

HYY's Policy Paper

2	Table of Contents	
3	1. INTRODUCTION.....	3
4	2. STUDENT UNION	3
5	ORGANISATIONAL POLICY.....	3
6	Introduction	3
7	What kind of organisational activities can be accepted under HYY.....	3
8	General principles guiding the allocation of operating grants	4
9	General principles guiding the allocation of organisational premises.....	4
10	Contacts with organisations.....	4
11	Operations and role of the Student Organisations Committee.....	5
12	CULTURE AND EVENTS.....	5
13	Introduction	5
14	Student Union as producer of culture.....	5
15	Student Union as advocate of culture	6
16	3. UNIVERSITY	6
17	EDUCATIONAL POLICY.....	6
18	Introduction	6
19	Influencing opportunities at the University.....	6
20	Free and equal education	7
21	Working life	7
22	Student services.....	7
23	Structure of the education system.....	8
24	Studying at the University.....	9
25	4. SOCIETY	11
26	HOUSING AND CITY	11
27	Introduction	11
28	Housing.....	11
29	Travel	13
30	Services.....	14
31	Participation and democracy.....	14
32	Sustainable city	15
33	HOAS.....	16
34	HEALTH AND WELLBEING	17
35	Introduction	17
36	Retaining the FSHS and its successful expansion to universities of applied sciences.....	18
37	FSHS and services in support of study ability	18
38	Wellbeing in the University community	18
39	Building student wellbeing.....	19
40	Bodily autonomy for all.....	19

41	SUBSISTENCE.....	19
42	Introduction	19
43	Student's subsistence	20
44	Subsistence in different situations in life	20
45	Towards basic income	20
46	SUSTAINABLE DEVELOPMENT	21
47	Introduction	21
48	Environment	21
49	Development cooperation.....	21
50		
51		

1. INTRODUCTION

This document guides the activities of the Student Union of the University of Helsinki (HYY) and defines its policies as relevant to the advocacy work it conducts. The Policy Paper is based on the Student Union's Strategy and the values defined therein: education, equality, humanity, courage and responsibility. If needed, the Policy Paper is updated by the Representative Council's decision.

2. STUDENT UNION

ORGANISATIONAL POLICY

Introduction

The purpose of this section is to identify the general principles for the type of organisational activities that can be accepted under HYY and to identify the general principles that guide the allocation of operating grants and organisational premises. In addition to this, the section sets guidelines for communications between HYY and the organisations operating under it as well as on the role and responsibilities of HYY's Student Organisations Committee.

One of the most important tasks of the Student Union is to support the independent activity of the student community and connect students both to their study community and, more broadly, to the entire Student Union. Members of the Student Union have the opportunity to express themselves and participate in society through HYY, encouraged by HYY and within HYY.

The Student Union is not able to provide everything it wants directly to its members, and for this reason, the organisations operating under it do diverse and valuable work for their members, from the Student Union's perspective, too. HYY recognises the importance of the organisations' work and cooperates with them. Organisations provide their members with a community in which they can practise many useful skills. For HYY, it is essential that each student has their own community within the Student Union. HYY offers organisations appropriate facilities and supports their activities both financially and by providing services.

What kind of organisational activities can be accepted under HYY

HYY's organisational field consists of communities with members who have a certain connecting element such as a common field of study, home region or interest in the same hobby or ideology. The basic principle is that organisational activities are open to everyone. Only in the case of subject organisations or similar may the subject act as a limiting factor. The fulfilment of this principle is essential when assessing an organisation's suitability to operate under HYY. This applies to both organisations already operating under HYY and organisations applying for the status. Rules for organisations operating under HYY determine the suitability of organisations to operate under HYY in a more detailed manner. Organisations are also required to comply with HYY's Equality Plan.

- HYY's organisational field is diverse and open and produces activities that are in compliance with HYY's objectives.

96 **General principles guiding the allocation of operating grants**

97

98 HYY's Board's Financial Committee prepares the allocation of operating grants based on the operating
99 documents delivered by the organisations. Besides enabling organisational activities, the objective is to
100 encourage organisations towards diverse, high-quality, transparent, evolving and sustainable activities.

101

102 The Financial Committee is obliged to consult the Student Organisations Committee annually on practical
103 arrangements concerning the allocation of operating grants, such as more detailed criteria for the
104 allocation, when these arrangements are being prepared. The process of allocating operating grants is
105 transparent to organisations. The allocation process is widely communicated, and the organisations are
106 given constructive feedback on the submitted applications after the allocation has been made.

107

- 108 • The operating grants enable and encourage towards diverse, high-quality activities that comply with
109 HYY's objectives.

110

111 **General principles guiding the allocation of organisational premises**

112

113 HYY's Board's Financial Committee prepares the allocation of the Student Union's organisational premises
114 for the use of organisations. Before the process of allocating the premises, the organisational sector
115 conducts a review of premises, charting necessary information on current organisational premises and their
116 usage.

117

118 The allocation of premises is based on the extent of organisations' activities, the activities' coverage among
119 HYY's members, the suitability of the premises for organisations' activities and the organisations' need for
120 premises offered by HYY. When several organisations are placed into the same premises, the preconditions
121 for the shared use of the premises are taken into account. When the allocation of premises is prepared, the
122 Student Union takes into account how well the organisations take care of their premises and of the
123 principles of safe space, any possible violations of the user guideline and any other observed
124 misdemeanours that have occurred among the organisations. Applying for the premises is the prerequisite
125 for being allocated premises and being allowed to continue using them. Matters related to the application
126 process are communicated through communication channels that reach the organisations.

127

- 128 • HYY provides its organisations with organisational premises that suit their activities.

129

130 **Contacts with organisations**

131

132 HYY's contacts with organisations are clear and up-to-date, and take the diversity of the organisational field
133 into account. Members of HYY's Board are responsible for communicating with organisations as concerns
134 their own sector by keeping in touch with organisational actors relevant to their sector. Communication
135 occurs trilingually, and information on HYY's services and activities that concerns organisations is available
136 in Finnish, Swedish and English. HYY's committees and other volunteers aid the Board and the specialists in
137 communications.

138

139 Besides up-to-date communications, training the organisations is an important part of HYY's contacts with
140 the organisations. Organisational actors are trained for their tasks, which contributes to smooth and
141 appropriate activities. When planning the training activities, the current needs of the organisational field
142 are taken into account.

