

SYL

Students for a brighter future

The National Union of University Students in Finland's Policy Paper



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1 Introduction

2 The National Union of University Students in Finland (SYL) works politically for a brighter future
3 for students, Finland, and the world. This policy paper defines the direction for SYL's
4 operations. SYL's values guide the direction. Our goal is to defend education, show the way,
5 and build an international and equal world. This policy paper binds the work of the elected
6 board and the staff of SYL.

7
8 We have grouped our most important advocacy questions in three themes: *the university*,
9 *society*, and *the university student*. Each section begins with a description of what we want to
10 achieve through our advocacy work. In addition to the description of the ideal state we want
11 to achieve, we also define concrete objectives for our advocacy work. Achieving these
12 objectives will bring us closer to the ideal.

13
14 The policy paper is valid until further notice. The board or member unions may propose
15 changes to the policy paper. Our depiction of the ideal state is intended to be a sustainable
16 and long-term ideal state. The objectives for our advocacy work change with time and are
17 updated when the political climate demands it.

18
19 The policy paper strategically guides the advocacy work carried out by the university student
20 movement – which consists of the university student unions and SYL – but it is also a definition
21 of who we are. We students must strengthen our role as builders of the Finland of
22 tomorrow. The university student movement must continuously be prepared to improve in
23 order to develop the world around us. The objective for the student unions and SYL is to be
24 closer to the students and to work for them, so that students can build a brighter future both
25 during their studies and after they graduate.

26 **Our values**

27 The most important values for SYL are education, leading the way, internationality, and
28 equality. These values form a solid base for our operations. They are what both everyday work
29 and decision-making, as well as our long-term advocacy work, are based on.

30

31 SYL

32 • is a passionate defender of **culture**.

33 Culture entails having an open mind and the skills to listen, create, learn, and
34 understand. Education and student activism form an integral part of the constantly
35 evolving ideal of civilization.

36 • is a courageous **leader**.

37 ○ Leading the way entails challenging old and creating new. Students open-
38 mindedly build a better tomorrow.

39 • widely promotes **internationalisation**.

40 ○ The academic community is a place for border-defying encounters. Genuine
41 internationalisation calls for diversity in society and a non-discriminatory
42 meeting of cultures.

43 • a defender of equality.

44 ○ Equality forms the basis for a strong and healthy society. Everyone must have
45 equal rights and opportunities to fulfil themselves, regardless of background.
46 SYL is a feminist organisation.

47 **Society**

48 **The Finnish welfare state**

49 The basis for the Finnish welfare state is a universal social insurance for all citizens, and publicly
50 financed welfare services, which protect and support citizens when their situation in life
51 changes, for example as a consequence of unemployment, having children, falling ill, or any
52 other sudden change. No one's wellbeing or livelihood should be reliant on charity. Taxation
53 and universal insurance contributions are the main ways of financing the services of the
54 welfare state and income transfers.

55
56 The taxation system should be socially just and comprehensive, and it should level out income
57 differences. Those who benefit most from higher education financially will participate in
58 financing the welfare state through progressive taxation. The taxation, as well as funding for
59 businesses and energy production must guide towards socially, financially, and
60 environmentally sustainable production and consumption. There must be adequate resources
61 to fight the grey economy and tax evasion. Aggressive tax planning must be limited by
62 legislative means. Finland has to be on the front line of promoting global responsibility and
63 development cooperation. Finland's funding for development cooperation must be increased
64 to 0.7% of the gross domestic product. And other expenses which will artificially increase the
65 budget for development cooperation. Funds should be allocated so that also non-
66 governmental organisations can use them. Education should be a central theme in the
67 development policy programs. Finland must reach the UN's sustainable development goals,
68 which are outlined in Agenda 2030.

69
70 Society must be free from all discrimination and it must promote equality. There is no place
71 for racism or inequality in our society and we must actively take measures against such when
72 we see it. By acknowledging the norms and the structures that affect how people act, we can
73 build an equal society. People must have equal opportunities to fulfil themselves regardless of
74 ethnic, socioeconomic, or personal background, beliefs, physical or mental ability, gender, or
75 sexual orientation.

76
77 Internationality and diversity are cherished as central elements of the Finnish welfare state.
78 Finland cannot afford not to welcome international professionals, but must instead make it
79 easier for them to settle in Finland.

80
81 Finland has to be active in the European Union. European values, such as free mobility and the
82 principle of a constitutional state, are central to our identity. The European Union must assume
83 its responsibility as the number of asylum seekers increases, and invest in the development of
84 an effective system of reception and integration across the European Union. The European

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85 Union has to be a pioneer in international climate policy. Finland actively influences the social
86 and education policy of the European Union. The jurisdictions for these themes should
87 primarily lie with the member states in accordance with the subsidiarity principle. The EU
88 institutions play an important role in furthering education as a fundamental right and as a
89 public good. SYL's EU advocacy work is carried out both independently as well as in
90 collaboration with the European Students' Union (ESU) and other stakeholders.

91 **The safety nets of the welfare state**

92 Intergenerational equity must be at the centre of societal policy: the justification for our
93 welfare state is that every generation can trust that the insurances of the welfare state will
94 protect them from risks. The level or extent of insurance must not be tied to short-term
95 economical situations. Insuring one generation must not worsen the situation for other
96 generations.

97
98 The activity of citizens must be examined from a wider perspective than simply based on
99 whether or not they are carrying out paid work. All activities subservient to society must be
100 valued. The foundation for the social security system should be an individual, gratuitous,
101 simple basic income that enables a life of human dignity. A basic income would make it
102 possible to smoothly combine self-development, studies, work, entrepreneurship, and family
103 life.

104
105 In the working life of tomorrow, people must be able to move smoothly between paid work,
106 studies, entrepreneurship, and unemployment. In addition to the need for a basic income,
107 there is an increased need for unemployment insurance. All citizens should have the right to
108 earnings-related unemployment benefits if they fulfil the criteria for time in employment.
109 There should be no link between increases in the earnings-related unemployment benefits
110 and the basic security benefits.

111
112 The pension system must ensure a sufficient living. The pensionable age should be tied to
113 the changes in life expectation, but we need measures aimed at the entire work career in
114 order for the effective retirement age to rise and to ensure longer work careers. Retirement
115 ages are reviewed field-specifically, taking into consideration the physical and mental burden
116 of the work. At the same time, we must ensure that the pension system remains simple and
117 equal. It must also encourage longer working careers in all fields. It must be possible to
118 study with the benefits received during illness without restrictions on study credits. The
119 pension scheme must treat different generations equally and fairly. Pension contributions
120 must not be increased. The demographic changes cause pressure on the pension system.
121 These must be met in a way that is fair for different generations. A sustainable pension
122 scheme must not be built at the expense of the younger generations.

