



Students for a better tomorrow

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

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Introduction

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

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

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

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

Our values

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

SYL

- is a passionate defender of **culture**.
 - Culture entails having an open mind and the skills to listen, create, learn, and understand. Education and student activism form an integral part of the constantly evolving ideal of civilization.
- is a courageous **leader**.
 - Leading the way entails challenging old and creating new. Students open-mindedly build a better tomorrow.
- widely promotes **internationalisation**.
 - The academic community is a place for border-defying encounters. Genuine internationalisation calls for diversity in society and a non-discriminatory meeting of cultures.
- a defender of **equality**.
 - Equality is the foundation of a strong society with a high level of wellbeing. Everyone must have equal rights and opportunities to fulfil their potential and participate in their community to the best of their abilities, regardless of their background. Thus, SYL is a feminist, anti-racist organisation.
- A builder of a **sustainable** future.
 - Sustainability is by nature a value that affects all aspects of our organisation. SYL sees sustainability as an ecological, social, cultural and economic concept. We strive to fight the climate and biodiversity crises and other environmental problems within our own activities and in the context of the wider societal framework. Social and cultural sustainability enable the humane, free and ethical functioning of individuals and communities now and in the future, as well as the development and preservation of different cultures for future generations. Economic sustainability secures the continuity of our operations and in a broader sense also secures the future of the Finnish welfare state.

Society

The Finnish welfare state

The basis for the Finnish welfare state is a universal social insurance for all citizens, and publicly financed welfare services, which protect and support citizens when their situation in life changes, for example as a consequence of unemployment, having children, falling ill, or any other sudden change. No one's wellbeing or livelihood should be dependent on charity, nor on any individual's gender, nationality, ethnicity, sexual orientation, political opinions, disability, or any other personal characteristic. The services and social transfers within a welfare state must primarily be funded by means of taxation and general insurance contributions.

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

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

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

Finland has to be active in the European Union. European values, such as free mobility and the principle of a constitutional state, are central to our identity. The European Union must

assume its responsibility as the number of asylum seekers increases, and invest in the development of an effective system of reception and integration across the European Union. The European Union has to be a pioneer in international climate policy. Finland actively influences the social and education policy of the European Union. The jurisdictions for these themes should primarily lie with the member states in accordance with the subsidiarity principle. The EU institutions play an important role in furthering education as a fundamental right and as a public good. SYL's EU advocacy work is carried out both independently as well as in collaboration with the European Students' Union (ESU) and other stakeholders.

An equal working life

It should be easy to combine studies and work when the student so chooses. A fair, high-quality and productive working life requires the strong promotion of equality between employees and equal rights, for example in terms of pay and the terms and conditions of employment. The working culture in our society should promote the ability to cope at work, work community skills and creativity, and should encourage good leadership. The work contribution of persons who are fit for part-time work should be appreciated as beneficial for working life and society in the same way as that of people who work full-time.

The everyday life of international students studying in Finland should be made as smooth as possible, they must be offered sufficient opportunities to develop their language skills, and obstacles for their employment must be removed. International students must, in connection with their studies, receive the necessary skills for networking and working life required in the Finnish labour market as well as opportunities to be introduced to Finnish employers and the Finnish job seeking culture.

The pension system must ensure an adequate livelihood after one's work career and it must treat different generations equally and fairly. A sustainable pension scheme must not be ensured only at the expense of the younger generation.

Advocacy goals

- Employee organisation must be supported and encouraged already during studies. The terms, practices and reforms related to working life must be negotiated and agreed between employers and employees while ensuring the equal treatment of the contracting parties.
- Work during studies is considered when net study time is calculated.
- The work career must be considered to begin from one's first employment and not only after graduation. The protection against dismissal must be equally strong for all employees.

- The collective agreements and labour laws must take into account the needs of those who have atypical work. Such employment for which there is no set minimum number of hours should also make one eligible for unemployment benefits and paid sick leave and the possibility to accept other work if needed.
- Working on a grant is made easier. The reconciliation of grant periods with social security and unemployment benefits should be smoother than it is now.
- Students receiving traineeship/internship subsidy should always sign an employment contract in addition to the university traineeship/internship contract.
- Job seeking processes should not be unreasonably long and demanding.
- Affirmative action and anonymous recruitment should be used even more effectively in recruitment to promote the equality of the candidates.
- Employers should have incentives to recruit international students and recent graduates and be supported in this process.
- Universities promote students' preparedness for starting businesses by offering a sufficient number of courses.
- A form of support should be developed for continuous learning to provide everyone equal opportunities to update their competencies, regardless of their background.
- Unemployed individuals should be able to study without restrictions, provided that they can apply for jobs and are willing to accept them while studying.
- All citizens should have the right to earnings-related unemployment benefit if they meet the work requirement. There should be no link between increases in the earnings-related unemployment benefit and the basic security benefits.
- The accumulation of the employment condition required for earnings-related unemployment security should be developed so that it better allows for various forms and ways of working.
- Persons who can only work part-time must be offered work corresponding to their ability to work and their participation in employment must be supported.
- International students who have completed a higher education degree in Finland are automatically offered a permanent residence permit and obtaining Finnish citizenship is made easier for them.
- The international students who obtain a residence permit based on their studies are automatically granted a strong identification token for the public administration e-services.