143

- 144 • Contacts between HYY and the organisations operating under it are functional.

- 145 • HYY provides training sessions for organisational actors.

146

147 **Operations and role of the Student Organisations Committee**

148

149 HYY's Board's Student Organisations Committee is responsible for acting as a discussion channel between
150 HYY and organisations and for improving and developing the operating conditions of organisations in
151 cooperation with the specialist, the member of the Board in charge of organisations and the Financial
152 Committee.

153

154 Committee meetings address current affairs related to HYY's organisational field, plan training sessions and
155 other events aimed at organisations as well as other Committee activities. The meetings are always open to
156 all members of organisations operating under HYY.

157

158 The Committee organises training sessions for organisational actors both independently and in cooperation
159 with the rest of the sector. Committee activities are documented and publicly available.

160

- 161 • HYY has a functional Student Organisations Committee that develops organisations' operating
162 conditions.

163

164 **CULTURE AND EVENTS**

165

166 **Introduction**

167 The aim of this section is to state the principles related to HYY's cultural and event activities.

168

169 **Student Union as producer of culture**

170

171 HYY's own cultural events are used to create a common identity for the Student Union, make HYY's
172 activities visible both outwards and to our membership as well as bring the Student Union closer to its
173 members. HYY's cultural and event activities are based on transparency, diversity and the creation of
174 communality. Trilingualism is taken into account when planning events, and communications occur in
175 Finnish, Swedish and English.

176

177 Depending on the nature of the events, they may be produced in cooperation with the University of
178 Helsinki, other student unions, the City of Helsinki and other possible cooperation partners.

179

180 A committee in charge of HYY's events and cultural activities acts as a part of HYY's events sector,
181 participating in the production of the Student Union's events from the planning stage onwards.

182

- 183 • HYY's events are organised on all campuses, and they engage all interested students and organisations.
184 • The diverse activities of organisations are highlighted in events, and the organisations are given
185 opportunities to produce content for HYY's events.
186 • HYY's events are accessible to as large a proportion of HYY's membership as possible by, for instance,
187 being as affordable and physically accessible as possible.
188 • All HYY's members are able to participate in the production of HYY's events through the Committee.
189 • The Committee is also encouraged to actively produce its own events.

190

191 **Student Union as advocate of culture**

192 A distinctive student culture with its own parties, customs and traditions has developed among the
193 students of the University of Helsinki. HYY keeps this student culture alive, reshapes it and records it.
194 Traditions are not a value in themselves, but the ties that the membership and organisations have to the
195 traditions must be taken into account when they are reformed. Any reforms must serve a purpose. The
196 cultural activities of HYY and the organisations operating under it complement each other, create common
197 student culture and provide opportunities for the membership to both consume and produce culture.

- 198
- 199 • HYY looks after the nationally and cultural-historically significant pieces of art and buildings that it
200 owns.

201

202 **3. UNIVERSITY**

203

204 **EDUCATIONAL POLICY**

205

206

207 **Introduction**

208

209 The purpose of the policy paper's section on educational policy is to state the Student Union of the
210 University of Helsinki's policies related to the University, services aimed at students, teaching and
211 education. HYY considers equality in education, free education and students' influencing opportunities at
212 the University important.

213

214

215 **Influencing opportunities at the University**

216

217 Students are an essential part of the University community. For this reason, students' influencing
218 opportunities at the University must be improved. The University should be a democratic community in
219 which the tripartite principle is genuinely used. Students should be equal members in various
220 administrative bodies and have the opportunity to influence both the preparation of issues and all stages of
221 decision-making.

222

- 223 • The University's decision-making should follow the tripartite principle, according to which decision-
224 making bodies have representation from i) University professors, ii) teaching and research personnel
225 and other personnel and iii) students. Representation from all three groups should be equally large.
226 Students must be able to participate in the preparation of issues, too.
- 227 • The University community must be able to choose its leader in as democratic a method as possible.
- 228 • University Services and the University community as a whole must also be represented in the tripartite
229 system.
- 230 • Doctoral students must be able to participate in the preparation of decisions and the decision-making
231 conducted at the University.

232

233 Free and equal education

234

235 Everyone must have the opportunity to receive higher education regardless of their background, and social
236 mobility must be promoted in society. For this reason, education must be free and economically accessible
237 for all students. Therefore, tuition fees must not be implemented, as they cause inequality in education.

238 Applying to higher education institutions must also be completely free. Preparatory courses that are
239 subject to a charge place applicants into unequal positions, and getting accepted into educational
240 institutions must be possible without such courses.

241

242 • Entrance exams must be retained in disciplines where they measure suitability for the field better than
243 the certificate of matriculation.

244 • The University must not collect fees for participating in entrance exams.

245 • Entrance exam materials must be free.

246 • Entrance exams must be planned in such a way that attending preparatory courses gives no advantage
247 in them.

248 • Study materials must be genuinely free, and a sufficient amount of course materials must be available
249 in university libraries.

250 • No tuition fees should be collected from students from outside the EU and the EEA.

251 • Grants awarded to foreign students should take the students' assets into account.

252 • The amount of assets required from students from outside the EU and the EEA must be lowered.

253 • Education export should follow the University's ethical principles.

254 • Secondary education must be genuinely free to provide everyone equal opportunities for further
255 education.

256

257 Working life

258

259 The University cannot be detached from working life. Instead, studies in all fields must be relevant for
260 working life and competence-based. Studies should develop students' ability to identify and describe their
261 own competence and expertise. The University supports the employment of its students through corporate
262 cooperation and cooperation with the public and third sectors conducted, for instance, as project courses
263 and meetings between students and employers. The University of Helsinki, the municipalities of the Capital
264 Region and the region must support the employment of international students.

265

266 • Students must have the opportunity to receive quality career guidance throughout their studies.

267 • Students must be paid for their internships.

268 • The University must have a sufficiently resourced internship grant system to allow each student to
269 receive the internship grant once during their studies.

270 • Internships abroad offer valuable international work experience. The University must provide students
271 with internship opportunities abroad and encourage them to take these opportunities.

272 • Students' desire to become entrepreneurs should be supported, and entrepreneurship should be taken
273 into account in the University's Career Services.

274 • The University and the Student Union should influence companies to make it easier for international
275 students to acquire internships and employment.