123
124 Parental leave should be divided equally among the parents. It is fair to distribute the cost of
125 parenthood equally between all employers. Encourage parents to return to working life

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126 sooner than presently by improving possibilities to work part time, by decreasing the sizes of
127 groups in day care, and by increasing the number of employees.

128

129 **Advocacy goals:**

- 130 • Social security builds on a basic income, which enables a smooth combination of
131 studies, self-development, paid work and entrepreneurship.
- 132 • The age for when one starts to earn one's pension has been abolished, and the
133 accumulation of old-age pension begins from one's first job.
- 134 • The current subsidy for caring for children at home is equally distributed between
135 parents.
- 136 • The cost of parenthood for working life is equally distributed between all employers.

137

138 **A modern working life**

139 Working life requires continuous learning. A good job is inspiring, meaningful, and flexible. In
140 working life, it is important to, on the one hand, continuously develop one's expertise and, on
141 the other hand, to develop as a colleague and an active citizen. A higher education degree
142 should offer provision for both. A higher education degree should be valued on the labour
143 market.

144

145 Pay equality between the sexes is a central gender equality issue in working life. Equal pay is
146 a prerequisite for a fair, high-quality, and productive working life. To reach equality in working
147 life, employers must take all grounds of discrimination into account in all employment and at
148 all stages of employment, as well as during internships, for instance. Unpaid internships do
149 not promote justice in working life.

150 The work career must be considered to begin from one's first employment and not only after
151 graduation. Combining studies and working should be easy. The protection against dismissal
152 must be equally strong for all employees, regardless of their age. Legislative measures should
153 strengthen the position of especially students and others in weak negotiation positions. Also,
154 such employment for which there is no set minimum number of hours should make one
155 eligible for unemployment benefits and the possibility to accept other work if needed.

156

157 All students and professions should be treated equally and consistently regarding studying
158 while on unemployment benefits. Studying while on unemployment benefits must be equal
159 and fair for all students and fields of study. The primary benefit for full-time degree studies
160 should be the student financial aid, but when this is not possible, the student must be eligible
161 for unemployment benefits. In the mid-long term, SYL is in favour of such a model for basic
162 income that makes it possible to develop one's knowledge and skills.

163 There is an undeniable link between work culture and the quality and length of work careers.

164 The culture at work should promote wellbeing at work, work community skills and creativity,

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165 and should encourage good leadership. Work must be organised in such a way that both the
166 requirements of employees as well as employers are considered. Both employers and
167 employees must feel they have responsibilities and duties, and they must care for their part
168 for the implementation of working life legislation as well as occupational health and safety.
169 The increasing amount of irregular work must be considered in social and working life
170 legislation. The rigidity of social security must not hinder the opportunity to educate oneself,
171 create something new, and entrepreneurship all through life. The collective agreements must
172 in their turn take into account the needs of those who have atypical work.

173
174 The universities must actively support diverse student entrepreneurship, from growth
175 enterprises to social enterprises. Those who wish it must be offered practical tuition in
176 entrepreneurship, and studies must include sufficient time for networking, experimenting,
177 and civil activities.

178
179 The everyday life of international students studying in Finland should be made as smooth as
180 possible and obstacles for their employment removed. The guidelines for residence permits
181 should make it possible to flexibly move between studies, working life and entrepreneurship.
182 It is in Finland's interest that as many as possible of those international students who have
183 completed a degree in Finland find work here after graduation. All who have completed a
184 degree in Finland have the right to a permanent residence permit to find employment, and it
185 is easier for them to get Finnish citizenship. There must be sufficient opportunities to develop
186 important language skills. Employers should not require more advanced language skills in
187 Finnish or Swedish than the job requires on a general level. International students must, in
188 connection with their studies, receive the necessary skills for networking and working life
189 required on the Finnish labour market as well as opportunities to be introduced to Finnish
190 employers and Finnish job seeking culture. Adequate and paid internships as well as working
191 life visits are an important way for international students to integrate and get to know into
192 Finnish working life.

193
194 The work contribution of persons who are fit for part-time work should be appreciated as
195 beneficial for working life and society in the same way as that of people who work full-time.
196 Persons who can only work part-time must be offered work fitting their capacity. The norm of
197 full-time work as the only form of employment must be broadened. Making part-time work
198 possible also supports the goal of extending work careers mid-way. Part-time work as a choice
199 must also be respected.

200

201 **Advocacy goals:**

- 202 • Work during studies is considered when net study time is calculated.
- 203 • Universities offer high-quality career services to all university students.

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- 204 • Universities promote students' preparedness for starting businesses by offering a
205 sufficient number of courses.
- 206 • Internship objectives are clear to students. Students are paid for, given feedback on
207 and receive guidance all through their internships to support their learning.
- 208 • International students who have completed a higher education degree in Finland are
209 automatically offered a permanent residence permit.
- 210 • International students are offered enough courses in Finnish or Swedish instruction so
211 that graduates have not only basic language skills but also sufficient skills for working
212 life.
- 213 • There is an increased use of anonymous recruitment in order to ensure equal
214 treatment, especially for international students, immigrants, and people of all genders.
- 215 • Work for student organizations or student unions is recognised at all universities as
216 activities that develop learning. Students receive study credits for their work in student
217 organisations.
- 218 • The cooperation between universities and employers concerning internships is
219 increased.

220 **A living municipality for students**

221 City and community planning invest in a lively, common and free townscape, maintaining and
222 developing diverse natural and environmental destinations, reducing inequality between city
223 areas as well as investing in comfort. Cities have ambitious goals for coal neutrality, less waste,
224 and globally sustainable consumption. Municipalities invest in culture and education. Students
225 are included in city decision-making and seen as an important population group.
226 Municipalities work closely together with higher education institutions and business life in
227 order to promote the employment of young people.

228
229 Public transport, walking and biking are the primary ways of getting around in densely
230 populated areas. Public transport is affordable in all situations of life. It is possible for students
231 to travel by public transport both in the city they study as well as between their place of study
232 and home. Public transport services are available for students everywhere in and the price is
233 affordable. Densely populated municipalities have programmes to promote biking. The
234 programmes further a culture of safe biking e.g. through biking lanes, bike pockets, and city
235 bikes.