- The guidelines for residence permits should make it possible to flexibly move between studies, working life and entrepreneurship. International students' right to work is extended.
- The overall cost burden for international students should be eased, also in terms of the residence permit process and income requirements.
- International students are offered enough language courses in Finnish and Swedish to not only obtain basic language skills but also sufficient skills for working life.
- Employers should not require more advanced language skills in Finnish or Swedish than the job requires on a general level. Employers should provide sufficient opportunities to develop language skills. Support for obtaining sufficient Finnish or Swedish language skills should be provided at work if the candidate's language skills are almost at the required level. The language requirements of an open position and its application process must be consistent.
- Unpaid internships should be prohibited and internships should be paid a wage that corresponds to the demands of the job.
- There should be adequate paid internships as well as working life visits, as they are an important way for students to get to know working life. This is particularly important for international students integrating into Finnish working life.
- Higher education institutions should provide sufficient conditions for traineeships/internships during studies.
- The pension accrual should take the attainment of a higher education degree into account. The pension system should encourage self-development.
- The pensionable age should be generally tied to the changes in life expectancy, but the physical and mental burden of work in a specific field should also be considered in order for the actual retirement age to rise and to extend careers.
- Pension contributions must not be increased.
- The reform of the pension system must take into account the needs of people working in atypical employment relationships and the increasing fragmentation and uncertainty of work and employment.
- The pension system reform should examine pension funds' investments. Funds must move away from portfolios invested in fossil fuel and related shares and transfer them to more sustainable targets.

A climate friendly and sustainable society

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

Public authorities must take main responsibility for combatting the climate and environmental crisis. We cannot build a sustainable welfare state without necessary political decisions. Public decision-making must align with the current International Climate Agreement and seek to limit the global average temperature increase to no more than 1.5 degrees Celsius. Those in charge of public procurement and tendering must consider the effect the procurements have on the climate and the environment and make ecologically conscious and low-carbon decisions a high priority. Taxation and social support systems make choices that are in accordance with sustainable development more financially worthwhile alternatives for both society and individuals. Unsustainable activities are regulated. The role of public authority is to secure a just transition into a more sustainable welfare state. A growing inequality as a result of societal change poses a particular threat to certain groups, who must be supported during the change.

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

part of society and its functions, and hence all industries must look for cross-cutting ways to prevent it.

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

Advocacy goals

- The role of university research in combatting the climate and environmental crisis is strengthened. Future RDI investments must heavily emphasise the theme of climate and environment.
- Emission offsets are the last option to attain carbon neutrality. Offsetting must be additive, i.e. it must result in emissions elsewhere being reduced more and faster than they would have been without offsetting. In addition, it must be based on scientific knowledge and research.
- Finland is carbon neutral by 2035 at the latest and strives for carbon negativity. Carbon sinks and carbon stocks are increased.
- Biodiversity loss in Finland must be stopped by 2030, and untouched nature and threatened ecosystems, such as old-growth forests, must be protected and restored. The planning of land and water use obliges users to compensate for the harm they cause to biodiversity.
- Society transitions to completely sustainably and responsibly produced, fossil free or renewable energy sources. They are also made the most economically viable alternatives for consumers, households and enterprises, and technological developments and investments in them are supported.
- The long-term goal is to go over entirely to renewable energy sources. Nuclear power is part of the transition to more sustainable energy production, and its role as a part of decentralised energy production is vital.
- Using peat, oil, coal, or other fossil energy sources for energy production is prohibited.
- Society's tax and subsidy systems must be changed quickly so that they strongly steer to reduce emissions and take care of the environment.