276

277 Student services

278

279 Student services must be accessible and adequate, and they should be available throughout studies. When
280 services are planned and implemented, the diversity of students' situations in life must be taken into
281 account. University facilities provided to students must enable studying and support communality. For

282 instance, the already existing facilities such as campus meeting points and social facilities for students are
283 important and must be retained in the future too. Students' international mobility must be promoted.
284

285 *Support services*

- 286 • Guidance should be easily accessible both face-to-face and online, and opening hours should be
287 extensive enough.
- 288 • Students should be able to receive all support services from one service point.
- 289 • Students must have the opportunity to receive high-quality student counselling from teachers
290 throughout their studies. Counselling only in the beginning of studies is not enough.
- 291 • Counselling teachers must have the opportunity to see information on students' study progress, so that
292 they can offer personal counselling and support those who are not progressing in their studies.
- 293 • The University must reserve resources for study psychologists' services according to demand, and the
294 services must be available to everyone who needs them.
- 295 • Students should continue to have the opportunity to attend both personal and group meetings in study
296 psychologists' services.
- 297 • All support services must be offered in Finnish, Swedish and English.
- 298 • Administrative processes must run smoothly for both students and personnel.
- 299 • A student counsellor who gives advice to students who are having trouble with their studies must be
300 hired for each faculty.
301

302 *Facilities*

- 303 • An adequate number of groupwork, study and social facilities must be provided for students.
- 304 • Teaching facilities must be proportional to the size of teaching groups.
- 305 • The University must take accessibility into account in all facility arrangements.
- 306 • An adequate number of facilities for silent work and workspaces with electric sockets must be
307 provided.
- 308 • The utilisation of empty premises must be more efficient.
- 309 • All subject and faculty organisations must be treated equally when offering them University premises.
- 310 • Facilities suitable for studying and breaks must be available around the clock.
311

312 *Mobility services*

- 313 • Leaving for exchange should be supported financially, so that lack of assets would not act as a
314 restriction on exchange studies.
- 315 • The University must offer guidance on where students can apply for grants for going on exchange.
- 316 • Those leaving for exchange must be supported by orientation periods that prepare students for
317 exchange, for instance.
- 318 • Orientation on returning home, assessing the exchange experience and identifying skills learned on
319 exchange must be organised for those returning from exchange.
- 320 • Besides during mobility windows, students should be able to go on exchange at any other stage of their
321 studies too.
322

323 **Structure of the education system**

324

325 Public funding for teaching and research in higher education institutions must be increased, so that their
326 statutory task is not endangered. The University must be a multidisciplinary Humboldtian university in
327 which students have the opportunity to study many different disciplines and change their field of study
328 should they wish to. The possibility to change study orientations must be ensured for the entire duration of
329 studies.
330

331 *National structure of higher education institutions*

- 332 • The importance of qualitative indicators of teaching in the Ministry of Education and Culture's funding
333 model must be increased.
- 334 • Phenomenon-based shared courses between higher education institutions are a trend worth
335 supporting in the cooperation of higher education institutions.
- 336 • The roles of universities and universities of applied sciences should continue to be functionally
337 different, and legislation concerning them should continue to be separate. However, cooperation
338 between the two is a possibility.
- 339

340 *Internal structure of the University of Helsinki*

- 341 • The right to study up to a Master's degree must be guaranteed for everyone who has been accepted to
342 study.
- 343 • The possibility to change degree programmes must be improved. Changing majors should be possible
344 through sufficient background knowledge, for instance. Students should not be forced to take entrance
345 exams over and over again.
- 346 • Students' right to complete courses should not be limited with measures such as maximum limits to
347 credits.
- 348 • Small disciplines should not lose their operating resources due to transitions to larger units.
- 349 • The University should not outsource teaching that leads to a degree to be organised by other higher
350 education institutions.
- 351

352 **Studying at the University**

353

354 It is important to retain several different routes to apply to the University, and differences between
355 disciplines should be taken into account when organising student admissions. Students must have the right
356 to broad-based, multidisciplinary studies. University teaching should have high quality in terms of both
357 content and pedagogy throughout the studies. In teaching, the University should invest in free electronic
358 study materials that are accessible to students.

359

360 *Student admissions*

- 361 • Besides the matriculation exam and entrance exams, different flexible application routes to the
362 University, such as open online courses, should exist.
- 363 • The quotas for first-time applicants should be abandoned, as they make changing fields of study more
364 difficult and place applicants into unequal positions.
- 365 • Student admissions should not begin to use the model in which everyone is accepted into the
366 University but the students with the worst study success are weeded out along the way.
- 367 • Selection criteria and any changes made to them must be predictable, but in such a way that choices
368 made during secondary education do not significantly limit opportunities to seek different disciplines in
369 higher education.
- 370 • Poor study success in secondary education should not prevent access to higher education studies in
371 case the preconditions for them are otherwise fulfilled.
- 372

373 *Academic freedom*

- 374 • The right to multidisciplinary studies at the University must be kept as broad as possible.
- 375 • The extent of degrees, degree certificates or studies must not be limited.
- 376 • Participation on courses must not be restricted based on the degree programme in which the student
377 studies. Clearly defined requirements on prior knowledge can be used to guide students towards
378 courses that correspond to their skill level.

- 379 • In course registration, precedence should be given to students of the study orientation in question and
380 those for whom the course is obligatory.
- 381 • Obligatory attendance on courses must serve a purpose and be pedagogically justified, and students
382 should be informed of these justifications.
- 383 • The University must make studying flexibly possible without endangering study progress.
- 384 • Learning should not end in graduation. Instead, the University must invest in lifelong learning.
- 385

386 *Study ability*

- 387 • The University must provide tools for developing study ability integrated into other teaching given in
388 the degree.
- 389 • Training on study ability and promoting it must be organised for personnel who counsel students.
- 390 • Studies must be scheduled in a way that supports study ability: the length of lectures, for instance,
391 must serve a purpose and be pedagogically justified.
- 392 • Course information must be available early enough, so that students are able to plan their studies
393 before the term begins.
- 394 • Students' group formation both among themselves and with the personnel must be taken into account
395 when planning teaching.
- 396 • Ergonomics must be taken into account when planning studying facilities by, for instance, making it
397 possible to alternate between standing and sitting in teaching facilities.
- 398 • The implementation of the University's Equality Plan must be made more efficient and monitored in all
399 of the University's units.
- 400