236
237 The student unions must develop as county lobbyists. The county reform should take into
238 account both the particular needs of students with regards to public transport, TE-services,
239 social and health services, as well as The Social Insurance Institution of Finland (Kela). The
240 reform should invest in nationwide, uniform, easy to use e-services. The services should be
241 open and accessible for all in easy to use for country affairs and advocacy.
242

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243 **Advocacy goals:**

- 244 • Students with children should have access to flexible, part-time day care service, so that
- 245 they are able to study.
- 246 • The student unions are able to participate in the preparation work for decision-making
- 247 in cities and regions.
- 248 • There are programmes to increase biking in university cities.
- 249 • Adequate and appropriate language skills meeting the needs of the clients must be
- 250 ensured in municipal services.
- 251 • Public office services are readily available also for international students and
- 252 immigrants and they know which authority offers which services.
- 253 • The municipalities offer sufficient instruction in the Latin alphabet and in Finnish or
- 254 Swedish to enable refugees and immigrants to apply to education.
- 255 • Everyone has the right to high-quality and modern library services, regardless of where
- 256 they live.
- 257 • Students are entitled to a 50% discount on local public transport in all university cities.
- 258

259 **A climate friendly and sustainable society**

260 The consequences of human activity on the environment and biodiversity, in other words the
261 environmental and climate crisis, is among the greatest generational policy questions of our
262 time. The suffering, uncertainty and costs that the climate and environmental crisis causes will
263 disproportionately affect young people, future generations and especially people and other
264 species in the weakest position on a global scale. Finland must be a pioneer in the fight against
265 climate change, enforce effective and ambitious climate and environmental policy, and listen
266 to independent researchers and experts. Finland will invest more ambitiously in research and
267 innovation combatting the climate and environmental crisis. Shifting to ecological
268 sustainability and carbon neutrality must be globally just, and this requires quicker and
269 stronger action in highly developed welfare states, such as Finland. Finland must also promote
270 more ambitious climate policies both in international climate and biodiversity negotiations and
271 within the European Union. Change must come in a socially just manner between nations.

272
273 Public authorities must take main responsibility for combatting the climate and environmental
274 crisis. We cannot build a sustainable welfare state without necessary political decisions. Public
275 decision-making must align with the current International Climate Agreement and seek to limit
276 the global average temperature increase to no more than 1.5 degrees Celsius. Those in charge
277 of public procurement and tendering must consider the effect the procurements have on the
278 climate and the environment and make ecologically conscious and low-carbon decisions a high
279 priority. Taxation and social support systems make choices that are in accordance with
280 sustainable development more financially worthwhile alternatives for both society and
281 individuals. Unsustainable activities are regulated. The role of public authority is to secure a

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282 just transition into a more sustainable welfare state. A growing inequality as a result of societal
283 change poses a particular threat to certain groups, who must be supported during the change.

284
285 Combatting the climate and environmental crisis is not limited to political decision-making
286 alone. All of society, meaning individuals, the private sector, the public sector, and the third
287 sector, must in all of their actions commit to solving the climate and environmental crisis.
288 Ensuring that this happens is the role of public authority. Our society needs to make a
289 principled shift towards more sustainable production, global responsibility, and circular
290 economy, away from overconsumption and an unsustainable use of natural resources. The
291 education system as a whole, from early childhood education to higher education, offers the
292 tools to comprehend and solve the causes and effects of the climate and environmental crisis,
293 and the ability to take action for the sake of a more sustainable future. Future working life
294 must also be able to respond to challenges posed by the climate crisis in an all-encompassing
295 manner. Preventing climate and environmental crisis will be a cross-cutting part of society and
296 its functions, and hence all industries must look for cross-cutting ways to prevent it.

297
298 SYL boldly combats the climate and environmental crisis, both by developing its own activities
299 in a more sustainable and carbon neutral direction and by demanding necessary actions from
300 society and universities. Universities engage and listen to student unions in the internal
301 sustainability and responsibility work of the universities. The university student movement
302 ensures that the voice of the young generation and students is heard when decisions are made
303 concerning the climate and environmental crisis, bears global responsibility and does its part
304 to build a more sustainable world for future generations.

305

306 **Advocacy goals:**

- 307 • The role of university research in combatting the climate and environmental crisis is
308 strengthened. Future RDI investments must heavily emphasise the theme of climate
309 and environment.
- 310 • Emission offsets are the last option to attain carbon neutrality. The offsets are based
311 on scientific knowledge and research.
- 312 • Finland is carbon neutral by 2035 at the latest and strives for carbon negativity. Carbon
313 sinks and carbon stocks are increased.
- 314 • The loss of nature in Finland must be halted, and unspoiled and endangered
315 ecosystems, such as old-growth forests, need to be protected and restored. The
316 planning of land and water use obliges users to compensate for the harm they cause
317 to biodiversity.
- 318 • Society transitions to completely sustainably and responsibly produced, fossil free or
319 renewable energy sources. They are also made the most economically viable
320 alternatives for consumers, households and enterprises, and technological
321 developments and investments in them are supported.

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- 322 • The long-term goal is to go over entirely to renewable energy sources. Nuclear power
323 is part of the transition to more sustainable energy production, and its role as a part of
324 decentralised energy production is vital.
- 325 • Using peat, oil, coal, or other fossil energy sources for energy production is prohibited.
- 326 • Society's tax and subsidy systems must be changed quickly so that they strongly steer
327 to reduce emissions and take care of the environment.
- 328 • Carbon neutrality is promoted in regard to national transport. Public transport is
329 accessible all around Finland. The special needs of student cities and students are taken
330 into account. The railway network is improved upon and modes of transport using
331 fossil-free or another form of clean energy must be the primary modes of transport
332 within Finland.
- 333 • Flight is taxed in a manner that decreases the effects that flying has on climate as
334 effectively as possible. Finland will promote a harmonised flight tax also at EU level.
- 335 • Business subsidies that are harmful to the environment must be given up. The
336 condition for receiving subsidies is promoting a more sustainable future and
337 responsibility.
- 338 • Society enables a sustainable food system that steers primarily towards eating vegan
339 food and reducing food waste in delivery chains and consumption.
- 340 • Consumer products must include a label on their effects on the climate and the
341 environment in order make sustainable consumption easier.
- 342 • Consumer products are taxed in a manner that makes it financially viable for
343 consumers to choose the more environmentally friendly and sustainable alternative.
344 Regulation and taxation of production, maintenance and repair services supports
345 prolonging the life and reducing the lifecycle emissions of products.

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The university

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The Finnish cultural university

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Universities are autonomous societal institutions with the mission of promoting free research as well as providing academic and artistic education. They offer teaching based on research and foster students to be active members of humankind. Universities are integrated parts of society. Research and teaching are free from ideological, political, religious, or financial power. The objective of the universities, science, the arts, and independent research is to develop humankind. It is important that the universities and the academic community engage in an active and critical discussion with the surrounding society. The scientific and arts community in Finland is by nature international and promotes cross-disciplinary societal debate. The university community must carry its global responsibility and promote a sustainable and just world. Universities must commit to ethical investments and not to invest in companies for fossil fuel, the weapons or tobacco industries nor companies with operations on illegally occupied land. Present investments in the above-mentioned are to be withdrawn within a reasonable transition period.