- Carbon neutrality is promoted in regard to national transport. Public transport is accessible all around Finland. The special needs of student cities and students are taken into account. The railway network is improved upon and modes of transport using fossil-free or another form of clean energy must be the primary modes of transport within Finland.
- Flight is taxed in a manner that decreases the effects that flying has on climate as effectively as possible. Finland will promote a harmonised flight tax also at EU level.
- Business subsidies that are harmful to the environment must be given up. The condition for receiving subsidies is promoting a more sustainable future and responsibility.
- Society must enable a sustainable food system guiding people to eat primarily vegan food and taking account of any individual needs, with food waste minimised in both delivery chains and consumption.
- Consumer products must include a label on their effects on the climate and the environment in order make sustainable consumption easier.
- Consumer products are taxed in a manner that makes it financially viable for consumers to choose the more environmentally friendly and sustainable alternative. Regulation and taxation of production, maintenance and repair services supports prolonging the life and reducing the lifecycle emissions of products.
- The International Criminal Court (ICC) must criminalise the destruction of natural resources.
- The advertising of fossil products and services contributing significantly to biodiversity loss must be banned in Europe.
- Finnish universities are carbon neutral by 2030. Carbon neutrality is achieved primarily through emission reduction, and secondarily through emission compensation.

The university

The Finnish cultural university

Universities are autonomous 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 recognise their global responsibility and promote a sustainable and just world in continuous dialogue with the surrounding society. The free and civilized state of Finland ensures the autonomy of our universities as well as scientific and artistic liberty.

Higher education and science policy is persevering and extends beyond government terms. The importance of basic research and the significance of scientific diversity is recognised. The prerequisites of university democracy are secured and the democratic tripartite principle is applied in universities.

University students are members of autonomous student unions. The student unions play an important role at universities and in surrounding society. Bearing global responsibility is part of the mission of the student unions and prepares students for active, knowledgeable and critical citizenship. Central policies of the university student movement are participation and internationality. The university student movement recognises the diversity of students and enables the participation of international students in the operations of SYL and the student unions.

Advocacy goals

- Students are represented in the university boards at every university as well as in the lower levels of administration.
- International members of the academic community are represented in university administration. International members of the student unions are able to participate in all decision-making bodies of the student union.
- Participating in universities' decision-making must be possible in all the languages in which degree programmes are available.
- When student members are appointed to the decision-making bodies of the university and student union, the appointment process must be transparent, and the appointments must take into account the diversity of students.
- The achievement of the learning outcomes for sustainability and responsibility is monitored as part of the feedback and graduate surveys.

- The learning outcomes for higher education degrees include implementing global responsibility and the Sustainable Development Goals of the UN in the context of education, in changing the approaches of organisations and in the everyday activities of individuals.
- Publicly funded research, teaching material, and administrative documents are public.
- Research data is made more accessible by promoting open data at the universities and extensive access rights to databases and by opening library services.
- University leaders are elected adhering to the transparency principle. The election is open and democratic, and students are also included in the process.
- The principles for a safer space and the right to peaceful demonstration and debate must be protected in universities.
- Copyright for work produced by students as part of their degree must remain with the student. Students are informed of their rights.
- Universities do not engage in cooperation with institutions that are involved in human rights violations. Universities must commit to ethical investments and not to invest in companies for fossil fuel, the weapons or tobacco industries, companies that use child labour nor companies with operations on illegally occupied land. Present investments in the above-mentioned are to be withdrawn within a reasonable transition period.
- The state remains the main funder of universities through index-linked basic funding. Universities may not be dependent on private funding with compensation demands.
- Finland's educational attainment should be raised closer to that of comparable OECD countries. Increases in educational capacity must be fully financed by core funding, and the increase in attainment should not be pursued by lowering the quality or demands of degrees.
- Degree education must be tuition-free, regardless of the nationality of the student.
- The funding system for universities must be predictable and transparent and efforts should be taken to dismantle its results-based nature.
- The indicator for first-time students in the funding model must be removed.
- The funding model must reward universities for the quality of education, qualitative employment, research impact, internationalisation, collaboration between higher education institutions and awareness of sustainability and responsibility issues.
- The share of qualitative factors, such as student feedback, should be increased in the funding system.

- The funding model for universities and channels of state research funding equally support different disciplines.
- Universities carry out their legislated missions based on their own strategies and profiles. University profiling respects university autonomy.
- Students, professors and other staff are represented at all levels of university administration as well as in all phases of decision-making, according to the tripartite principle. The possibility for university communities to exert influence is strengthened in university law.
- University administration is transparent, engaging, and consistent. The principles of transparency also apply to the various measures of the university.
- All members of the academic community take part in developing the university. All groups are treated equally and fairly.
- The accessibility plans of higher education institutions must be funded, monitored and measured.
- The promotion of accessibility and the development of the university must take into account the elimination of discriminatory structures and structural racism.
- Universities and the state ensure that the linguistic rights laid down in the Constitution of Finland are realised in universities and that the status of the national languages – Finnish and Swedish – is secured as the languages of instruction.
- Sector-specific terminology is developed at universities and together with other actors (Helsinki Term Bank for the Arts and Sciences, etc.), recognising the importance of terminology in study paths that are in Finnish and Swedish.

