasonable distance
- 526 away from gendered facilities.
- 527 – There are childcare facilities on all campuses, and the University communicates about them.
- 528 – The utilisation of empty premises must be made more efficient, and using them for studying, for
- 529 instance, must be permitted.
- 530 – The University makes regular indoor air reviews on all campuses. Special arrangements must be made
- 531 for highly sensitive students and staff members to improve their working and studying conditions.
- 532 – All subject and faculty organisations operating under HYY are provided with the opportunity to have
- 533 facilities on campus.

534 **International Exchange Services**

- 535 – The University of Helsinki is an active partner in European university alliances. University alliances
536 provide the students of the University of Helsinki with more opportunities for internationalisation as
537 well as expand the selection of studies available for them. The joint studies and European degrees of the
538 university alliances must not lead to the introduction of tuition fees in Finland.
- 539 – Students' opportunities to influence matters in university alliances are ensured. The activities of
540 student representatives are developed and open selection methods made possible. Permanent staff is
541 recruited to support the operation of the Student Board.
- 542 – The University encourages students to internationalisation at home through international courses
543 organised in educational cooperation, student organisation activities and international tutoring, for
544 instance. Internationalisation at home is acknowledged at the University, and the University both
545 advertises it and encourages students to take part in it.
- 546 – Exchange studies and the related application process are developed to include more diversity to ensure
547 that all students have the opportunity to take part in international mobility. Having too high a number
548 of completed credits should not prevent students from applying for exchange studies. A sufficient
549 amount of support is provided for planning the study units to complete on exchange as well as for
550 getting them recognised and included in degrees.
- 551 – It must always be possible to include study modules completed on exchange in degrees. Practices on the
552 recognition of exchange studies are further developed to ensure that recognising studies completed on
553 exchange is possible on all fields of study. Curricula include the opportunity to complete exchange
554 studies.
- 555 – Those participating in exchange studies are provided with orientation periods on preparing them for
556 exchange, assessing the exchange experience and identifying skills learned on exchange.
- 557 – Going on exchange is supported financially with, for instance, grants awarded to students leaving for
558 exchange as well as other aid. The amount of financial support is set in proportion to the costs of the
559 exchange. The University must also offer guidance on applying for the different forms of aid.
- 560 – The University assesses the overall security situation of its exchange destinations and informs students
561 going to these destinations of it. Students are provided with information and support on situations in
562 which the exchange must be cut short due to security reasons both before they leave on exchange and
563 during the exchange.
- 564 – The University makes an overall assessment of its international cooperation partners' compatibility
565 with the University's ethical guidelines. Cooperation with parties operating contrary to the ethical
566 guidelines is suspended.

567 **NATIONAL EDUCATIONAL POLICY**

568 The ideal of the university institution is a multidisciplinary Humboldtian university where education is free,
569 students have the freedom to complete diverse studies and funding comes primarily from public sources.
570 Education in Finland must be free from early childhood education to higher education. Everyone has the
571 opportunity to get into higher education regardless of their background. This is the starting point of
572 national higher education policy.

573 A civilised state guarantees the administrative and financial autonomy of universities and the freedom of
574 the arts and sciences while also recognising the intrinsic value of universities, science and research. The
575 best way to serve the goals of higher education institutions is a higher education system that has different
576 roles and different legislative statuses for universities of applied sciences and universities. There are
577 several universities. The duty of the Open University is to participate in supplementing the field of higher

578 education institutions in questions related to continuous learning, for instance. In order to produce high-
579 quality teaching and research, higher education institutions must have sufficient basic funding. Funding for
580 higher education institutions must encourage higher education institutions to cooperate.

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

- 582 – Studies in the Open University are free for all university students, and efforts are made to lower their
583 price for Open University students.
- 584 – All higher education institutions must be guaranteed sufficient basic funding allocated through the
585 funding model. Competition between higher education institutions, which is encouraged by the funding
586 model, is decreased by increasing the amount of money allocated through the funding model.
- 587 – The shortage of funding for universities is not fixed with degrees based on tuition fees.
- 588 – In addition to sufficient basic funding, universities are capitalised. In the long term, the equity ratio of
589 universities is sufficiently high. Capitalisation promotes the autonomy of science and research and
590 stabilises the financial situation of universities.
- 591 – Funding models are not based on numbers of degrees or target time coefficients but on completed
592 credits, for instance. The funding model also takes into account matters such as the quality of teaching,
593 the ratio of students to teaching staff, student wellbeing and students' civic participation.
- 594 – Cooperation between higher education institutions increases, and more jointly organised study units
595 and modules are organised. Students completing study units in other higher education institutions and
596 the recognition of learning from such study units is made easier.
- 597 – The roles of universities and universities of applied sciences continue to be functionally different, and
598 legislation concerning them remains separate. However, cooperation between the two is an opportunity.
- 599 – Study units related to lifelong and continuous learning and re-education offered by higher education
600 institutions are organised in such a way that they are accessible to all learners regardless of their
601 situation in life and wealth status.
- 602 – The number of simultaneous rights to study is not limited, and the right to study does not expire.

603 **Accessibility of education**

- 604 – Universities must minimise the inheritance of education and inequality in education through their
605 actions and choices.
- 606 – Education leading to a degree must be free in Finland regardless of the student's nationality.
- 607 – The financial situation of international students is taken into account when awarding grants related to
608 their tuition fees or living costs. A move towards a queueing system should be made in the awarding of
609 the grants.
- 610 – The amount of income that students from outside EU and EEA countries are required to have in order to
611 receive a residence permit is lowered, and ways to remove the requirement on students' income levels
612 are investigated.
- 613 – Students' residence permits are granted for the entire duration of their degree in one go. A permit that
614 has been granted cannot be restricted on the basis of credits or funds.
- 615 – A permanent residence permit is granted to students graduating from Finnish higher education
616 institutions.
- 617 – The prerequisites of education export include guaranteeing the academic freedom of personnel and
618 following the University's ethical instructions. Costs caused by the cooperation are covered through
619 internal financing. The University's quality assurance practices are also taken into account, and a
620 comprehensive, external risk assessment is made of all education export projects.