401 *Teaching*

- 402 • The University must ensure that there is a sufficient amount of teaching personnel.
- 403 • The University must organise obligatory pedagogical training for those teaching at the University as
404 well as take care of pedagogical supplementary education and sufficient support services for teaching.
- 405 • Diverse, flexible and pedagogically justified teaching methods must be used in teaching.
- 406 • The size of teaching groups must not increase at the expense of quality, and groups should be divided
407 into smaller units if necessary.
- 408 • Student-centric teaching methods must be applied in all teaching, including teaching conducted by
409 docents and hourly-paid teachers.
- 410 • Courses must be organised in such a manner that their completion in a sensible order is possible within
411 the target time.
- 412 • Teaching and teaching materials must be accessible.
- 413 • Needs for special support must be taken into account at the University.
- 414 • The availability of teaching and teaching material aims at the greatest possible transparency.
- 415 • All book exams must be possible to complete in electronic exam rooms, which must be accessible and
416 open throughout the year.
- 417 • Pedagogy must be at the forefront in the digitalisation of teaching, and sufficient resources and support
418 services must be allocated for it.
- 419 • The use of electronic course books and materials must be increased if it improves the availability and
420 topicality of the material.
- 421 • Feedback on teaching should be collected from students, and teaching should be developed based on
422 the feedback.
- 423 • Feedback should be collected during the study unit and not only at the end of it.
- 424 • The University should support the spontaneous and communal studies of students.
- 425 • Exams must be evaluated anonymously to improve students' legal protection.

4. SOCIETY

HOUSING AND CITY

Introduction

The aim of this chapter is to state HYY's policies and objectives concerning urban policies in the Capital Region and the development of the Foundation for Student Housing in the Helsinki Region (Hoas) in particular. In urban advocacy work, HYY's main objectives are affordable and comfortable housing for students, the advancement of public transport, cycling and walking as well as guaranteeing high-quality services. In addition to this, HYY works for a democratic, transparent, responsible and ecologically sustainable Capital Region, among other qualities. The Student Union has members all around the entire Capital Region, and everyday life is not confined to individual municipalities. This means that land use and public transport in the Capital Region should be planned across municipal borders.

Housing

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

Having a home of one's own is a basic right. The lack of affordable housing is, in fact, the greatest problem for students in the Capital Region. For this reason, the cities in the Capital Region must increase their housing production objectives, so that a sufficient amount of housing construction would cause apartment prices to fall. In addition to this, both municipalities and the state must be open-minded and take genuine action to achieve these objectives.

Solution to the Capital Region's housing problem

- Helsinki adopts the objective of increasing annual housing production to a minimum of 10,000 apartments.
- Efficient construction solves the apartment shortage: compact urban structure consisting primarily of perimeter blocks and supplementary construction on already constructed areas.
- Major roads in Helsinki should be transformed into urban boulevards.
- More studio apartments and two-room apartments should be constructed in the Capital Region, as they are the most in-demand among students.
- Regulations on the minimum size of apartments should be moderately eased, but in a way that apartments still retain facilities needed for living, such as a kitchen, a toilet, washing facilities and space for sleeping. Even small apartments can be fitted with the required functionality with functional and fixed furniture arrangements.
- The obligation to construct parking spaces should be abandoned. This would place the costs caused by their construction on the people who use them, as parking spaces would be constructed on market terms, based on the number of apartment buyers who wish to pay for them.
- Making changes to the allocated uses of spaces should be made considerably easier. Flexibility in planning makes it possible to take empty spaces into residential use.
- The construction norm for civil defence shelters must be abandoned.

- 469 • The most ambitious aesthetic façade regulations on new properties where it would significantly affect
470 the cost of construction must give in when it comes to student apartments.
471

472 *Rooms and homes for students*

- 473 • Helsinki should adopt the objective of constructing a minimum of 400 student apartments every year,
474 while Espoo's objective should be at least 400 apartments and Vantaa's 200 apartments. The long-term
475 goal should be that everyone who wants to find themselves a student apartment can find one without
476 spending more than half a year in the housing queue.
- 477 • Plots assigned for the construction of student housing should either be located near the higher
478 education institutions in the region or have good public transport connections to them. Student
479 housing construction near campuses must be significantly increased. Student apartments should also
480 be constructed in downtown Helsinki. The maximum price of plots assigned for student housing should
481 be the one accepted by the Housing Finance and Development Centre of Finland (ARA).
- 482 • The rental level in student housing should be considerably less expensive than the market rate.
- 483 • A minimum of 5% of new student apartments in each construction project should be constructed to be
484 accessible. Any common facilities should also be accessible. An accessible route to accessible toilet
485 facilities should be available from each apartment.
- 486 • Diversity among students should be taken into account already in the construction phase: different
487 apartment types and flexible floor designs are needed to enable the diverse use of the apartments as
488 family or roomie apartments, for instance.
- 489 • Finland's national student housing policies should focus on improving the housing situation in the
490 Capital Region.
- 491 • In the case of student apartments, the excess interest of the 40-year interest-subsidy loan should
492 follow the general economic situation while remaining lower than the general market rate.
- 493 • To preserve diverse student housing, the operating conditions of parties other than Hoas that offer
494 student apartments should be maintained in the Capital Region.
495

496 *Equal and communal housing*

- 497 • A minimum of 25% of new residential buildings in the Capital Region must have ARA support.
- 498 • A common housing application system for ARA production must be created in the Capital Region. The
499 system should include, for instance, Hoas, the rental apartments of the cities of the Capital Region,
500 student organisations and foundations that offer apartments. The housing application system should
501 have clear criteria, and clear instructions must be made for the operators on communicating with the
502 applicants in an equal manner. Separate criteria should exist for moving into the apartments of
503 different operators.
- 504 • The construction of both non-subsidised and interest-subsidised apartments to the same areas must be
505 required in planning.
- 506 • The constructing parties of all residential buildings must consider how ecological, energy-efficient,
507 healthy, accessible and cosy the apartments they construct are already at the construction and
508 planning stages.
- 509 • Physical accessibility must be promoted with clear instructions and practices as well as adaptable
510 apartments.
- 511 • Investments must be made in the development of new communal and cross-generational housing
512 forms.
- 513 • In the future, family apartments should increasingly be planned in ways that allow them to be
514 converted into communal housing use, too.
- 515 • The state must support rental housing with, for instance, taxation and subsidy policies at least as much
516 as owner-occupied housing.