The education path and educational equity

The Finnish education system is seen as a whole from early childhood education to continuous learning. Education is a key tool for increasing social mobility in society. Personal attributes do not weaken an individual's opportunities to educate themselves, but by using intersectionality as a tool, everyone is guaranteed the opportunity to be educated all the way to higher education. Basic education and secondary education provide good readiness for applying to higher education, and each learner is seen as a potential higher education student. The future of Finland is based on a high level of competence.

Advocacy goals

Lower levels of education

- Early childhood education, comprehensive school and upper secondary education must be tuition-free and truly accessible to all, with adequate resources allocated to them.
- Each child must have a subjective right to free, quality, and flexible early childhood education.
- Teaching tasks requiring pedagogical skills in early childhood and pre-school education are the responsibility of teachers with degrees in early childhood education and care, and, alternatively at a Steiner kindergarten, the responsibility of teachers with degrees in early childhood education and care who have taken a degree in Steiner education.
- Training for personnel, teaching staff and instructors at educational institutions should support their capacity to intervene in structural discrimination, which will help make the education system more equal.
- Municipalities must offer adequate preparatory education and support during the transition phases of education so that everyone has sufficient capabilities to transfer to upper secondary education and apply for higher education.
- All-round teaching must be a focal point of vocational education, and sufficient funding must be ensured for it.
- Tuition-free education must cover learning materials and essential study equipment. The education is tuition-free for the whole degree study time.
- Appropriations for affirmative action are made for early childhood education as well as primary and secondary education so that learners in need of especially strong support can be supported throughout their education path.
- Regional equality should be strengthened in upper secondary education.
- Young people must receive adequate guidance counselling throughout their study path for them to be able to make conscious and informed decisions.
- Particular attention needs to be paid to including underrepresented groups in education.
- The accessibility of art education in comprehensive schools and general upper secondary schools will be improved so that children and young people from various backgrounds have the opportunity to engage in different artforms in basic education,

get admitted to art-focused education and acquire sufficient capabilities for transferring to higher education studies in art.

- Higher education institutions and upper secondary education institutions should cooperate closely so that upper secondary students can get a taste of higher education and have access to free higher education classes during their upper secondary studies.

Applying for higher education

- The main entrance route to university should be a free entrance examination or course selection route, independent of secondary school performance. However, academic performance at secondary level can be used as a secondary admission factor in fields where it is particularly relevant. Even in this case, the entrance route that is independent of secondary school performance must be retained as a significant selection method to university.
- The scoring model for the student selection should be based on identifying the relevant skills and measure suitability and motivation. The evaluation must be professional and transparent and equal with consideration for the special characteristics of the discipline.
- The scoring model for selection based on school certificates should be based on the weighting of skills that are relevant for the field the applicant is applying for. The development of entrance examination-based and school report-based admissions must be the collective responsibility of universities.
- The knowledge and skills required for entrance examinations must be obtainable without paid extra training.
- The entrance examinations should be held primarily as a national joint entrance examination by sector. The examinations must be based on material handed out during the exam and/or a small amount of material given in advance, available for free. Entrance examinations should not be based solely on the upper secondary school curriculum.
- Entrance examinations must be accessible, and applicants must be offered adequate individual arrangements.
- Entrance examinations in the same fields should be conducted through national joint application examinations wherever possible. The system must eliminate the need for preparatory courses, and applying through the open university must not require unreasonable amounts of money and time.