- 621 – The University favours open-source software and open platforms and licences in its material
622 acquisitions, study materials and other publications. The University generally favours open technologies
623 and open-source solutions in software production and acquisitions.
- 624 – A Students at Risk grant system is established in Europe to support students fleeing war, political
625 persecution and violence. The system is established primarily at EU level and only secondarily in
626 Finland, if having an EU-level system proves impossible.
- 627 – A system to organise and realise reasonable adaptations for higher education studies is developed on
628 the national level.

629 **HOUSING AND CITY**

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

638 **HOUSING**

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

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

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

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

- 651
- 652 – The City of Helsinki takes the need to construct student apartments into account in its steering
653 documents, such as the City Strategy, the Implementation Programme on Housing and Related Land
654 Use, the agreement on land use, traffic and housing (MAL) and other documents governing
655 construction.
- 656 – In the long term, apartment prices in the Capital Region are affordable. The city looks into adopting a
657 cap on rents or rent increases.
- 658 – A minimum of 30% of new residential buildings in the Capital Region are ARA-subsidised.

- 659 – More studio apartments and two-room apartments are constructed in the Capital Region, as they are the
- 660 most in-demand among students.
- 661 – The obligation to construct parking spaces is abandoned. Costs caused by parking spaces fall upon the
- 662 people who use them. Parking spaces are constructed on market terms, based on the number of
- 663 apartment buyers who wish to pay for them.
- 664 – It may be possible to be more flexible with the norm on parking spaces if the building has a shared car or
- 665 cars to reduce the need for private cars.
- 666 – High-rise construction is promoted in the Capital Region as a solution to the limited space in the
- 667 region.
- 668 – The City of Helsinki supports empty apartments being made available for rental use through subletting
- 669 practices.
- 670 – The state supports rental living at least as much as home ownership through subsidy policies, for
- 671 instance.
- 672 – Special groups, such as student housing providers, must also be entitled to the subsidies for sustainable
- 673 ARA construction, such as subsidies for cost-efficient low-carbon and energy-efficient solutions.
- 674 – Due to the particularly difficult housing situation in the Capital Region, the state subsidises non-profit
- 675 rental housing construction in the Capital Region with special measures, such as investment grants,
- 676 interest subsidy loans and reasonable loan terms.
- 677

678 **Homes for students**

- 679 – Helsinki constructs a minimum of 500 student apartments every year. Espoo and Vantaa set production
- 680 objectives for student apartments. In the long term, everyone who wants to find themselves a student
- 681 apartment can find one within a waiting time no longer than half a year.
- 682 – Plots assigned for the construction of student housing are either located near the higher education
- 683 institutions in the region or have good public transport connections to them. Student housing
- 684 construction near campuses is significantly increased. Student apartments are also constructed in
- 685 downtown Helsinki. The maximum price of plots assigned for student housing is the one accepted by
- 686 the Housing Finance and Development Centre of Finland (ARA).
- 687 – The rental level in student housing is considerably cheaper than the market rate.
- 688 – The cities of the Capital Region rent out plots to parties that offer student apartments at a rate that is
- 689 lower than normal, and city-owned companies sell water and heat to these parties at a lower rate than
- 690 normal.
- 691 – Aesthetic façade regulations and the obligation to include commercial premises may be relaxed when it
- 692 comes to student apartments.
- 693 – Students' mobility to the Viikki campus is facilitated through measures such as making public transport
- 694 run more smoothly and changing the number of parking spaces to correspond to students' needs.
- 695 – A minimum of 5% of new student apartments in each construction project are constructed to be
- 696 accessible. Any shared facilities as well as their toilets are also accessible.
- 697 – The different needs and wishes of students are taken into account already at the construction stage.
- 698 Different apartment types and flexible floor designs enable the diverse use of the apartments as family
- 699 or roomie apartments, for instance. Adaptable apartments increase physical accessibility.
- 700 – The main focus of Finland's national student housing policies is on improving the housing situation in
- 701 the Capital Region.
- 702 – In the case of student apartments, the excess interest of the 40-year interest-subsidy loan follows the
- 703 general economic situation while remaining lower than the general market rate.
- 704 – Students' awareness of student apartments offered by other service providers, such as student
- 705 organisations and student nations, is increased.

- 706 – To preserve diversity in student housing, the operating conditions of other parties than Hoas that
707 provide student apartments are also ensured in the Capital Region.
708

709 **Equal and communal housing**

- 710 – The continuity of ARA subsidies for student housing must be ensured.
711 – Demographic changes and the need for apartments among different special groups in the long term are
712 taken into account in ARA-subsidised housing construction for special groups in the Capital Region.
713 – Student apartments are primarily planned for public transport zones.
714 – The construction of both non-subsidised and interest-subsidised apartments in the same areas is
715 required in planning.
716 – In urban planning, different kinds of apartment types are mixed in the same area. This reduces
717 segregation between areas and prevents the creation of social problems.
718 – Apartment constructors already consider how ecological, ecologically sustainable, energy-efficient,
719 healthy, accessible and cosy their apartments are at the construction stage and the design of the
720 premises.
721 – New forms of communal housing are developed. Communal housing is promoted primarily by
722 developing shared spaces outside the apartments themselves.
723 – The communality of apartments is developed through active measures, with the help of community
724 managers, for instance.
725 – The cities of the Capital Region have sufficient emergency accommodation facilities to prevent the
726 temporary homelessness of their residents.
727 – The number of homeless shelters in the Capital Region is increased.
728 – Housing based on rental agreements for everyone under the threat of homelessness and the
729 development of the ‘housing first’ model are the primary measures in the prevention of homelessness.

730 **HOAS**

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

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

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

- 737 – When updating the housing stock, the most popular housing types are taken into account and
738 prioritised in both new construction and renovations.
739 – Besides new construction, Hoas continues to review old properties and engage in other supplementary
740 construction. If needed, it can abandon unprofitable properties and properties that are not used much.
741 However, abandoning properties must be clearly justified and support new construction. The total
742 number of Hoas’s apartments does not decrease because of abandoning properties.
743 – Hoas engages in as high-rise construction as possible.
744 – Hoas reacts to any feedback on the health and comfort of its apartments. Feedback is actively collected
745 from tenants. The collection of feedback from tenants is developed, and an action plan is made based on
746 the feedback.
747 – Hoas allows small modifications its tenants make to increase comfort in their rental apartments.