- 517 • Due to the particularly difficult housing situation in the Capital Region, the state should subsidise non-
518 profit rental housing construction in the Capital Region by applying special measures, such as
519 investment grants, interest subsidy loans and reasonable loan terms.
- 520 • The cities in the Capital Region must guarantee every student the opportunity for affordable housing.
521 • The cities in the Capital Region must have sufficient emergency accommodation premises to prevent
522 residents' temporary homelessness.
- 523 • HYY must offer guidance on apartment seeking and housing-related legal protection as a member
524 service. HYY ensures that students also receive a sufficient amount of information on housing from the
525 University and Hoas.

526 **Travel**

527
528

529 Future traffic arrangements in the Capital Region should emphasise cycling, walking and public transport in
530 particular. Public transport in the Capital Region should create a network city where cross-town traffic has
531 been significantly developed. Public transport should also be affordable and accessible. Improving the
532 conditions for walking and cycling makes the city livelier and increases people's wellbeing.

533 *Smooth and affordable public transport*

- 534 • Land use and public transport in the Capital Region should be planned across municipal borders, with
535 the emphasis on rail transport.
- 536 • Traffic planning should increasingly focus on public transport connections between higher education
537 campuses, rail transport and cross-town traffic.
- 538 • The share of public transport out of all journeys made in Greater Helsinki should be 50% by 2025.
- 539 • Student discounts in public transport must be at least 50% of ticket prices and cover doctoral students
540 and students over 30 years of age, too.
- 541 • The long-term goal must be free public transport in Helsinki.
- 542 • Road transport pricing must be implemented in Helsinki. In addition to this, congestion charges must be
543 implemented in downtown Helsinki. Income from these sources should be channelled into developing
544 public transport, cycling and walking.
- 545 • Public transport should be developed further towards round-the-clock operation. The operating times
546 of the metro should be extended and the rest of the night-time traffic adapted to this.
- 547 • Public transport in the Capital Region should be developed to use only ecological energy sources as
548 soon as possible.
- 549 • Helsinki Region Transport (HSL) must provide free public transport to physically impaired passengers,
550 and accessibility must be considered as a central part of developing public transport.
- 551 • High-floor stops and means of public transport must be lowered and replaced with accessible versions
552 by 2025. The surroundings of public transport stops and stations must also be accessible.
- 553 • Communications in all means of transport must be multisensory and include announcements both
554 audibly and as texts.

555 *The city is experienced on bike and foot*

- 556 • The City Centre campus must be made car-free, so that the campus would be pleasant and walking
557 easy. The pedestrian city centre in Helsinki should be expanded ambitiously.
- 558 • The planning decisions of the cities in the Capital Region should pay attention to the walkability and the
559 conditions for cycling in all higher education campuses.
- 560 • The Capital Region needs an all-year, continuous, safe and comprehensive bicycle traffic network and
561 more cycle lanes.
- 562 • Parking bicycles must be effortless and safe, and transporting bicycles in all means of public transport
563 must be possible and free around the clock.
- 564
- 565

- 566 • HSL's city bike system must be expanded to cover the entire Capital Region continuously, and the
567 cycling season must be extended as much as possible. City bike stations must be placed in places
568 relevant to students, too, such as in the immediate vicinity of campuses, student housing, sports
569 services and the FSHS.
570

571 **Services**

572

573 Functioning and diverse services are a necessary part of a good city, and public services should,
574 consequently, be based on user-orientation, accessibility and investment in prevention. The cities in the
575 Capital Region should recognise the role of students as active producers of culture and a special group
576 within the consumers of culture.
577

578 *Functioning services, functioning student*

- 579 • The status of students with a family must be improved by implementing part-time day care in the
580 Capital Region. This would enable studying and attending lectures without removing the right to child
581 home care allowance.
- 582 • Subjective right to free day care should be in effect in all municipalities in the Capital Region.
- 583 • All communications and services of the cities in the Capital Region must be available in at least Finnish,
584 Swedish and English.
- 585 • The cities in the Capital Region must invest in adequate resources for preventive and outreaching social
586 work in particular, as well as in developing operations with new openings.
- 587 • A one-stop info point managed by the city and featuring all necessary services must be established in
588 Helsinki for students and employees arriving in the country.
- 589 • Anonymous job application procedures must be made into a consistent practice in the city's
590 recruitments to ensure equal treatment.
- 591 • The quality of language courses provided by the cities in the Capital Region must be improved and their
592 number increased. The contents of the courses must be made more advanced in a way that serves
593 genuine language learning and vocabulary relevant for working life.
- 594 • Planning decisions should enable the existence of extensive local services, such as brick-and-mortar
595 stores that help enliven the city.
596

597 *Sports and urban culture belong to everyone*

- 598 • More art may be visible in the streetscape of the Capital Region: for instance, the spontaneous urban
599 art projects of residents should be generally regarded positively.
- 600 • The cities in the Capital Region must offer a student discount of at least 50% to their own museums and
601 other cultural activities.
- 602 • A student discount must be available on the rents of city-owned spaces in the Capital Region..
- 603 • Sounds of life may be audible in the city: in music events, for instance, the time limits for noise can be
604 lengthened through the city's permit procedure.
- 605 • The city must feature non-commercial public space where residents are free to spend their time.
- 606 • The city must offer its empty spaces for cultural activities for free.
- 607 • Construction projects in the Capital Region must use the 'percent for art' principle.
- 608 • The operating conditions of local libraries and urban workshops must be ensured with adequate
609 resourcing.
- 610 • An adequate amount of free sports services must be available in the Capital Region. A student discount
611 of 50% should be created for sports services provided by the city that are subject to charge.
612

613 **Participation and democracy**

614

615 The cities in the Capital Region must act as models for transparent and participatory decision-making. The
616 cities need more equal residents' democracy in which influencing is more focused on participatory
617 preparatory hearings, resident's initiatives and web-based surveys. Residents should be actively informed
618 of the existing influencing methods.