A free and civilized state like Finland must ensure the autonomy of our universities as well as scientific and artistic liberty. The state remains the main funder of universities through basic funding. Universities may not be dependent on private funding with compensation demands. Higher degree education in Finland must be tuition-free for students, regardless of the nationality of the student. A national funding system steers the funding of the universities. The system is predictable, transparent, and it rewards universities for, among other things, quality education and employment, effective research, extensive consideration of questions of sustainability and responsibility, collaboration with other higher education institutions, and internationalisation. Universities carry out their legislated missions based on their own strategies and profiles. University profiling respects university autonomy. Funding models for universities and channels of state research funding equally support different disciplines. The funding system includes both quantitative and qualitative indicators such as student feedback, the weight of which is increased in the funding model.

Finnish science and innovation policy understands that diverse science is needed for quality basic research, and thereby also for applied research and innovations. Higher education and science policy is persevering. University democracy and the prerequisites for it are secured by strengthening the democratic tripartite principle. The possibility for university communities to exert influence is strengthened in university law and through that in the operational culture in universities. The academic community, i.e. students, professors and staff, including teaching and research staff and other staff, is represented at all levels of university administration as well as in all phases of decision-making, according to the tripartite principle. University

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384 administration is transparent, engaging, and consistent. The principle of transparency applies
385 also to the different bodies of the university. All members of the academic community take
386 part in developing the university. All groups are treated equally and fairly.

387

388 University students are members of autonomous student unions. The student unions play an
389 important role at the university and in surrounding society. Being globally responsible is part
390 of the mission of the student union and the student union prepares students for an active,
391 cognizant and critical citizenship. Central operating principles for the university student
392 movement are internationality and participation. This means that international students have
393 the possibility to fully participate in SYL's operations and that best practices for engaging
394 international students in the student unions are spread. It is important to take into account all
395 the diverse backgrounds when discussing international students.

396

397 **Advocacy goals:**

- 398 • Students are represented in the university boards at every university as well as in lower
399 levels of the administration.
- 400 • International members of the academic community are able to participate in university
401 administration. International members of the student unions are able to participate in
402 all decision-making bodies of the student union.
- 403 • The learning outcomes for higher education degrees include implementing global
404 responsibility and the UN's goals for sustainable development in the context of
405 education, in changing the operational models of organisations and in the everyday
406 activities of the individual.
- 407 • Finnish universities are carbon neutral by 2030. Carbon neutrality is achieved primarily
408 through emission reduction, and secondarily through emission compensation.
- 409 • How the learning outcomes for sustainability and responsibility are met is observed as
410 part of feedback and graduation surveys.
- 411 • The documents of publicly funded research, teaching material, and administrative
412 documents are public.
- 413 • Research data is made more accessible by promoting open data at the universities,
414 extensive access rights to databases and by opening library services.
- 415 • Financing models for universities emphasise indicators for the quality of degrees rather
416 than degree completion time.
- 417 • University leaders are elected adhering to the transparency principle.

418 **The education path and educational equity**

419 The Finnish education system should be seen as a whole from early childhood education to
420 further education during the work career. This entails recognising lifelong learning as an
421 important part of today's welfare society. Society must ensure that each individual throughout

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422 their life has such knowledge and skills as are needed for participating in the labour market
423 and for active citizenship. Also, post-degree education must be attainable for people from
424 different backgrounds and in varying life circumstances and with individual characteristics
425 taken into account. The possibilities of lifelong learning must be attainable to all, regardless
426 of background and socioeconomic status.

427
428 Education should increasingly advance social mobility. The effect of socioeconomic
429 background, wealth, educational background of parents and other relatives, where one lives,
430 and the environment on whether one applied to education must decrease. This is why society
431 must use intersectionality as a multidisciplinary tool to find ways to concretely promote
432 everyone's genuine access to higher education throughout society. In Finland, children must
433 have a subjective right to free, quality, and flexible early childhood education. The number of
434 places available in childcare must be increased without increasing group sizes. From the
435 perspective of social mobility, it is important that all children participate in early childhood
436 education before going to school. Part-time day care should be a realistic option. This requires
437 more flexible day care services.

438 Basic education and secondary education must provide sufficient readiness and equal
439 opportunities for applying to higher education. Each learner is seen as a potential higher
440 education student. It is important that everyone in Finland completes at least an upper
441 secondary education degree, which is why early childhood education, comprehensive school
442 and upper secondary education must be tuition-free and truly accessible to all. Tuition-free
443 education covers learning materials and essential study equipment. The education is tuition-
444 free for the whole degree study time. The integration of refugees and immigrants should be
445 supported by offering them sufficient educational opportunities and promoting the
446 identification of previously attained knowledge and education. Appropriations for affirmative
447 action are made for early childhood education as well as primary and secondary education so
448 that learners in need of especially strong support can be supported throughout their
449 education path. Solutions for higher education accessibility are developed. The solutions
450 consider the needs of such students who are in danger of being disadvantaged.

451
452 It is important for young people to receive adequate guidance counselling throughout their
453 education path for them to be able to make conscious and informed decisions. Particular
454 attention needs to be paid to including underrepresented groups in education. Normative
455 gender roles must not restrict applying to education or choosing a profession. Educational
456 institutions may not collect information about such personal characteristics of their students
457 and applicants as are irrelevant for student admission and studying. Students always have the
458 right to refuse to provide such information.

459
460 University admissions should be mainly through free entrance exams, selection courses, or
461 other methods independent of one's success in upper secondary education. The results of
462 upper secondary studies may, however, be used as a selection factor in such fields as they are

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463 particularly suiting. Even in such cases, universities must allocate a significant part of the
464 beginner places for students applying through channels independent of upper secondary
465 studies results, as well as stress suitability and motivation in university admission. The
466 evaluation must be professional, transparent and equal, with consideration for the special
467 characteristics of the different disciplines. Entrance exams in the same field, when possible,
468 should be realised as nationwide joint application. The system must eliminate the need for
469 preparatory courses, and applying through the open university must not require
470 unreasonable amounts of money and time. We must not switch over to a model of student
471 admission where universities admit a large number of applicants to pursue a degree, only to
472 at a later stage reject students based on study success. Developing open university studies
473 must also not lead to such an arrangement. In the future, a student who is admitted the right
474 to study for a lower university degree will, in principle, always receive the right to study for a
475 higher university degree. The open university offers possibilities for supplementing one's
476 knowledge and skills and applying to higher education at different stages of life, also without
477 general higher education eligibility. The role of the open university is not to function as a paid-
478 for way to circumvent the application system, and open universities should not award degrees.
479 Quotas for first-time applicants are not a good way to speed up access to higher education.