- Entrance examinations must be digitalised in an accessible way. The accessibility of information systems must be ensured, and applicants must have the opportunity to borrow a device for the entrance examination. The digitalisation of entrance examinations and the accessibility of information systems must be taken into account in ministry guidelines concerning the accessibility plans of universities.
- The open university route should not make up more than 10% of overall university admissions. Scheduled open routes should be free of charge.
- The scope of the open route should be reasonable and pursuing it should be free of charge. The route should lead to the right to study for a degree. The role of the open university is not to function as a paid way to circumvent the application system.
- Students in upper secondary education are offered opportunities to complete university courses in advance through, for instance, the use of digital online learning platforms.
- Quotas for first-time applicants are lifted. Quotas for first-time applicants are not a good way to speed up access to higher education.
- No dead ends should be formed in the education system and any obstacles to changing fields should be eliminated with respect to both Finnish and international students.
- The quotas for Sámi- and Swedish-speaking applicants must be maintained.
- Normative gender concepts, socioeconomic status, nationality, disability or belonging to a minority must not limit access to education or a specific profession.
- The heritability and segregation of education should be dismantled and tackling it should be a key educational policy objective.
- The right to study is granted for the full duration of a bachelor's and a master's degree and it must not be conditional on academic success.
- Applying for university education with an upper secondary school certificate other than the Finnish matriculation examination certificate is smooth and fair.
- Access to higher education should be made easier for vulnerable groups, and structures that promote access should be created.
- International students from outside the EU and EEA countries are not charged application processing fees.
- The number of refugees and immigrants who complete a second and tertiary level degree must increase, and previous degrees must be recognised when applicable.

Degree education

- Student mobility within degree programmes and cross-institutional studies between Finnish higher education institutions is easy, flexible and free of charge for students.
- There are clear, transparent and unambiguous learning outcomes defined for all higher education, from individual courses to degrees.
- The educational rights of learners with special needs must be guaranteed through accessible, sufficient and equal individual support throughout the study path.
- The support services offered by higher education institutions are increased to develop accessibility and prevent inequality.
- Educational institutions may only collect such information about the students as are relevant for student admission and studying. Providing other information must be as limited as possible and voluntary, and the purposes must be explained to the student.
- The student, degree and population information registers must accommodate the rights of transgender, non-binary and other gender minorities.
- Open universities should not award higher education degrees.
- The right to study should be based on student admissions, not academic performance.
- Applying for an extension to complete one's studies should be clear and accessible and it must not be subject to a charge.
- If it is promoted in Finland beyond expectations, the two-stage approach for bachelor's and master's degrees should be implemented sensibly and in a manner that takes students' different life situations into account. The two-stage approach must not slow down studies or cause extra stress to students.

Continuous learning

- Possibilities for re-education during work careers are increased.
- The costs of continuous learning should not be borne by the learner alone, but shared between the individual, the employer and the public sector. Updating one's competencies is possible for everyone, regardless of the wealth or employment status of the individual.
- Continuous learning must be funded separately from the core funding allocated through the university funding model.

- Universities offer graduates the possibility of supplementing their knowledge and skills for free, for example through an alumni study right that may be granted to new graduates. Newly graduated international students must be provided the opportunity to supplement their Finnish and Swedish language studies for free.
- The possibilities of continuous learning must be attainable to all adults, regardless of background, life situation and socioeconomic status.
- The open university offers possibilities for supplementing one's knowledge and skills and for applying to higher education at different stages of life, also without general higher education eligibility.

International students

- For student activists who are victims of human rights violations, Finland must create a supplementary study-based entry channel into the country for those in need of international protection.
- The education system must also take into account students in need of international protection and victims of human rights violations, and new complementary pathways must be created for them.
- A survey of the competencies and skills of refugees and asylum seekers is conducted as soon as possible after they have entered the country.
- Integration training must always be free of charge. The training should be aimed at improving immigrants' independent skills in Finnish or Swedish. Students who are immigrants and in the process of integrating must also have access to teaching in their native language; competence in one's native language supports the learning of other languages.
- International students have smooth access to reliable, accessible, and equitable basic services. The services should also be available in English, where applicable.
- European Union registration, address notification, a municipality of residence, foreign identity cards, Finnish banking credentials and access to interaction with public authorities and student benefits must be ensured for international students within one month of arrival in Finland, without undue financial burden on the student.
- The education system must also take into account students in need of international protection and victims of human rights violations, and new supplementary selection channels must be created for them.

- The integration of refugees and immigrants into society should be supported by offering them sufficient educational opportunities and promoting the recognition of prior learning and education.
- Increasing the number of international students in universities must be done at a rate that is sustainable, without overloading local systems and structures.

Student-centred learning and study ability

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

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

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

Higher education institutions should invest in developing teaching by offering teaching staff the resources they need, pedagogical instruction, as well as support for introducing and developing student-centred teaching. The pedagogical education should include ways of observing the needs of students with special needs. Teaching should utilise a variety of technologies, but only if they bring benefits and better results. The attendance requirements must be pedagogically well-founded, taking into account the students' varying life and family situations. The institutions must also support staff in the introduction of versatile, digital teaching tools as well as planning foreign language teaching aimed at multicultural groups. Suitable teaching technology makes possible flexible learning environments as well as diverse teaching and grading methods. The internal reward schemes of higher education institutions should reward high-quality teaching.