- 748 – Hoas supports cycling and walking by, for instance, providing a sufficient number of locked bicycle
- 749 storage facilities and bicycle stands with frame locking.
- 750 – Hoas actively highlights the possibilities of shared housing and finding a roommate in its
- 751 communication.
- 752 – Hoas uses environmentally friendly electricity.
- 753 – Hoas invests in sustainable recycling and makes it easy for tenants.

754 **Easily into student apartments**

- 755 – Those living together have the option to make separate rental agreements.
- 756 – Hoas takes the number of international students into account in its housing supply and provides for the
- 757 special characteristics of their housing.
- 758 – When planning the supply of furnished apartments, the number of exchange students in particular is
- 759 taken into account.

760 **Tenant democracy**

- 761 – All Hoas's tenants should be informed about the activities of the tenants' co-operation body more
- 762 extensively than at present.
- 763 – Hoas supports the realisation of tenant democracy through training events and clear instructions, for
- 764 instance.
- 765 – In addition to financial grants, Hoas supports tenant activity through training events and clear
- 766 communication, for instance.
- 767 – International students also have the opportunity to act in tenant committees, and they are actively
- 768 encouraged to participate in the activities.
- 769 – Tenants have the opportunity to affect their living environment. The existence of shared facilities is an
- 770 essential prerequisite for tenant activity.

771 **Equal Hoas**

- 772 – Hoas is more flexible than it currently is in taking into account students' diverse relationships and the
- 773 needs of gender minorities in shared apartments.
- 774 – Hoas provides information on how gender minorities can be supported both in its rules and on its
- 775 website.
- 776 – Hoas takes the diversity of students into account in its communication.
- 777 – Hoas develops its guides for tenants and takes the diversity of living habits better into account.
- 778 – Rooms in shared apartments are generally not allocated based on gender, but applicants have the ability
- 779 to choose not to live with people of a different gender than their own.
- 780 – Hoas does not collect a deposit from exchange students or people with payment defaults. Hoas also does
- 781 not require advance rent from people with payment defaults.
- 782 – International students are not treated unequally in the housing application process. The higher
- 783 education institutions of the Capital Region take responsibility for international students' housing
- 784 affairs and the underuse of exchange students' apartments.
- 785 – The University communicates about housing services to international students in a comprehensive,
- 786 clear and reliable manner. Finding an apartment and signing a rental agreement is as easy as possible.

787 **TRAVEL**

- 788 Traffic arrangements in the Capital Region focus on developing cycling, walking and public transport in
- 789 particular. Public transport in the Capital Region forms a network city where cross-city traffic has been
- 790 significantly developed. Public transport is also affordable and accessible. In the long term, public transport

791 is free. Improving the conditions for walking and cycling makes the Capital Region livelier and increases
792 people's wellbeing.

793 **Smooth and affordable public transport**

- 794 – Land use and public transport in the Capital Region are planned across municipal borders, with
795 emphasis on rail transport.
- 796 – Traffic planning focuses increasingly on public transport connections between higher education
797 campuses, rail transport and cross-city traffic. All students, including postgraduate students, students
798 over 30 years of age and exchange students, are entitled to a discount.
- 799 – In the long term, a student discount is also given on single tickets and city bikes.
- 800 – Road transport pricing is implemented in the Capital Region. In addition to this, congestion charges are
801 implemented in downtown Helsinki. Income from these sources is channelled into developing public
802 transport, cycling, a park-and-ride system and walking.
- 803 – Parking fees from car parks cover the costs caused by the car parks in full. The city does not subsidise
804 private car parks.
- 805 – Public transport is developed further towards round-the-clock operation. The operating times of the
806 metro are extended.
- 807 – Public transport in the Capital Region is developed to only use low-emission energy solutions as soon as
808 possible.
- 809 – Helsinki Region Transport (HSL) provides free public transport to passengers with physical
810 impairments. Accessibility is considered a central part of developing public transport.
- 811 – Helsinki Region Transport (HSL) invests in public transport for passengers with physical impairments.
812 Investments in accessibility are made especially in bus transport.
- 813 – Entry from public transport stops and stations to the means of transport is accessible by 2027.
- 814 – High-floor means of public transport are lowered and replaced with accessible versions.
- 815 – Communication in all means of transport is multisensory and includes both audible and text-based
816 announcements.
- 817 – The monthly public transport ticket is available to students on physical cards, mobile phones or
818 payment cards, for instance. More charging ports are added to means of public transport.
- 819 – It is possible to make contactless payments in public transport using a mobile device or payment card,
820 for instance.

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

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

835 SERVICES

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

840 **Functioning services, functioning student**

- 841 – Accessibility is taken into account in all services provided by the city, in the planning of urban spaces
842 and in commercial urban spaces.
- 843 – The number of signs is increased, especially in a way that takes special needs into account.
- 844 – The status of students with children is improved by implementing part-time day care in the Capital
845 Region. This would enable studying and attending lectures without removing the right to child home
846 care allowance.
- 847 – Subjective right to free day care is in effect in all cities of the Capital Region.
- 848 – The cities of the Capital Region invest especially in sufficient resources for preventive and outreaching
849 social work as well as in developing the work with new initiatives.
- 850 – Social services for young people must be secured despite the pressure to make cuts.
- 851 – The cities of the Capital Region promote sustainable recycling, the reduction of food waste and plant-
852 based food production in their own activities as well as the activities of their residents and of
853 companies.
- 854 – The City of Helsinki provides students and employees arriving in the country with a one-stop info point
855 featuring all the necessary services.
- 856 – Anonymous job and internship application procedures are adopted as a consistent practice in the
857 recruitments of the cities of the Capital Region to ensure equal treatment.
- 858 – The quality of language courses provided by the cities of the Capital Region is improved and the number
859 of the courses increased. The contents of the courses are made more advanced in order to serve genuine
860 language learning and accumulate vocabulary that is relevant in working life.
- 861 – Planning decisions enable the existence of extensive local services, such as brick-and-mortar stores,
862 that help create a vibrant city.
- 863 – The city conducts a trial of drug consumption rooms and lobbies for legislation that enables this trial. In
864 the long term, the City of Helsinki starts operating drug consumption rooms.