480
481 Higher education institutions and upper secondary education institutions should cooperate
482 closely so that students can have a taste of higher education studies already during their upper
483 secondary level studies. Cooperation between educational institutions physically far from each
484 other can be supported through online tools. From the perspective of upper secondary level
485 education, the collaboration must be as equitable as possible from a regional perspective.
486 Students at all upper secondary schools must be able to complete higher education classes
487 without cost to the student.

488 **Advocacy goals:**

- 489 • All children have a subjective right to free of charge early childhood education.
- 490 • Tasks requiring pedagogical skills in early childhood and pre-school education are the
491 responsibility of university-educated, and possibly also kindergarten teachers who have
492 taken a degree in Steiner education at a Steiner kindergarten, kindergarten teachers.
- 493 • Finland has a national accessibility programme for higher education, which defines
494 quantitative indicators for evaluating the effectiveness of the programme.
- 495 • SYL will contribute to making access to higher education easier for vulnerable groups,
496 and to creating structures that promote access.
- 497 • The number of refugees and immigrants who complete a second and tertiary level
498 degree increases. Previous degrees are recognised when applicable.
- 499 • A survey of the competencies and skills of refugees and asylum seekers is made as soon
500 as possible after they have entered the country.

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- 501 • Municipalities offer adequate preparatory education and support in transitional
502 periods so that everyone who so wishes would have better opportunities for applying
503 to higher education.
- 504 • International students have access to reliable, accessible, and equal basic services.
- 505 • Students in upper secondary education are offered options of completing university
506 courses beforehand through, for instance, the use of digital online learning platforms.
- 507 • There are clear, transparent and unambiguous learning outcomes defined for all higher
508 education, from individual courses to degrees.
- 509 • There are increased possibilities for re-education during work careers.
- 510 • The learner must not alone be responsible for the costs of lifelong learning, but the
511 responsibility should be divided equally between the individual, employer and society.
512 Updating one's competencies is possible for everyone, regardless of the wealth or
513 employment status of the individual.
- 514 • Lifelong learning should be developed so that its costs will not decrease the resources
515 for degree education.
- 516 • Upper secondary and higher education studies are offered openly when applicable.
- 517 • Universities offer graduates the possibility of supplementing one's knowledge and
518 skills.
- 519 • Also in the future, there are ways of accessing university education regardless of upper
520 secondary study success. The main way is the entrance exam.
- 521 • Quotas for first-time applicants are lifted.
- 522 • The open university route does not make up more than 10% of overall university
523 admissions.

524 **Student-centred learning and study ability**

525 The principles of student-centred learning include the student's freedom of choice and their
526 responsibility for their own learning, participation, and planning their study track. Instead of
527 reaching for good grades and study credits, students' motivation stems from collaboration,
528 responsibility, and high-quality and topical teaching. Guiding the student in their learning and
529 supporting them in making choices are emphasised in the role of academic staff.

530

531 Student-centeredness should be observed in degree structure, learning environments,
532 evaluations, learning outcomes, and curricula. Learning environments must be accessible.
533 Teaching should observe the diverse basic knowledge students have, their needs, interests, as
534 well as different ways of learning. Teaching should use different teaching technologies in
535 various ways, but without using them just for the sake of it.

536 Learning outcomes for university education must be defined on the levels of courses, modules,
537 and degrees respectively. Recognition of a student's prior learning in both higher education
538 as well as outside of higher education should be carried out in adherence with the learning
539 objectives for the degree.

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540

541 Higher education institutions should invest in developing teaching by offering teaching staff
542 the resources they need, pedagogical instruction, as well as support for introducing and
543 developing student-centred teaching. The pedagogical education should include ways of
544 observing the needs of students with special needs. The institutions must also support staff in
545 the introduction of versatile, digital teaching tools as well as planning foreign language
546 teaching aimed at multicultural groups. Suitable teaching technology makes possible flexible
547 learning environments as well as diverse teaching and grading methods. The internal reward
548 schemes of higher education institutions should reward high-quality teaching.

549

550 Digitalisation promotes the openness of teaching and materials in universities. The digital
551 pedagogic competencies of university teaching staff are developed to give all students equal
552 opportunities for learning. The possibilities digitalisation creates are utilised to increase the
553 competencies of students, counselling, develop the quality of teaching and counselling,
554 studying at another higher education institution, and developing the opportunities of lifelong
555 learning. Digitalisation can also be utilised to anticipate competence needs. Digitalisation must
556 take into account student-centredness and the students' right to the information they own. In
557 order to fully be able to utilise information provided by the students or their studies, it must
558 be stored in a way that allows it to be used not only by the home university, but also openly
559 outside of it. The need to utilise information in order to, for instance, recognise competencies
560 acquired previously, must therefore not hinder studying in other higher education institutions.
561 However, the refusal of a student to disclose certain information for education must not
562 impede the completion of their studies. Increased digitalisation must also not make it more
563 difficult for students to primarily receive contact teaching or counselling. Students are offered
564 the opportunity to flexible digital studies or counselling when there are no pedagogical
565 obstacles to studying or receiving counselling digitally. Developing digitalisation requires
566 taking into account the challenges posed by the accessibility of necessary hardware and
567 software and the socioeconomic status of students.

568

569 Everyone who completes a degree from a higher education institution should have got
570 practice in working in an international, multicultural operating environment, as well as in
571 understanding global development issues from the perspective of their own field. A mobility
572 period is not a prerequisite for internationalisation: the principal of internationalisation at
573 home brings teaching methods supporting global phenomena and multiculturalism into all
574 degrees. Internationalisation at home and digital mobility are excellent things for accessibility.
575 However, sustainable physical and international mobility must remain the primary mode of
576 mobility, and it must be supported. The universities must invest in the teaching of foreign
577 languages, and they must offer a wide range of foreign language courses. Studies completed
578 during exchange studies must be included in the degree.

579

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580 The quality assurance of higher education institutions must consider the quality of teaching,
581 student-centeredness, student wellbeing, learning results, and employment. The feedback
582 systems of higher education institutions must be nationally comparable and higher education
583 institutions must in the long term develop their operations based on the feedback. Students
584 should be able to take part in all phases of developing teaching. Students should regularly
585 both give and receive feedback on their studies. The feedback is to be dealt with matter-of-
586 factly.

587
588 Study ability is the student's work ability. It affects study progress, results, and the wellbeing
589 of both the student and the community. Higher education institutions should promote study
590 ability in all its fields: teaching and guidance, study skills, study environment as well as student
591 health and resources.

592
593 Developing student support is advantageous also for the university. Students must have
594 access to abundant support and guidance for planning their studies, career, and life on all
595 levels of education. Higher education institutions should invest in integrating all new students
596 into the higher education community. Students are informed about the support services
597 offered by the higher education institution. Support services must be widely available all
598 through the studies. The universities should offer support in all official languages of the
599 university and in English.