Digitalisation promotes the openness of teaching and materials in universities. The digital pedagogic competencies of university teaching staff are developed to give all students equal opportunities for learning. The possibilities digitalisation creates are utilised to increase the competencies of students, counselling, develop the quality of teaching and counselling, studying at another higher education institution, and developing the opportunities of lifelong

learning. Digitalisation can also be utilised to anticipate competence needs. Digitalisation must take into account student-centredness and the students' right to the information they own. In order to fully be able to utilise information provided by the students or their studies, it must be stored in a way that allows it to be used not only by the home university, but also openly outside of it. The need to utilise information in order to, for instance, recognise competencies acquired previously, must therefore not hinder studying in other higher education institutions. However, the refusal of a student to disclose certain information for education must not impede the completion of their studies. Increased digitalisation must also not make it more difficult for students to primarily receive contact teaching or counselling. Students are offered the opportunity to flexible digital studies or counselling when there are no pedagogical obstacles to studying or receiving counselling digitally. Developing digitalisation requires taking into account the challenges posed by the accessibility of necessary hardware and software and the socioeconomic status of students.

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

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

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

Developing student support is advantageous also for the university. Students must have access to abundant support and guidance for planning their studies, career, and life on all levels of education. Higher education institutions should invest in integrating all new students into the higher education community. Students are informed about the support

services offered by the higher education institution. Support services must be widely available all through the studies. The universities should offer support in all official languages of the university and in English.

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

Advocacy goals

- Universities offer guidance service for planning and carrying out internationalisation modules.
- Higher education institutions plan diverse learning environments for different use at their facilities.
- Quality teaching and counselling is rewarded in the internal reward schemes of the universities.
- Pedagogical competence is one of the criteria when recruiting researchers and teaching staff.
- Exchange studies are financially supported and the recognition of study achievements during exchanges is smooth.
- Students get an appointment with the study counselling psychologist within a month of contacting them.
- Study counselling psychologist must collaborate more closely with the FSHS.
- All new students participate in a course in preparation for university studies. Teachers are trained in considering individual learning styles.
- Higher education institutions build a national web-based wellbeing and life skills programme to support students in their studies and everyday life.
- Every student is allotted a teacher tutor, who supervises the study progress at least once a year and when needed together with the student revise the objectives.

Academic advice is available also in English. Teachers have working hours allocated for academic advice.

- The learning outcomes for degrees mention internationalisation skills and internationalisation at home is one of the guiding principles of degree planning.
- University staff must receive training to help them recognise mental health problems and problematic use of intoxicants and refer students to help.
- Increased digitalisation must not make it more difficult for students to primarily receive contact teaching or counselling.
- The use of digital learning environments and online teaching are part of the studies in university pedagogy.
- Higher education institutions have embedded early support models that provide clear and accessible guidance on what to do when there are concerns about a student's use of intoxicants or their mental health.
- University staff are trained to identify and account for minority stress.
- The study load is balanced and reasonable across disciplines and universities. Study credit accumulation must be monitored through feedback and analytics, and excessive workloads must be addressed. Students in all fields must have equal opportunities to participate in student representative activities within the framework of the schedule for the academic year.
- Internship objectives are clear to students. Students are paid for, given feedback on and receive guidance all through their internships to support their learning.
- The cooperation between universities and employers guarantees that the contents of the internship develop the intern's knowledge and skills. This goal is supported by dialogue between the intern, the university and the internship supervisor.

The higher education system and degrees

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

The quality of Finnish higher education must be high in every aspect and the teaching must be based on current research. Every higher education unit must offer an adequate and diverse number of courses. Higher education institutions must have genuine collaboration across boundaries and offer international study modules. The structural reform of the higher education network must be carried out in dialogue with the Ministry of Education and Culture, universities, students, and required stakeholders. The focus in developing the higher education network is on quality and accessibility of education and research. The regional distribution of higher education institutions takes the different profiles of universities into account as well as the competence needs of the regions.

The Finnish higher education institutions succeed through internationalisation. From the point of internationalisation, it is important that the higher education institutions have students from all over the world. International students must be granted a residence permit right from the start for the entire duration of their studies, and the overall burden regarding costs must be alleviated in terms of the residence permit process and minimum income requirements. Higher education institutions must offer degrees that correspond to the European Qualifications Framework (EQF) to ease mobility. Students must be able to transfer between higher education institutions in all of Finland and all of Europe. The European Union promotes the value of cultural and academic freedom as well as functioning mobility and cross-border student cooperation. The development of education in Europe should be student-centred, and education must be available for underrepresented groups in all countries of Europe. On a European level, structures are developed that encourage students to move also outside the European higher education area.