865 **Urban culture belongs to everyone**

- 866 – More art is visible in the streetscape of the Capital Region. For instance, the spontaneous urban art
867 projects of residents are generally regarded positively.
- 868 – The cities of the Capital Region offer a student discount of at least 50% to their own museums and other
869 cultural activities. In addition to this, cultural operators external to the city take students' financial
870 status into account in their pricing.
- 871 – A student discount is available on the rents of city-owned spaces in the Capital Region.
- 872 – Signs of life can be heard in a vibrant city. In music events, for instance, extending the time limits for
873 noise must be possible through the city's permit procedure.
- 874 – The city has non-commercial public space where residents are free to spend their time both indoors and
875 outdoors.
- 876 – The operating conditions of local libraries and city workshops are ensured through sufficient resourcing.
- 877 – Helsinki develops its park areas by, for instance, increasing the number of outdoor sports facilities,
878 picnic tables and recycling points.

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

881 **PARTICIPATION AND DEMOCRACY**

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

- 887 – The cities of the Capital Region start using participatory budgeting or expand their existing practices
888 concerning participatory budgeting.
- 889 – Municipalities are active in electronic influencing channels for residents and utilise these channels in
890 their own preparatory work and decision-making processes.
- 891 – Campus areas are a central part of the student's city. Students are separately consulted in relation to
892 changes made to the urban environment in and near campus areas.
- 893 – The voting age is lowered to 16 years.
- 894 – It is possible to vote in municipal, regional and national elections on the University's campuses. Voting
895 in other elections is also possible.

896 **SUSTAINABLE CITY**

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

- 902 – The Capital Region is carbon neutral by 2030 and carbon negative by 2035.
- 903 – The city also takes emissions based on consumption into account in its carbon calculations.
- 904 – The cities of the Capital Region must account for nature-based solutions as part of planning and urban
905 development.
- 906 – The cities of the Capital Region acknowledge their global responsibility and do not make acquisitions
907 from areas where they produce socially or ecologically unsustainable consequences.
- 908 – The conditions for research and teaching in the immediate vicinity of campus areas must be ensured.
- 909 – The City of Helsinki must protect its key nature sites. The number of nature reserves is increased.
- 910 – The municipalities of the Capital Region acknowledge their global responsibility and do not make
911 acquisitions from or maintain contacts with areas where socially, culturally or ecologically
912 unsustainable consequences are being carried out. These consequences include at least human rights
913 violations, forced labour, illegal occupations and the destruction of the habitats of humans or non-
914 human animals.
- 915 – Urban nature is important for residents' wellbeing and natural diversity. Its preservation is fostered and
916 maintenance ensured.
- 917 – New construction and renovations in the Capital Region adhere to strict energy efficiency ratings.
918 Attention is paid to how ecologically sustainable new apartments are throughout their entire life cycle.
- 919 – Reusing buildings must be the primary option, with demolition only a secondary one.

- 920 – Even densely constructed areas have green spaces and space for the rest of nature, such as meadows and
921 other areas that foster biodiversity, in their vicinity.
- 922 – Construction on the recreational areas and green spaces of the cities of the Capital Region is the last
923 resort in increasing housing production. Even densely constructed areas have green spaces and space
924 for the rest of nature in their vicinity.
- 925 – The cities of the Capital Region further promote climate-friendly plant-based food in meals served
926 under municipal services, while prioritising domestic options.
- 927 – The services provided by the City of Helsinki are available in Finnish, Swedish and English.
- 928 – Construction must be based on and promote nature-based solutions. The installation of, for instance,
929 solar panels and green roofs on the roofs of new apartments is encouraged already at the construction
930 stage. The use of materials that increase carbon stocks should also be increased in construction.
- 931 – The city supports timber construction in its planning policies, for instance. Planning solutions are
932 planned in a way that does not endanger natural values.
- 933 – Energy production in the Capital Region is developed towards a diversified model. The small-scale
934 production of solar, geothermal and wind power is made easier through deregulation. The utilisation of
935 nuclear power in the form of small modular reactors, for instance, is also a part of the future carbon-
936 neutral Capital Region.
- 937 – The potential of geothermal wells is utilised in carbon-neutral heat production.
- 938 – The number of recharging points for electric cars in the Capital Region is increased and the recharging
939 infrastructure for electric cars actively supported.

940 **HEALTH AND WELLBEING**

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

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

952 **SUCCESSFUL EXPANSION OF THE FSHS**

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

- 961 – Under specialised health care, the services of gynaecologists and dermatologists are restored and the
- 962 services of psychiatrists increased.
- 963 – In services produced by the FSHS, the focus is on prevention and increasing knowledge above all.
- 964 – The FSHS revises its reception times to correspond to the needs of its wider customer base.
- 965 – The FSHS's services take students' diversity into account. This is supported by training the personnel on
- 966 themes such as encountering minorities and the challenges they face.
- 967 – Student unions continue to take part in the FSHS's decision-making processes. In connection with the
- 968 expansion, the retention of the flow of information and opportunities to influence matters is ensured.
- 969 – Kela's new role as the organiser of student healthcare services requires it to conduct clear and
- 970 multilingual communication on payment practices in particular.
- 971 – The FSHS's resources are increased primarily by increasing the state's share, not by raising the payment
- 972 share of students.
- 973 – On working days, during the FSHS's opening hours, the FSHS's patients can reach their own unit during
- 974 the same day that they make their first contact.
- 975 – The FSHS's services are expanded to cover all higher education students and exchange students living or
- 976 permanently residing in Finland, while retaining the same level of quality and accessibility in its
- 977 services in the long term.
- 978 – Kela sends students an invoice for the FSHS payment.