- 619
- 620 • Transparency should be promoted by introducing measures such as open meetings in the committees.
- 621 • Helsinki should expand the use of participatory budgeting and various participatory experiments.
- 622 • Municipalities should be active in the current electronic influencing channels for residents and
623 genuinely utilise them in their own preparatory work and decision-making.
- 624 • Democratic forms of participation must be available in at least Finnish, Swedish and English. Forms of
625 participation must also be offered in the largest minority languages.
- 626 • The cities in the Capital Region must promote a culture of experimentation: by boldly testing new ideas
627 for developing the city we will have evidence on which ideas guide the city towards a positive direction
628 in practice, too.
- 629 • Campus areas are a central part of the student's city: students' opinions should be separately heard in
630 relation to changes made to the urban environment on and near campus areas.
- 631 • Urban space in the Capital Region must be utilised as hangout space and, for instance, in the
632 development of resident's democracy: free notice boards and public meeting places enable the mutual
633 activity of communities.
- 634 • The Capital Region must adopt a role as an enabler and growth platform for the increasing activity of its
635 residents.
- 636
- 637

638 Sustainable city

639

640 Climate change and other acute environmental problems are the greatest threat our planet faces. The cities
641 in the Capital Region should therefore act in an environmentally responsible and sustainable manner and
642 take environmental issues extensively into account in their decision-making: carbon neutrality in the Capital
643 Region should be aimed at as soon as possible. Urban nature is important to residents' wellbeing and
644 natural diversity, and for this reason preserving and maintaining it should be seen to.

- 645
- 646 • The cities in the Capital Region should strive to become carbon neutral by 2030, and both energy use
647 and urban planning should support this objective.
- 648 • New construction and renovations in the Capital Region should adhere to as strict energy efficiency
649 ratings as possible, and construction materials should be environmentally friendly. Attention should be
650 paid to how ecological new apartments are throughout their entire life cycle.
- 651 • Construction onto the nature areas of the cities in the Capital Region should be the last resort to
652 increase housing production, and even dense building areas should have green areas and urban nature
653 nearby.
- 654 • Construction on higher education campuses should not unreasonably disturb the research and teaching
655 activities in the area.
- 656 • The cities in the Capital Region must promote both the reduction of food waste and sustainable
657 recycling in their own activities as well as the activities of their residents and of companies.
- 658 • Solar panels or green roofs should be installed on the roofs of new apartments already in the
659 construction phase. Windmills should be constructed into the coastal area of the Capital Region.
- 660 • The City should support timber construction in its planning policies, for instance.
- 661 • Energy production in the Capital Region should be developed towards a diversified model. The small-
662 scale production of solar, geothermal and wind power must be made easier by deregulation.

- 663 • The availability of district heating in the Capital Region will decrease considerably as carbon neutrality
664 is adopted. This should be anticipated by drilling geothermal wells to new sites already in the
665 construction phase as well as onto the yards of existing buildings.
666

667
668

HOAS

669

670 The Foundation for Student Housing in the Helsinki Region (Hoas) is the most important party providing
671 student housing in the Capital Region. HYY is both the largest founding party and a significant background
672 influencer of Hoas. In accordance with its strategy, Hoas should strive towards the easiest and most
673 comfortable housing for students, without forgetting the affordability of student housing. In addition to
674 this, Hoas should take students' diversity into account in all its activities.
675

676

The most comfortable student housing

- 677 • Hoas should adapt its housing stock to better respond to demand. The most popular housing types,
678 studio and roomie apartments, must be prioritised in both new construction and renovations. The
679 current shared apartments and their rental terms should additionally be changed so that they can be
680 used as roomie apartments.
- 681 • Besides new construction, Hoas should continue to review old properties, raise its own buildings and
682 engage in other supplementary construction. If needed, it must be able to abandon unprofitable
683 buildings and buildings that are not used much. However, abandoning buildings must be clearly
684 justified and support new construction. The total number of Hoas' apartments must not decrease
685 because of abandoning buildings.
- 686 • Hoas must invest in the quality of its apartments. Affordable shared apartments must also be
687 comfortable.
- 688 • Hoas must react to feedback on the health and comfort of its apartments as well as actively collect
689 feedback from its tenants.
- 690 • Hoas should allow small modifications its tenants make to increase comfort in their apartments.
- 691 • Hoas should use electricity that fulfils the criteria of either the EKOenergy ecolabel or the European
692 Commission's Eco-Management and Audit Scheme (EMAS) as well as actively communicate about this.
- 693 • Hoas should provide a separate service for furnishing apartments, which students are able to refuse if
694 they wish to. Additionally, Hoas offers recycling services for furniture.
- 695 • Hoas must support cycling and walking by, for instance, providing a sufficient number of lockable
696 bicycle storage facilities and bicycle stands with frame locking.
- 697 • In connection with new construction and renovations, a modern, high-quality telecommunications link
698 must be built for the housing cooperatives.
699

700

Easily into student apartments

- 701 • The homeless and those under the threat of homelessness are always prioritised in Hoas' allocation of
702 apartments.
- 703 • The Hoas Matchie service is utilised in the formation of the housing queue.
- 704 • Hoas should encourage people towards communal living with services such as the Matchie, and this
705 should be the primary way of forming shared apartments. Preferred home language should be added
706 as a search criteria.
- 707 • Hoas' housing application process must be developed towards a more flexible direction, so that
708 students can apply for both family and roomie apartments simultaneously if they wish to. All applicants
709 with children should not be directed to only apply for family apartments.
- 710 • People living together must always have the possibility to sign separate rental agreements.
- 711 • Hoas should assign properties from its housing stock for different types of students such as peaceful
712 students, partygoers and those finalising their studies.