600
601 Students should receive support from the university for them to find the learning styles and
602 methods that suit them the best. Additionally, universities recognise and acknowledge the
603 different, individual qualities of students that may affect learning. Universities raise the
604 awareness among teaching and counselling personnel and students of learning difficulties in
605 order to, for instance, help students get support on time and promote choosing teaching
606 methods that support different ways of learning. Especially at the beginning of studies,
607 students must also be encouraged to critical thinking and developing problem-solving skills.
608 Through the support provided for them, students are able to define and verbalise their
609 competencies as well as flexibly learn new things. Guidance and counselling support the
610 development of prerequisites for lifelong learning.

611

612 Advocacy goals:

- 613 • Universities offer guidance service for planning and carrying out internationalisation
614 modules.
- 615 • Higher education institutions plan diverse learning environments for different use at
616 their facilities.
- 617 • Quality teaching and counselling is rewarded in the internal reward schemes of the
618 universities.

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- 619 • Pedagogical competence is one of the criteria when recruiting researchers and
620 teaching staff.
- 621 • Exchange studies are financially supported and the recognition of study achievements
622 during exchanges is smooth.
- 623 • Students get an appointment with the study counselling psychologist within a month
624 of contacting them.
- 625 • Study counselling psychologist must collaborate more closely with the FSHS.
- 626 • All new students participate in a course in preparation for university studies. Teachers
627 are trained in considering individual learning styles.
- 628 • Higher education institutions build a national web-based wellbeing and life skills
629 programme to support students in their studies and everyday life.
- 630 • Every student is allotted a teacher tutor, who supervises the study progress at least
631 once a year and when needed together with the student revise the objectives. Academic
632 advice is available also in English. Teachers have working hours allocated for academic
633 advice.
- 634 • The learning outcomes for degrees mention internationalisation skills and
635 internationalisation at home is one of the guiding principles of degree planning.
- 636 • Increased digitalisation must not make it more difficult for students to primarily receive
637 contact teaching or counselling.
- 638 • The use of digital learning environments and online teaching are part of the studies in
639 university pedagogy.
- 640 • Studies in university pedagogy and staff education support the academic staff in
641 developing their counselling skills.

642 **The higher education system and degrees**

643 The Finnish higher education system is to be developed as an entity. Universities need to
644 closely cooperate both with other universities as well as together with the universities of
645 applied sciences. Students must be able to move between higher education institutions
646 without difficulties. Universities and universities of applied sciences (UAS) together form the
647 Finnish higher education system. Universities and UASs differ in both their respective
648 missions defined in legislation as well as through their strategies and profiles. The higher
649 education institutions are to be publicly governed by the University Act and University of
650 Applied Sciences Act respectively. They may form different consortiums.

651
652 The quality of Finnish higher education must be high in every aspect and the teaching must
653 be based on current research. Every higher education unit must offer an adequate and
654 diverse number of courses. Higher education institutions must have genuine collaboration
655 across boundaries and offer international study modules. The structural reform of the
656 higher education network must be carried out in dialogue with the Ministry of Education and
657 Culture, universities, students, and required stakeholders. The focus in developing the higher

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658 education network is on quality and accessibility of education and research. The regional
659 distribution of higher education institutions takes the different profiles of universities into
660 account as well as the competence needs of the regions.

661

662 The Finnish higher education institutions succeed through internationalisation. From the
663 point of internationalisation, it is important that the higher education institutions have
664 students from all over the world. International students should be granted residence permit
665 for the whole degree study time at once. Higher education institutions must offer degrees
666 that correspond to the European Qualifications Framework (EQF) to ease mobility. Students
667 must be able to transfer between higher education institutions in all of Finland and all of
668 Europe. The European Union promotes the value of cultural and academic freedom as well as
669 functioning mobility and cross-border student cooperation. The development of education in
670 Europe should be student-centred, and education must be available for underrepresented
671 groups in all countries of Europe. On a European level, structures are developed that
672 encourage students to move also outside the European higher education area.

673

674 Mobility within the Finnish higher education system must be encouraged. It must be possible
675 to change discipline at the transition phase between degree levels within universities but
676 also between universities, still acknowledging the special characteristics of different fields.
677 Every student who has been accepted for university studies must nonetheless have the right
678 to complete a second-cycle degree (master's). Higher education institutions are encouraged
679 to develop the first-cycle (bachelor's) degrees to be broad degrees, with consideration of the
680 special characteristics of different fields. Broad first-cycle degrees must be based on
681 appropriate combinations of disciplines. The transition from first to second cycle studies
682 must not become an obstacle for smooth advancement. Higher education must consider
683 rapidly changing competence needs and offer ways for lifelong learning.

684

685 Higher education is developed by dismantling the dividers between higher education
686 institutions and disciplines. Students must be able to flexibly choose courses from a common
687 platform for the higher education institutions if the courses fit into the student's personal
688 study plan. Students should be able to freely choose between studies offered by their own
689 and other universities, acknowledging disciplinary characteristics. It should be easy to
690 change subject and it should be accomplished through internal transfers with the higher
691 education institutions so that transferring students do not affect the number of places
692 available for new students. Higher education institutions have established practices for
693 admitting transferring students into different degree programmes. Transfer students should
694 receive equal treatment and appropriate academic advice.

695

696 The number of degrees awarded must be nationally defined by the higher education
697 institutions and the state in dialogue and considering the needs of society and so that high-

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698 quality teaching is ensured. Degrees should have clearly defined learning outcomes, which
699 are reflected both on degree and course level. When learning outcomes are defined, working
700 life representatives as well as other relevant stakeholders must be heard. There is a sufficient
701 supply of education available in Finnish, Swedish, and English.

702

703 Education should be free of charge for everyone. The consequences of tuition fees for
704 students from outside the EU/EEA area for the internationality of universities, on the
705 economy, as well as for equality should be actively monitored. All students are equal with
706 regard to teaching and services regardless of some of them paying tuition fees. There are no
707 quotas for courses or student housing.

708

709 The stipend system must consider the socioeconomic background of students and should be
710 comprehensive, predictable and transparent. Neither development cooperation funding nor
711 university basic funding may be used for the financing of the stipend system. Students have
712 information on the criteria for awarding stipends as well as the size of the tuition fees
713 already when they are applying. Neither criteria nor tuition fees may be changed during the
714 studies.

715

716 As specialisation and further education subject to charge become more common, it is ensured
717 that a free-of-charge degree is still enough for working life and that the individual must not
718 buy competence in order to find employment. Education export must not decrease the
719 resources for free degree education, but should increase them. Education export is carried out
720 responsibly and ethically and national principles for implementing it are drawn up.