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

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

- 987 – The FSHS directs its resources towards conducting preventive work aimed at promoting student health
- 988 and preventing excessive strain.
- 989 – Electronic services are further developed in the case of remote receptions, virtual groups and smart
- 990 diagnostics, for instance.
- 991 – SelfChat is open as extensively as possible.
- 992 – The FSHS creates a clear operating model for statutory reviews of study environments, with HYY
- 993 involved in a fixed role.
- 994 – International students, and exchange students in particular, receive enough information about the
- 995 organisation of health care in municipal health care.

996 **WELLBEING IN THE UNIVERSITY COMMUNITY**

997 The study ability of students is a shared cause for the entire University community. Personnel have the time
 998 and desire to pay attention to how students are coping. Different providers of student services as well as
 999 different student communities are connected in a way that makes it easier to direct students who need help
 1000 towards the right kind of help on a low threshold. The University's facilities and teaching occasions enable
 1001 the promotion and maintenance of student health. We also closely cooperate with the University on all
 1002 projects that address the wellbeing of the University community. Ableism, racism, transphobia and other

1003 forms of discrimination are fought at all levels of the University. Non-accessibility for people of all kinds of
1004 disabilities is removed from the structures of teaching and the University's operation.

- 1005 – The FSHS must offer students any tests and vaccinations that they require for their studies. For its part,
1006 the FSHS supports and enables students to leave on exchange by providing them with any mandatory
1007 health inspections and vaccinations.
- 1008 – The University's demands for attendance on theory courses yield according to students' physical and
1009 mental health. For instance, it must be possible to choose to follow teaching online in case the student's
1010 health status or coping do not allow them to be present on campus.
- 1011 – Psychotherapy training is free.
- 1012 – As a short-term goal, the availability of Kela's rehabilitative psychotherapy is improved by
1013 compensating the costs caused by seeking a therapist as well as the excesses of the therapy itself for
1014 those residents who cannot otherwise afford the treatment they need.
- 1015 – All campuses have a silent room.
- 1016 – Sitting at the University is decreased by, for instance, increasing the number of electric tables and
1017 making it possible to follow lectures standing up.
- 1018 – Bullying, harassment and inappropriate behaviour are prevented and efficient action taken against
1019 them in the University community. The University provides training on what to do in such situations.
1020 The University has clear and accessible instructions on how to act if you experience bullying or
1021 harassment or want to take action in such situations.
- 1022 – The University increases the resources for study psychologists' services to correspond with the demand
1023 for the service.
- 1024 – The University supports students' ergonomics and physical activity by taking measures that are in
1025 accordance with the 'Higher Education on the Move' campaign.
- 1026 – Sufficient resources are allocated for the Guidance Corner, and its operations are expanded to cover all
1027 campuses.
- 1028 – A separate service is created for international students, focusing on providing information and guidance
1029 especially to students whose native language is not Finnish or who are not Finnish citizens.
- 1030 – The University provides its personnel with training on encountering students who have challenges with
1031 learning, burnout, mental health or substance abuse, for instance.
- 1032 – The burden caused by studies and organisational activities must be reduced to decrease excessive strain
1033 among students.
- 1034 – Student culture is not built around alcohol. Alcohol-free events and options are a natural part of
1035 student activities.
- 1036 – The personnel is also provided with training on supporting neuroatypical and disabled students.

1037 **BUILDING STUDENT WELLBEING**

1038 Building student wellbeing begins with functional preventive health services. The City of Helsinki and other
1039 wellbeing services counties take responsibility for promoting their residents' health. It is also important to
1040 increase cooperation with the cities of the Capital Region and UniSport in order to increase students'
1041 physical activity and wellbeing.

- 1042 – Access to long-term therapy is faster and easier than before. This is achieved by, for instance,
1043 developing a comprehensive register for finding a suitable therapist and making the process of applying
1044 for therapy smoother.
- 1045 – Low-threshold services are available to all students regardless of age.

- 1046 – Everyone under 29 years of age or of limited means in the Capital Region is provided with free
- 1047 contraception and menstrual products. The long-term goal is to provide both for all residents of the
- 1048 Capital Region. The value added tax for menstrual products is reduced to correspond to that of other
- 1049 health products.
- 1050 – Minorities have mental health services available for them that are familiar with the problems they face,
- 1051 including racism, ableism and transphobia.
- 1052 – Seeking help for mental health problems is made easier by providing many different contact channels
- 1053 and information about parties that provide help trilingually.
- 1054 – The therapy guarantee is implemented, and sufficient resources are allocated for its implementation.
- 1055 – The right of individuals suffering from mental health challenges to receive sufficient treatment is
- 1056 reinforced by increasing resources for personnel and treatment in both basic and specialised health
- 1057 care.
- 1058 – The accessibility of psychologists' services for young people is increased by increasing the number of
- 1059 psychologists on all levels of education.
- 1060 – Young people are taught mental health skills. Enforced personnel ratios that account for mental
- 1061 wellbeing are created for student health care and health care provided in educational institutions.
- 1062 – Psychotherapy compensated by Kela is completely free to people under 29 years of age, students and
- 1063 people of limited means. Excesses are abandoned in full, and it is possible to receive psychotherapy
- 1064 compensated by Kela for a longer period than 3 years, if needed. A lack of work ability cannot prevent
- 1065 access to psychotherapy compensated by Kela.
- 1066 – Low-threshold sports opportunities are ensured. An adequate number of free sports services is available
- 1067 in the Capital Region. A student discount of 50% is given on the city's sports services that are subject to
- 1068 a fee.
- 1069 – Students are able to take care of their health regardless of their income level.
- 1070 – Sports services are available on all campuses and units of the University.
- 1071 – UniSport offers its services on all campuses.
- 1072 – UniSport's services are affordable and diverse.
- 1073 – International students with special needs have the right to receive the same support services as Finnish
- 1074 students. The services are also available to students from outside the EU and EEA.

1075 **Intoxicant policy**

- 1076 – Drug use is depenalised, and drug addicts are provided with medical, psychosocial and other required
- 1077 treatment and support.
- 1078 – Intoxicant policy is based on research, and its focus is shifted towards the minimisation and prevention
- 1079 of damages.
- 1080 – The adoption of drug consumption rooms is promoted in areas suited for them.