- 713 • Hoas should take the number of international students into account in its housing supply and provide
714 for the special characteristics in the housing of international students.
715

716 *Tenant democracy*

- 717 • Hoas should organise opportunities for their tenants to get to know both their neighbours and the
718 practices and facilities of their apartment building.
719 • The influencing opportunities of international students must be increased within Hoas. International
720 degree students should also be represented in the tenants' co-operation body of Hoas with a separate
721 mandate, so that their voice can better be heard in Hoas' decision-making.
722 • Tenants must be able to affect their environment through tenant committees, for instance. The
723 existence of common facilities is an essential prerequisite for tenant activity.
724 • In addition to financial grants, Hoas must support tenant activity with training sessions, for instance.
725 • International students should also have the opportunity to act in tenant committees, and they should
726 be actively encouraged to participate in the activities. Communications about tenant activities should
727 be at least in Finnish, Swedish and English.
728

729 *Equal HOAS*

- 730 • Hoas must take students' diversity into account in its communications, the construction phase of
731 apartments, and the principles for queueing and allocating apartments.
732 • All Hoas' services, contracts and communications must be easily available at least in Finnish, Swedish
733 and English.
734 • Hoas must be more flexible than at present in taking into account students' diverse relationships and
735 the needs of gender minorities in shared apartments.
736 • Rooms in shared apartments should primarily not be allocated based on gender, but applicants must be
737 able to choose whether they want to live with someone of a different gender.
738 • The integration of international students should be promoted by letting them choose whether they live
739 with other international students or with Finnish students. This is especially important in the case of
740 international degree students.
741 • Hoas must amend its contracts for apartments rented to exchange students, so that the price of
742 exchange students' apartments is determined in the same way as in other apartments. International
743 students must not be treated unequally in the housing application process. The higher education
744 institutions in the Capital Region should take responsibility for international students' housing affairs
745 and the underuse of exchange students' apartments.
746 • The higher education institutions in the Capital Region must take responsibility for their exchange
747 students' housing and, if necessary, the housing affairs of international degree students. The University
748 should inform international students about housing services in a comprehensive, clear and reliable
749 manner, so that finding an apartment and signing a rental contract is as easy as possible.
750

751 **HEALTH AND WELLBEING**

752

753 **Introduction**

754

755 The purpose of this section is to state HYY's policies and objectives for advocacy work related to the Finnish
756 Student Health Service (FSHS) and health policies. The FSHS is, and should continue to be, the most
757 important operator promoting and maintaining student health. The role of the FSHS inseparably includes its
758 preventive work, which draws a parallel between the FSHS and occupational health care. The expansion to
759 universities of applied sciences sets challenges for the FSHS's activities, and navigating them successfully
760 requires additional resources to funding. In health policy, HYY is especially worried about students' mental

761 health and the resources of mental health services. In general, HYY wishes to participate in social discussion
762 to decrease the stigmatisation of mental health issues and ensure the fulfilment of bodily autonomy, which
763 follows from the human rights of all people.

764

765 **Retaining the FSHS and its successful expansion to universities of applied sciences**

766

767 HYY considers that the expansion of the FSHS to cover all higher education students is worth supporting
768 and would increase equality among students. However, the change nearly doubles the number of the
769 FSHS's customers, and it is particularly important that the FSHS's service level does not decrease due to the
770 change. The FSHS's special status as a producer of preventive services requires significant resources to the
771 preventive services of students of universities of applied sciences, too. HYY also demands sufficient
772 resources for oral health services.

773

774 • The FSHS must be responsible for students' basic healthcare, including mental health and oral health
775 services.

776 • Under specialised healthcare, the services of gynaecologists, dermatologists and psychiatrists are
777 particularly important.

778 • In oral healthcare, attention must be paid first and foremost to prevention and increasing knowledge.

779 • The FSHS revises its reception times to correspond to the needs of its wider customer base.

780 • The FSHS must communicate about all its services in Finnish, Swedish and English.

781 • The FSHS's services must take students' diversity into account, and staff must be trained on this if
782 necessary.

783

784 **FSHS and services in support of study ability**

785

786 To function properly, the FSHS's preventive work requires functional campus cooperation and cooperation
787 between higher education institutions. Additionally, a more extensive electronic time reservation system
788 than at present would support preventive work. The FSHS cannot have fixed and regular services only at
789 the Töölö unit – it must provide services wherever its customers are: at campuses and online. Services that
790 are as easily accessible and approachable as possible also have a preventive impact on students' mental
791 health. Due to the social and healthcare reform, the FSHS's services and the social work and health services
792 organised by regions will also have to be reconciled. In this way, no student would fall through the net
793 simply because student health care does not provide social services.

794

795 • The FSHS's services should be decentralised into several units near campuses to make them more
796 accessible.

797 • The FSHS must increase resources for conducting preventive work.

798 • Electronic services must be further developed in the cases of remote reception, virtual groups and
799 smart diagnostics, for instance.

800

801 **Wellbeing in the University community**

802

803 Students' study ability must be a common issue for the entire University community, and the cooperation
804 between the University's study psychologists and the FSHS must be further increased. For its part, the FSHS
805 must support and enable students' foreign exchanges. Our objective is a University community in which the
806 personnel have the time and will to pay attention to how students are coping. We wish to connect the
807 different providers of student services and student communities, so that guiding students in need of help
808 towards the right help is easy and has a low threshold. HYY also wants to act in cooperation with the

809 University to get the University's facilities and teaching occasions to enable the promotion and
810 maintenance of student health.

811

- 812 • A 'referral practice' must be developed between study psychologists and the FSHS, so that students can
813 move smoothly between the services.
- 814 • All campuses must have a silent room.
- 815 • Sitting at the University must be decreased by, for instance, increasing the number of electric tables
816 and making it possible to follow lectures standing up.
- 817 • Bullying must be prevented, and efficient action must be taken against it in the University community.

818

819 **Building student wellbeing**

820

821 Building student wellbeing begins from functional preventive health services. Indeed, HYY supports the City
822 and region to take responsibility for promoting their residents' health. It is also important to cooperate
823 more closely with the cities in the Capital Region and Unisport to make students exercise more.

824

- 825 • Psychotherapy compensated by Kela must be completely free for young adults.
- 826 • Low-threshold sports opportunities must be guaranteed.
- 827 • Students' assets must never affect their opportunities to take care of their health.

828

829 **Bodily autonomy for all**

830

831 Everyone in Finland should have the opportunity to receive healthcare. Similarly, everyone in Finland
832 should have the right to make decisions concerning their own body, and human rights violations against
833 this absolute human right must end. Operators on the state level must be able to separate legal and
834 biological gender from each other and allow people to define their legal gender themselves. In addition to
835 this, the legal gender of people must not place them into unequal positions.

836

- 837 • Sterilisation must be a freely available procedure for people over 25 years of age.
- 838 • New trans legislation that is in accordance with Trasek's recommendations must be enacted in Finland.
- 839 • Finland must recognise the third legal gender, and personal IDs must be made gender neutral.
- 840 • Conscription must be made gender neutral, and total objectors should not be punished with a prison
841 sentence. In addition to this, non-military service should not be a punishment by being factually longer
842 than military service.
- 843 • Free contraception must be provided to everyone under 25 years of age.
- 844 • The personal choice of a pregnant person must be sufficient grounds for termination conducted before
845 the 12th week of pregnancy.