721

722 Advocacy goals:

- 723 • When assessing the number of degrees, there is consideration for the legitimate need
724 for them, and for sufficient and proportionate field specific allocation of resources.
725 There are clear indicators for the follow-up for the vision of the roadmap for higher
726 education and research, and a monitoring group is set up for the purpose.
- 727 • Finland have reached the Bologna Process objectives. Degrees and study modules are
728 recognised in all of Europe without lowering the quality of education.
- 729 • University students can freely choose their minor subjects from any higher education
730 institution they wish. This can be accomplished through developing the JOO system, for
731 instance.
- 732 • The cooperation between universities is strengthened through the development on
733 national field-specific study modules.
- 734 • A national platform for degree students and other continuous learners is developed in
735 Finland. The common platform for higher education institutions also enables studies
736 independent of time and location as well as encourages higher education institutions

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- 737 to collaborate. The platform model is implemented as a collaboration between higher
738 education institutions using API and data sharing.
- 739 • The first-cycle degree offers broad readiness for transferring to complete a second-
740 cycle degree in another field. The special characteristics of different fields is considered.
 - 741 • Refugees and asylum seekers can continue their studies in Finland. Asylum seekers'
742 opportunities for participating in higher education are supported for instance by
743 offering preparatory transition studies or courses that prepare the student for the
744 application process.
 - 745 • If tuition fees are introduced, their impact is critically evaluated at least every other
746 year. Tuition fees are abandoned as soon as possible.
 - 747 • International students are granted a residence permit for their whole degree period.
748 Degree programmes are planned in a way that enables international students to
749 complete the number of credits required for a renewal of the residence permit, and the
750 cooperation between authorities and educational institutions should run smoothly in
751 all of Finland.

752 **University students**

753 **A reasonable student income**

754 Finland should see investing in students as a societal investment in the future. The support
755 that society offers gives everyone equal opportunities to study, regardless of socioeconomic
756 background or place of residence. Finland introduces a basic income. Before introducing a
757 system of basic income, financial aid for students during full-time studies is ensured to be
758 sufficient to secure their necessary livelihood. The student financial aid includes a study
759 grant which is sufficient, is equally distributed throughout the studies, and treats students in
760 different fields equally.

761
762 The student financial aid is the student's social security. The administration of student
763 financial aid belongs under the Ministry of Social Affairs and Health. The student financial aid
764 system is clear, consistent and predictable. The system makes reasonable amount of paid
765 work possible and thus improves students' livelihood and their post-graduation employment.
766 The student financial aid system also supports international mobility. The parts of student
767 financial aid mirror the general increase in living costs and the focus for developing student
768 financial aid is on enabling full-time studying.

769
770 Student financial aid is adapted to other benefits and it flexibly considers diverse
771 circumstances without endangering or weakening students' livelihood. The study grant for
772 students with children includes a sufficient provider supplement. Students recovering from
773 illness must be able to study part time while having a secured livelihood. Financial aid for

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774 higher education studies for students studying in Finland is only granted to students who are
775 enrolled at higher education institutions (HEI) specified in Paragraph 1 in the Universities Act
776 or who have been granted concession in accordance with the Polytechnics Act. The
777 government guarantee for the student loan is granted for studies at the National Defence
778 University.

779
780 The most important aspect of the support for students' living costs is that it corresponds to
781 real living costs. Student housing is supported in the form of an all-year, individual housing
782 benefit scheme, which seamlessly combines with other benefits for students and which on a
783 sufficient level and has sufficient income limits. The form of the housing benefit should allow
784 for a moderate income and react flexibly to varying income. The level of housing allowance
785 should not be dependent on the size of the apartment or the form of housing and it should
786 meet the diverse housing needs of students.

787
788 The student loan is well known among student as an optional form of supplementing their
789 livelihood. The emphasis in developing the student loan system is on improving the risk
790 defences in such a way that they sufficiently protect the borrower. Students have access to
791 extensive and diverse information about the student loan system. The student loan is not
792 considered income when the need for welfare benefits is evaluated.

793

794 Advocacy goals:

- 795 • Student financial aid is moved from the Ministry for Education and Culture to the
796 Ministry of Social Affairs and Health.
- 797 • The general housing benefit is granted on an individual basis.
- 798 • The student loan is not considered income when the need for welfare benefits is
799 evaluated.
- 800 • The conditions of the student loan compensation only consider months when the
801 student has received student financial aid, for the compensation awarded while the
802 person is still studying.
- 803 • There is a maximum for the rent level of the student loan.
- 804 • The study grant is increased while Finland goes over to a basic income.
- 805 • Students are engaged in the reform of social security and possible trials.
- 806 • The demand for a minimum of 20 study credits per academic year in order to receive
807 study grant is eliminated.
- 808 • The annual income limit for student financial aid is raised so that it is possible for a
809 student who receives aid for nine months within a calendar year to earn 18,000 euros
810 without the income affecting the aid.

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811 **Student meals and the meal subsidy**

812 Student meals must be available to all students. It is important that the student meals are of
813 high quality, healthy, affordable, varied, as well as produced in a sustainable fashion, with
814 consideration of dietary needs. Student meals are an important support for promoting public
815 health and sustainable development. Student meals should encourage a vegetarian diet and
816 guide towards less consumption of meat and less food waste.

817
818 Student meals are supported through subsidised meals. The universities must be aware of
819 their responsibility for organising meals for students and staff. They must also carry their
820 responsibility by continuing to pay for the costs for investments and appliances for the student
821 restaurants as well as for rent for facilities. For student restaurants operating in facilities that
822 are not within the higher education institution, support may still be granted in the form of an
823 extra grant per meal. This is compensation for the cost of facilities and permanent appliances.
824 The maximum price of a student meal may only be increased if also the meal subsidy is
825 increased.

826

827 **Advocacy goals:**

- 828 • Increases in the maximum cost of the student meal are linked to an increased meal
829 subsidy. The level of the meal subsidy is increased.
- 830 • Student restaurants offer quality and nutritious vegetarian and vegan food.
- 831 • Students know where the food is from and can easily access the nutritional information
832 about the food, as well as its carbon footprint. Student restaurants emphasise
833 ecologically produced ingredients.
- 834 • The meal subsidy limit to one meal per day per student must be abolished.

835 **High-quality and affordable student housing**

836 Students must have the right to affordable housing. Building affordable housing for all
837 requires society to offer sufficient support for production.

838

839 A sufficient supply of student housing decreases the housing shortage in growth centres and
840 eases the housing situation for others of limited means. The state should grant sufficient
841 support for building new student apartments as well as for renovations so that the
842 apartments are affordable and of high quality. Municipalities must ensure that there is a
843 sufficient number of lots available for supported student housing production by assigning
844 lots to the organisations who build student apartments and by planning lots for student
845 housing. The state should promote lot availability by turning over its own protection free
846 land to an advantageous price to student housing communities. The regulations for
847 changing the purpose of use are alleviated so that empty premises can be used for
848 permanent or temporary student housing.