1081 **SUBSISTENCE**

1082 We are building a society that gives students the courage to build their own future and find their own

1083 direction – to try and sometimes fail. Challenging situations in life and financial insecurity do not close

1084 doors in front of them. We promote policies that take intergenerational equality into account better than at

1085 present. In the future, Finland is an even fairer welfare state for all people than it is now. The welfare state

1086 is maintained at a Nordic level. In the long term, Finland moves to a general and equal basic income.

1087 **STUDENTS' SUBSISTENCE**

1088 Students whose subsistence is better than at present would benefit the entire society, as sufficient and
1089 predictable subsistence improves wellbeing and increases study ability. Student financial aid is clearly a part
1090 of social security and ensures students' subsistence during their studies.

1091 Students' subsistence consists of many parts, of which student benefits and work are the most important.
1092 Student aid is centred on the study grant, and students do not have to take out loans to secure their basic
1093 subsistence.

- 1094 – Student aid and general housing allowance are sufficient for studying full time.
- 1095 – Student aid is centred on the study grant, and the study grant is tied to the index.
- 1096 – Student aid is reformed to make it a part of other social security benefits at a level that corresponds to
1097 theirs. The obligation to take out a loan is removed entirely.
- 1098 – The number of months of student aid is increased to 55 months. The number of months of aid is
1099 increased proportionately on fields where the study time differs from five years.
- 1100 – The income limits of student aid are moderately raised while ensuring that any increases in them do not
1101 negatively affect the level of the study grant.
- 1102 – The two-tiered nature of student aid is abandoned.
- 1103 – General housing allowance is made a personal benefit.
- 1104 – The requirement to complete 20 credits per year in order to receive the study grant is removed.
- 1105 – Student aid is moved from the Ministry of Education to the Ministry of Social Affairs and Health.

1106 **SUBSISTENCE IN DIFFERENT SITUATIONS IN LIFE**

1107 Students are a diverse group of people. The support nets of society guarantee students' subsistence in
1108 different situations in life and ensure that they can move flexibly between them. Currently, many students
1109 have to cover living expenses by working or establishing their own companies.

- 1110 – The study grant has a provider supplement.
- 1111 – Family leaves are reformed in a way that accounts for diversity in families and the realisation of
1112 equality.
- 1113 – The minimum amount of sickness allowance is increased. Kela expands the criteria for awarding
1114 sickness allowance.
- 1115 – Studies are made more flexible to guarantee students' subsistence in different situations in life and to
1116 make it easier to start a family, be a student entrepreneur and work during studies.
- 1117 – The level of study grant for adult students must be the same regardless of whether they live with their
1118 parents or not.
- 1119 – The number of credits allowed for students on sickness allowance is not limited.

1120 **TOWARDS BASIC INCOME**

1121 Equal education opportunities are dependent on the prospects of getting by financially during studies. The
1122 social security system is extensively reformed to make it correspond to the altered operating environment in
1123 society.

1124 Basic income is one of the key reforms of social security.-It creates security and stability for individuals'
1125 subsistence at a time when atypical employment contracts are becoming more common.

1126 We are also concerned about intergenerational justice and the future of the welfare state. Good generational
1127 policies cannot be implemented without a broad-based evaluation of generational effects at the legislative
1128 stage. This includes investments in both education and young people, taking the capacity of the
1129 environment into account, stopping the trend of increasing inequality and supporting young people's
1130 agency in society.

- 1131 – A monthly, gratuitous basic income is paid to all Finnish persons of age covered by social security. The
1132 basic amount of basic income ensures sufficient basic security. In addition to this, means-tested
1133 supplementary income may be granted for the costs of housing, sickness or custodianship, for instance.
- 1134 – Social benefits must be personal.
- 1135 – Student loan, whether taken out or not, is not counted as income when applying for social assistance.
1136 The level of study grant is increased before the move to basic income.
- 1137 – Increasing the maximum price of meals in student restaurants must be tied to a simultaneous increase
1138 to the meal subsidy.
- 1139 – Students are involved in the total reform of the social security system and in developing basic income.

1140 **EQUALITY**

1141 All human beings are equal regardless of their gender, age, ethnic or national origin, nationality, language,
1142 religion, belief, opinion, disability, health, sexual orientation or other personal characteristic. HYY actively
1143 works towards being a genuinely antiracist and intersectionally feminist organisation that takes diversity
1144 and accessibility into account in all its activities. This work is conducted in cooperation with various parties
1145 and experts. HYY recognises different forms of discrimination and takes action against them in all its
1146 activities. Antiracism refers to active work that is aimed at finding ways to identify, oppose and prevent
1147 racism, while intersectional feminism recognises not only gendered effects but also other intersecting
1148 factors that cause discrimination.

1149 **MORE EQUAL SOCIETY**

1150 Equality is a central basic right, and the rights of all people are not yet realised in society. Assumptions and
1151 stereotypes are recognised, and our own activities are approached critically. HYY encourages everyone to
1152 assess their prejudices and attitudes. Structures that create inequality must be dismantled, and the equal
1153 treatment of all people must be ensured. We ensure that equality is realised in our own activities and take
1154 stands on societal problem areas. Linguistic equality is improved by ensuring sufficient resources for
1155 interpretation in the city's services and at other levels of society. The Non-discrimination Act is amended in
1156 such a way that the actions of higher education institutions and other educational institutions are
1157 recognised as discrimination in situations where an institution is informed of a student having experienced
1158 harassment but fails to take appropriate measures.

1159 **Gender and sexual orientation**

- 1160 – Finland enacts a new trans act that is based on the right to self-determination. The infertility
1161 requirement is abandoned. For people over 15 years of age, legal gender recognition is based on the
1162 individual's own declaration. The long-term goal is to fully abandon legal gender markers. The gender
1163 reassignment process is made smoother and easier.
- 1164 – Making assumptions related to gender, sexuality, relationship status or any other personal
1165 characteristic is brought to an end, and related stereotypes are dismantled.