846

847 **SUBSISTENCE**

848

849 **Introduction**

850

851 The purpose of this chapter is to describe HYY's policies on subsistence. HYY is building a society that gives
852 young people the courage to create their own future and find their own direction – to try and sometimes
853 fail. This means that challenging situations in life and financial insecurity must not close doors in front of
854 them. HYY promotes policies that take intergenerational equality into account better than at present. We

855 want Finland to become an even fairer welfare state than now for all people. In the long term, HYY wants
856 Finland to move to a general and equal basic income.

857

858 **Student's subsistence**

859

860 HYY believes that students whose subsistence is better than at present benefit the entire society, as
861 sufficient and predictable subsistence improves wellbeing and thus increases study ability. Student financial
862 aid must decidedly be a part of social security, and its task must be to ensure students' subsistence during
863 studies.

864

865 Students' subsistence consists of many parts, of which student aids and work are the most important.
866 Student aid must be centred on the study grant, so that students do not have to take loans to secure their
867 basic subsistence.

868

- 869 • Student aid and housing allowance must ensure the opportunity to study full time.
- 870 • Student aid must be centred on the study grant and the study grant must be linked to the index.
- 871 • General housing allowance must be made a personal benefit.
- 872 • The requirement to complete 20 credits per year must be removed.
- 873 • Finland must move to a general and equal basic income system.
- 874 • Student aid must be moved from the Ministry of Education to the Ministry of Social Affairs and Health.
- 875 • The gradation of the income limits of student aid must be made more sensible to prevent welfare traps.

876

877 **Subsistence in different situations in life**

878

879 Students are a diverse group of people. HYY considers it absolutely vital that the support nets of society
880 ensure that students receive their subsistence in different situations in life and can move flexibly between
881 them. Many students cover living expenses by working or founding their own companies.

882

- 883 • The provider supplement of the study grant must be increased.
- 884 • Family leaves must be reformed to follow the 6+6+6 model.
- 885 • Students' move onto daily sickness allowance must be simplified.
- 886 • The minimum amount of students' daily sickness allowance must be increased.
- 887 • Studies must be made more flexible to ensure students' subsistence in different situations in life and
888 make it easier to start a family, be a student entrepreneur and work during studies.
- 889 • The income of adult students' parents must not affect the amount of study grant they receive.

890

891 **Towards basic income**

892

893 Equal education opportunities are dependent on the opportunities to get a subsistence during studies. The
894 social security system must be extensively reformed to make it correspond to the changed operating
895 environment in society.

896

897 HYY considers basic income as one of the most central reforms of social security. HYY sees basic income as
898 the best model for both students and Finland as a whole, as it creates security and stability for individuals'
899 subsistence at a time when atypical employment relationships are becoming more widespread.

900

901 HYY is also worried about intergenerational justice and the future of the welfare state. Good generational
902 policies cannot be implemented without a broad-based evaluation of generational effects at the legislative

903 stage. This includes investments in both education and the youth, taking the capacity of the environment
904 into account, stopping the unequalisation trend and supporting young people's agency in society.

905

- 906 • HYY's objective is a monthly, gratuitous basic income for all persons of age covered by Finnish social
907 security. The basic amount of basic income must ensure sufficient basic security for its recipient. In
908 addition to this, means-tested supplementary income may be granted for the costs of housing, sickness
909 or custodianship.
- 910 • The household-based nature of social benefits must be abandoned.
- 911 • Student loan must not be counted as income when applying for social assistance.
- 912 • Generational effects must be reviewed when drafting legislation.

913

914 **SUSTAINABLE DEVELOPMENT**

915 **Introduction**

916

917 The aim of this chapter is to describe HYY's policies on the environment and development cooperation,
918 which the Student Union considers as part of a wider theme of sustainable development.

919

920 HYY is a bold and responsibly acting community that understands that it functions as part of a global whole.
921 HYY does its part for a better common future for the environment and humankind by promoting the goals
922 of sustainable development both at the University, in the city and in society in general.

923

924 HYY commits to the goals of sustainable development stated in the United Nations' Agenda 2030, and the
925 Student Union's activities or policies may not be in conflict with these goals. The principles of sustainable
926 development must be taken into account in all decision-making.

927

928 With its own activities, HYY influences its members' knowledge of global issues and tries to awaken their
929 desire to act responsibly in their own choices.

930

931 **Environment**

932

933 The Student Union must actively promote environmental responsibility and also show an example with its
934 own actions at the University and the city as well as take a stand on environmental issues in society in
935 general. Global warming is one of the greatest global problems today, which is why it is important for the
936 Student Union to influence matters with its own actions to keep the Earth viable for future student
937 generations.

938

939 Through its own activities, HYY educates students towards an environmentally responsible life style by, for
940 instance, providing opportunities to influence and participate in issues related to the environment in
941 contexts such as the Environmental Committee.

942

- 943 • Environmental aspects are taken into account in HYY's activities and any acquisitions made.
- 944 • The University of Helsinki must act in an ecologically sustainable manner and make climate-positive
945 decisions.

946

947 **Development cooperation**

948

949 Development cooperation conducted by the Student Union aims to affect the status of the groups of
950 people that are in the weakest position. Basic education, human rights, improving the status of women and
951 children as well as sustainable environmental solutions are central to this. HYY's Development Cooperation
952 Committee is responsible for planning and implementing HYY's development cooperation projects in
953 cooperation with the member of the Board in charge of development cooperation, the Chief Financial
954 Officer and the Secretary General. HYY primarily conducts development cooperation either with a partner
955 that commits to HYY's values or with project support from the Ministry for Foreign Affairs.
956

- 957 • HYY uses at least 0.7% of its annual budget on development cooperation.
- 958 • HYY extensively engages its members as part of development cooperation projects and communicates
959 about the projects through its own channels.
- 960 • HYY's development cooperation aims at encouraging and supporting locals towards autonomously
961 improving their quality of life.
- 962 • Finland should use at least 0.7% of its gross national product on development cooperation as per the
963 United Nations' recommendations.
- 964 • HYY evaluates the efficiency and success of its development cooperation projects both during their
965 planning stages and after the projects have ended.