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849

850 When building student apartments, attention must be paid to quality, accessibility, the
851 environment, comfort, and supporting community. Building and maintenance should pay
852 particular attention to health issues, such as the quality of the indoor air. Student
853 apartments must be close to good public transport, as well as good possibilities for walking
854 and biking between the apartments, the campuses, and the centre. Higher education
855 institutions, student apartment organisations, and cities have a shared responsibility for the
856 housing provided for international students. The higher education institutions must take
857 responsibility for the cost of housing for international students. Also the higher education
858 institutions must carry responsibility for temporary emergency accommodation. The
859 integration of international students and staff in the community must be promoted by
860 increasing housing for internationals in the same houses and areas as where Finns live.

861

862 The rent level for student apartments must stay below market prices. Contributing to this are
863 the state production support, more flexible planning and parking regulations, as well as the
864 elimination of a minimum size for the apartments. The taxation of renting or owning one's
865 flat must be similar so that these remain equally attractive alternatives, and people can
866 choose how they live according to their own preferences.

867 **Advocacy goals:**

- 868 • The Ministry of the Environment anticipates the need for production of new student
869 apartments through a regular student housing survey.
- 870 • To achieve the objectives for student housing production, a programme on youth and
871 student housing is initiated.
- 872 • The state ensures a sufficient lot supply by including a separate quota in the
873 agreements on land use, housing, and transportation in growth centres. The quota for
874 the yearly production of student apartments is a long-term loan with an interest
875 subsidy.
- 876 • The excess interest of the 40-year loan with interest subsidy is decreased to 1% for
877 student apartments.
- 878 • Student housing remains included in the special groups entitled to investment
879 subsidies, and the investment subsidy percentage increases to 20%.
- 880 • The production subsidies for building new student apartments is primarily targeted at
881 areas where the housing situation for students is worst.
- 882 • Student apartment are entitled to the same grants depending on the financial situation
883 as others are.
- 884 • Student housing is taken into account already in the planning stage. Student
885 apartments are simply planned and released from the demands on facade material and
886 street-level businesses.
- 887 • Students apartments are exempt from the regulations on parking spaces.
- 888 • The obligation to build shelter is eliminated for student housing.
- 889 • Creative housing solutions are promoted by eliminating the regulation regarding
890 minimum size for apartments in the scheme

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- 891
- 892
- 893
- 894
- 895
- 896
- 897
- Higher education institutions are responsible for the empty student apartments that are empty due to irregular numbers of exchange students during the academic terms.
 - Regulations on the purpose of use of buildings as well as cooperation between different actors in the field of constructions are developed so that empty premises can flexibly be changed from, for instance, commercial use to student accommodation.
 - Whether a student is paying tuition fees does not affect the selection of student housing residents. All students are treated equally.

898 **Student health care and FSHS**

899 The health care system and sufficient funding for health care services support wellbeing and
900 uphold work and study ability. The health care system evens out differences in health and
901 wellbeing between different population groups. The system is also closely connected to the
902 social services. Resources for health care must be aimed at prevention of problems and at low
903 threshold services. The importance of physical activity for improving health must be
904 considered. Everyone must have access to sports. Digitalisation must be utilised in health care,
905 as must the options offered by self-care.

906

907 The health care system is to be based on a life course perspective. Services must be planned
908 and realised mainly per age group. This way much information about the typical health
909 problem for that group is accumulated. The life cycle perspective promotes a holistic approach
910 to the need for service, both individual and population groups. An important part of the life
911 cycle perspective are the services offered by the student health care.

912

913 The role of the student health care is to promote health and wellbeing for students and for the
914 whole study community. Student health care must be more than just health care for students.
915 It is about community health and preventive work, an entity in its operations and by law, in
916 which is included offering basic health care services to students. Particularly important entities
917 for the student health care are the well-functioning mental, sexual and reproductive health as
918 well as dental care. Health guidance and physical examinations must be organised also for
919 those young people who are not a part of the student health care. All students studying for a
920 basic degree must be entitled to student health care services. The higher education
921 institutions should organise occupational health services that correspond to their health needs
922 and have enough resources. The service chains between student health care, social services
923 and the public health care are smooth and clear. The transfer of client information between
924 different parties is smooth.

925

926 The student health care for all basic degree students and all international exchange students
927 at all higher education institutions and who are members of the student union must be
928 organised through the Finnish Student Health Service (FSHS). The FSFS is a part of the publicly
929 funded health care system. Students participate in both the decision-making in the FSFS board
930 and in the financing of the FSFS. The latter is a legislated healthcare fee, which is mandatory

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931 and collected by the student unions. The funding of the FSHS must be predictable and based
932 on long-term contracts. Students must be offered functioning health care services at the same
933 level, regardless of where they live and study.

934
935 Those organisations implementing FSHS and other publicly funded health care must offer their
936 services and information about them in Finnish, Swedish, and English. The staff of the FSHS
937 must be trained regularly and they should be familiar also with equality issues. The FSHS
938 should offer low threshold services, for instance, on campus. FSHS must lead the way in
939 digitalisation and invest in community health and cooperation with the education institutions.
940 The FSHS offers higher education students a high quality service entity, which includes general
941 health, oral health, and mental health.

942 **Advocacy goals:**

- 943 • The student health care for all basic degree students and all international exchange
944 students who are student union members, at all higher education institutions, must be
945 organised through the Finnish Student Health Service (FSHS).
- 946 • The FSHS is a part of the publicly funded health care system. The future funding of FSHS
947 is secured.
- 948 • The FSHS is a leader in digital health care services, self-care in both official languages
949 as well as English, and in new low threshold campus practices.
- 950 • Students have a quick access to low threshold mental health services offered by the
951 student health care. The student health care offers diverse mental health services that
952 best suit each individual, such as individual and group therapy and digital services.
- 953 • All youth under 29 years of age and all higher education students are offered the
954 possibility of free rehabilitative psychotherapy.
- 955 • To ensure that there are enough psychotherapists, psychotherapy education must
956 become publicly financed and free for psychotherapy students.
- 957 • Student health care and publicly funded health care offer all under 29 years of age and
958 all students covered by FSHS services free birth control.
- 959 • The higher education institutions organise occupational health care for and
960 corresponding to the needs of all postgraduate students. The occupational health care
961 is sufficiently funded.
- 962 • The health care for secondary education students is transferred to the school health
963 care, both legislatively and operation-wise. Treating mental disorders is added to the
964 tasks for school health care defined in legislation.
- 965 • Health guidance and physical examinations are organised also for young people who
966 are not a part of the student health care.
- 967 • The social and health care services in student cities and belonging to the publicly
968 funded health care system offer basic services in Finnish, Swedish, and English.