1166 **Antiracism**

1167 The existence of the multifaceted phenomenon of racism is recognised at all levels of society. Racism may
1168 be interpersonal, structural or internalised. Interpersonal racism refers to discrimination between people or
1169 groups of people that is based on race or ethnicity. Structural racism refers to hidden practices and rules
1170 that are in place in institutions and produce racialised and ethnic inequality almost imperceptibly. People
1171 that belong in minorities may also have internalised racist thoughts themselves, and this is called
1172 internalised racism.

1173 Educational institutions – and universities in particular – must have the ability to identify, prevent and take
1174 action against different forms of racism. The effects of interpersonal and structural racism on the University
1175 community are continuously assessed.

1176 Antiracist measures:

- 1177 – Action is taken against racism in all its forms both in the Student Union and at the University.
1178 Awareness of antiracist practices is increased at all levels of society through training events, and the
1179 implementation of these practices is promoted. The University drafts an antiracist programme in
1180 cooperation with its interest groups and provides its personnel with training on antiracist practices.
- 1181 – Students have channels and a contact person at the University to provide them with expert help when
1182 they encounter racism.
- 1183 – Professors, lecturers, hourly-paid teachers and other personnel as well as students are provided with
1184 resources to help them deal with racist situations.
- 1185 – Clear instructions are drafted on taking action against racist behaviour by teaching and other personnel
1186 as well as students.
- 1187 – Anonymous recruitment practices are adopted at the University. Recruitment processes must take into
1188 account applicants with different backgrounds.
- 1189 – In the long term, efforts are made at the University to promote equality between different ethnic groups
1190 that is based on research.
- 1191 – In the long term, the University of Helsinki hires psychologists who are culturally sensitive and trained
1192 on the effects of racism on health.
- 1193 – In the long term, the University of Helsinki hires an antiracist specialist for Student Services.
- 1194 – Finland ratifies the Indigenous and Tribal Peoples Convention (ILO 169).

1195 **Accessibility**

1196 Environments, products and services are built to be accessible. Different needs are taken into account in the
1197 design of the University's premises, other public spaces and urban environment, and already existing
1198 premises are made accessible. These premises are all accessible to different kinds of people, including the
1199 disabled, neuroatypical people and people with a disease that limits their daily life.

1200 The detrimental effects of ableism on the participation, wellbeing and coping of individuals are recognised
1201 at different levels of society – and especially at the University. Ableism refers to discrimination against
1202 disabled people and assumptions about their abilities based on their disability. Students who are disabled,
1203 neuroatypical or chronically ill as well as students with mental health disorders are all a part of the
1204 University community. Special arrangements must be easily available to students who need more support.

- 1205 – Society must promote the making of accessibility reviews.

- 1206 – Accessibility signage is taken into use at the University and in public spaces.
- 1207 – The duty of the education provider is to ensure that the teachers on courses are able to take into
- 1208 account the individual needs of students and to organise the necessary supportive measures for them.
- 1209 – The availability of various aids for students and personnel is improved. The University must also have
- 1210 personnel whose job description includes using the aids and communicating about arrangements for
- 1211 special support.
- 1212 – The University must be active in offering special support and improve its availability by actively
- 1213 increasing accessibility.
- 1214 – In the long term, the University of Helsinki hires full-time accessibility contact persons for Student
- 1215 Services.
- 1216 – In the long term, the University of Helsinki hires psychologists who are trained on the effects of ableism
- 1217 on health.
- 1218 – The Non-discrimination Act is amended in such a way that the actions of higher education institutions
- 1219 and other educational institutions are recognised as discrimination in situations where an institution is
- 1220 informed of a student having experienced harassment but fails to take appropriate measures.

1221 **Financial equality**

- 1222 – A higher level of social security for students makes studying possible for students in different situations
- 1223 in life.
- 1224 – Studying is also possible when partially disabled.
- 1225 – The varying socioeconomic backgrounds of students are taken into account in teaching at the
- 1226 University.
- 1227 – Students having an academic family background must not be the default assumption in teaching.
- 1228 – Mechanisms that produce inequality and help educational and income levels be structurally inherited
- 1229 are dismantled.
- 1230 – Seeking higher education is possible to everyone regardless of their socioeconomic background.

1231 **Self-determination and safety**

- 1232 – We oppose violence in all its forms, including armed, structural, social, financial, linguistic, sexual,
- 1233 psychological and physical violence. We acknowledge the right of the state to use violence when
- 1234 absolutely necessary.
- 1235 – Everyone has the right to bodily autonomy.
- 1236 – The personal choice of a pregnant person is sufficient grounds for termination conducted before the
- 1237 12th week of pregnancy.
- 1238 – Sterilisation is a freely available procedure for people over 25 years of age.
- 1239 – Performing any kinds of genital mutilation or cosmetic surgeries on children's genitals is brought to an
- 1240 end.
- 1241 – The current conscription model is replaced with gender-neutral conscription based on which the
- 1242 Finnish Defence Forces selects people, regardless of their gender, to complete military service according
- 1243 to its own needs. The current model of non-military service is abolished and replaced with an unarmed
- 1244 national service model that focuses on duties performed in times of crisis. In the short term, total
- 1245 objectors should not be given prison sentences. Non-military service must not be used as punishment
- 1246 through it being factually longer than military service.
- 1247 – Rape legislation is based on the lack of consent.

1248 **SUSTAINABLE DEVELOPMENT**

1249 The environment and development cooperation are a part of a wider theme of sustainable development.
1250 Sustainable development refers to social, financial, ecological and cultural sustainability. We are committed
1251 to the goals of sustainable development stated in the United Nations' Agenda 2030, and our activities or
1252 policies may not conflict with these goals. The principles of sustainable development are taken into account
1253 in all decision-making processes.

1254 The impact of human activity on the climate and nature, that is, the climate and environmental crises and
1255 biodiversity loss, is the greatest generational policy issue of our time. The suffering, uncertainty and costs
1256 caused by the climate and environmental crisis fall disproportionately on young people, future generations
1257 and, especially on a global scale, the humans and other species that are in the weakest position. Finland
1258 must be a pioneer in the fight against climate change, conduct impactful and ambitious climate and
1259 environmental policy and listen to independent researchers and experts when making decisions.
1260 Environmental issues are approached holistically by acknowledging and dismantling the underlying
1261 unsustainable ways of thinking and acting that are prevalent in society.