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

Higher education is developed by dismantling the dividers between higher education institutions and disciplines. Students must be able to flexibly choose courses from a common platform for the higher education institutions if the courses fit into the student's personal study plan. Students should be able to freely choose between studies offered by their own and other universities, acknowledging disciplinary characteristics. It should be easy to change subject and it should be accomplished through internal transfers with the higher education institutions so that transferring students do not affect the number of places

available for new students. Higher education institutions have established practices for admitting transferring students into different degree programmes. Transfer students should receive equal treatment and appropriate academic advice.

The number of degrees awarded must be nationally defined by the higher education institutions and the state in dialogue and considering the needs of society and so that high-quality teaching is ensured. Increases must not be made if they compromise the quality of teaching, guidance or support services. Degrees should have clearly defined learning outcomes, which are reflected both on degree and course level. When learning outcomes are defined, working life representatives as well as other relevant stakeholders must be heard. There is a sufficient supply of education available in Finnish, Swedish, and English.

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

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

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

Advocacy goals

- When assessing the number of degrees, there is consideration for the legitimate need for them, and for sufficient and proportionate field specific allocation of resources. There are clear indicators for the follow-up for the vision of the roadmap for higher education and research, and a monitoring group is set up for the purpose.
- Finland have reached the Bologna Process objectives. Degrees and study modules are recognised in all of Europe without lowering the quality of education.
- University students can freely choose their minor subjects from any higher education institution they wish. This can be accomplished through developing the JOO system, for instance.

- The cooperation between universities is strengthened through the development on national field-specific study modules.
- A national platform for degree students and other continuous learners is developed in Finland. The common platform for higher education institutions also enables studies independent of time and location as well as encourages higher education institutions to collaborate. The platform model is implemented as a collaboration between higher education institutions using API and data sharing.
- The first-cycle degree offers broad readiness for transferring to complete a second-cycle degree in another field. The special characteristics of different fields is considered.
- Refugees and asylum seekers can continue their studies in Finland. Asylum seekers' opportunities for participating in higher education are supported for instance by offering preparatory transition studies or courses that prepare the student for the application process.
- If tuition fees are introduced, their impact is critically evaluated at least every other year. Tuition fees are abandoned as soon as possible.
- International students are granted a residence permit for their whole degree period. Degree programmes are planned in a way that enables international students to complete the number of credits required for a renewal of the residence permit, and the cooperation between authorities and educational institutions should run smoothly in all of Finland.

University students

A reasonable student income

Finland should see investing in students as a societal investment in the future. The support that society offers gives everyone equal opportunities to study, regardless of socioeconomic background or place of residence.

Student financial aid

Livelihood during studies should be secured primarily through pecuniary benefits, and the emphasis on loans in student financial aid must be abandoned. If they wish, students may supplement their livelihood with a student loan and a reasonable amount of work. The conditions for student loan repayment and exemptions from payment must be fair for low-income student debtors. The student loan portfolio should be kept at a reasonable level so that they do not restrict the career and life decisions of those interested in higher education or recent graduates.

When studying in Finland, student financial aid for higher education studies must be granted only for higher education degrees pursued at the universities mentioned in section 1 of the Universities Act and licensed universities of applied sciences and the government loan guarantee for studies pursued at the National Defence University.

Advocacy goals

- The amount of study grant must be increased in such a way that the level of cash benefits for students rises to the level of basic social security, while at the same time there is a move towards the new social security model and basic income.
- The elements of the student financial aid in euros are tied to the National Pensions Index. Index adjustments are made annually.
- The provider supplement is sufficient and child-specific.
- Student financial aid is moved from the Ministry for Education and Culture to the Ministry of Social Affairs and Health.
- The number of months of student financial aid per degree should be increased to 60 for bachelor's and master's degrees, and proportionately for degrees of other lengths. The conditions for discretionary months of financial aid are eased.
- The two-stage nature of student financial aid is abolished.