1262 **ENVIRONMENTAL CRISIS**

1263 We actively promote environmental responsibility as well as set an example at the University and in the
1264 city. We take a stand on environmental issues in society in general. As a part of environmental issues, the
1265 increased scientific knowledge on issues concerning animals and their treatment is also taken into account.
1266 Taking animal rights into account and treating animals with respect are a part of sustainable development
1267 activities.

1268 Climate change, pollution, ecosystem destruction, extinction and current consumption models constitute
1269 the greatest global problems today, and along with their side effects, they form the environmental crisis,
1270 creating serious challenges for the future of humankind. This is why we, as a significant student-political
1271 actor, also have the duty to both rely on research in our own operations and influence matters to help keep
1272 the Earth viable for future student generations.

1273 We educate students towards an environmentally responsible lifestyle by, for instance, providing
1274 opportunities to influence and participate in matters related to the environment in contexts such as the
1275 Environmental Committee.

1276 **Society**

- 1277 – Biodiversity loss in Finland is brought to a stop. Untouched and vulnerable ecosystems, such as old-
1278 growth forests, are protected and restored. Land and water use planning is obligated to compensate for
1279 any damages caused to biodiversity.
- 1280 – Society enables a sustainable food system that guides people towards eating primarily vegan food and
1281 promotes the reduction of food waste in food supply chains and consumption.
- 1282 – Sustainable development and responsibility have a strong impact on the national funding model for
1283 universities as well as their assessment and audits.
- 1284 – An act on corporate responsibility is enacted in Finland.
- 1285 – All societal decision-making processes are based on the framework set by the environment.
- 1286 – Cities and the state electrify company cars at their working places, and company cycling is supported.

- 1287 – Social justice is taken into account in professions that will disappear because of climate change and
1288 other environmental crises. Among other measures, society provides further education for those who
1289 will lose their job.
1290 – Research aimed towards solving major challenges related to sustainability is promoted.

1291 **Energy and emissions policy**

- 1292 – Finland is carbon neutral by 2035 and then strives to become carbon negative. Carbon sinks and stocks
1293 must be increased.
1294 – Emission compensations are the last resort to achieve carbon neutrality. Any compensations are based
1295 on scientific knowledge and research.
1296 – Society makes a transition to completely sustainably and responsibly produced, fossil-free or renewable
1297 energy sources. These are made the most financially viable alternative for consumers, households and
1298 companies. Investments and technological development aimed at these energy sources are also funded.
1299 – In the long-term, a full transition is made to renewable energy sources. Sustainably and responsibly
1300 produced nuclear power is a part of the transition towards more sustainable energy production than at
1301 present.
1302 – The use of peat, oil, coal and other fossil-based energy sources in energy production is banned.
1303 – The fundamental problems of the European Union's collective emissions trade system are fixed. The
1304 emissions trade is expanded to cover as many industries as possible, including air traffic. The total
1305 amount of emissions rights is regularly decreased.
1306 – Carbon neutrality is promoted in relation to national traffic. Public transport is accessible all over
1307 Finland, and the special needs that student cities and students have for it are taken into account. The
1308 rail network is developed, and fossil-free forms of transport, or those using other clean energy sources,
1309 are the primary form of mobility within the country.

1310 **ECONOMICALLY SUSTAINABLE DEVELOPMENT**

1311 Economic sustainability refers to balanced financial growth that takes place within the carrying capacity of
1312 the Earth and that ensures the wellbeing of future generations. The freedom of action of Finland, higher
1313 education institutions, HYY and students is based on financial independence. As part of society, we must
1314 organise our finances sustainably to ensure that future generations will also have the freedom to decide on
1315 their own actions.

- 1316 – We commit ourselves to sustainable financial management and financial balance. Future student
1317 generations are left with similar or better opportunities to develop operations than those that ours has
1318 had.
1319 – Corporate subsidies that are harmful to the environment are abandoned. The promotion of a more
1320 sustainable future and responsibility are a prerequisite for corporate subsidies.
1321 – Consumer products are equipped with a mandatory label on their climate and environmental effects to
1322 make more sustainable consumption easier.
1323 – Consumer products are taxed in such a way that making more climate-friendly and sustainable choices
1324 is financially viable for consumers. The regulation and taxation of manufacturing products as well as
1325 their maintenance and reparation services support the extension of products' service life and the
1326 reduction of their life cycle emissions.
1327 – Polluting companies and products are taxed at a higher rate than others.
1328 – Universities follow the principles of carbon-neutral circular economy in their own operations as well as
1329 take concrete action to nurture biodiversity.

- 1330 – The taxation and subsidisation systems in place in society are rapidly changed to strongly incentivise
1331 the reduction of emissions and environmental conservation.
1332 – Cities and the state move towards circular economy and realise its principles.

1333 **DEVELOPMENT COOPERATION**

1334 Development cooperation conducted by us affects the status of groups of people that are in the weakest
1335 position. Basic education, human rights, improving the status of women and children, and sustainable
1336 environmental solutions are key to this. HYY's Development Cooperation Committee is responsible for
1337 planning and implementing our development cooperation projects in cooperation with the member of the
1338 Board in charge of development cooperation, the chief financial officer and the secretary general. We
1339 primarily conduct development cooperation either with a partner that commits to our values or with project
1340 support from the Ministry for Foreign Affairs.

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- 1342 – Development cooperation is conducted in a local-based manner, with the aim of achieving independent
1343 improvements to quality of life.
 - 1344 – Development cooperation is conducted on the terms of the target community and in friendly
1345 cooperation with it.
 - 1346 – Finland uses at least 0.7% of its gross national product on development cooperation as per the United
1347 Nations' recommendations.
 - 1348 – We assess the efficiency and success of our development cooperation projects both during their
1349 planning stages and after the projects have ended. Development cooperation is based on research.
 - 1350 – Our members participate in our development cooperation projects extensively. We communicate about
1351 the development cooperation we conduct in our own channels.