- The minimum requirement of 20 study credits per academic year in order to receive study grant is eliminated.
- After student financial aid ends, the conditions for returning to student financial aid are eased.
- The process of monitoring study progress is as smooth as possible for the student.
- The recovery of student financial aid payments that have been paid in excess of the earnings limit should be made more linear, for example by allowing for recovery of only part of the benefit payment per month. Any months from which student financial aid has been reclaimed must be given back to students.
- Student loans should be covered by state interest protection, and the conditions of the interest assistance must be improved. The period of interest assistance is extended and income limits are raised.
- The conditions of the student loan compensation only consider the months when the student has received student financial aid, for the compensation awarded while the person is still studying.
- Recovery of student loan must not be linked solely to student financial aid – recovery must be postponed if degree studies are proven to be unfinished and progressing.
- An annual student loan compensation model is introduced for student loan compensations.
- The student loan system should treat all higher education students equally.
- The student financial aid system promotes international mobility, for example by taking exchange studies into account when adjusting the student financial aid period and in obtaining student loan compensation.
- The livelihood of international students is improved by establishing a suitable benefit for them. In the longer term, student social security is granted to all degree students studying in Finland.
- If graduation is delayed for a health reason, the deadline for entitlement to student loan compensation may be extended.

Other student benefits

The livelihood of students is secured not only by student financial aid, but also other benefits, depending on the student's situation in life. Transitioning from one benefit to another is smooth and takes different life situations into consideration.

Advocacy goals

- Students are considered eligible for general housing allowance. The problems caused by the household-based requirement for students and young people need to be addressed by making financial support more individualised.
- Students must be allowed to have reasonable assets and income without a reduction to their housing allowance.
- Student housing allowance should be all-year, on a sufficient level and index-bound and consider the regional cost of living.
- The maximum number of study credits earned during sick leave is to be abandoned.
- The student loan, whether drawn down or not, is not considered income when the need for welfare benefits is evaluated.
- Welfare benefits must be on a sufficient level and they must not be lowered on the basis of studies. In addition, reasonable work must be allowed.
- The transition from student financial aid to other benefits and back to student financial aid must be smooth and place no burden on the student.
- The benefit system must recognise the concept of incapacity for study. When study ability is reduced, students should have access to a necessary benefit that helps support the recovery of study ability.

Social security of tomorrow

The aim of Finnish social security must be a universal and coherent benefit system within which income security is guaranteed and transitions between different life situations are smooth. Student benefits are part of social security and thereby the aid enables the student's study ability and full-time studies.

Advocacy goals

- The foundation for the social security system should be an individual, gratuitous, simple basic income that enables a life of human dignity that makes it possible to smoothly combine studying, self-development, work, entrepreneurship, and family life.
- A new, broader trial of the basic income model is needed, including people from different population groups; students are involved in this trial.
- Student benefits need to be reformed as part of the wider social security reform, and integrated into the new social security model that is to be introduced.

Student meals and the meal subsidy

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

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

Advocacy goals

- Students' right to subsidised takeaway lunches should be made permanent.
- The level of the meal subsidy is secured to increase in line with the increase in production costs. The increase in the maximum price of a meal must be tied to an increase in the meal subsidy.
- Student restaurants offer quality and nutritious vegetarian and vegan food.
- Students know where the food is from and can easily access the nutritional information about the food, as well as its carbon footprint. Student restaurants emphasise ecologically produced ingredients.
- The meal subsidy limit to one meal per day per student must be abolished.

Quality and affordable student housing

In order to enable students to study full-time and to ensure their social needs, wellbeing and stable economic situation, they must have the right to quality housing that meets their needs. Student housing policy should be based on students' needs and wishes, and not be guided by compulsory means or income-related incentives or conditions.

Student housing is social housing targeted at a low-income group with special housing needs. For this reason, the affordability of student housing must be ensured through adequate and effective production subsidies, less stringent regulation and the provision of

affordable land. Tenant selection needs to be developed to take better account of students' changing housing needs, for example by taking equality and communal living into account.

The renovation of old apartments and their conversion into student housing must be pursued in connection with efforts to increase the number of student housing. Housing production must also be made more sustainable. A national target must be set for new student housing, and a commitment must be made to achieve it through policy measures to remove bottlenecks that hinder and slow down student housing construction. Municipalities must set targets for student housing, and the state must encourage municipalities to set and achieve them.

Student housing must be developed in line with modern requirements. For students, sustainable housing and sustainable consumption are often high on the list of values, but the choice and affordability of sustainable housing is often poor. The energy economy and environmental friendliness of student housing must be promoted by developing production subsidies and building regulations, but without leading to significantly higher rent.

High-quality and sufficient student housing should be made attractive for both Finnish and international students. In addition to the above measures, the overall objective requires more flexible involvement in tenant democracy and new solutions to promote communal living. More attention must also be paid to the specific needs and circumstances of international students.

Advocacy goals

- Student housing must be kept within the scope of investment aid for specific groups. The investment aid must be sufficient for all student housing projects.
- The long-term support loan model's excess interest rate and repayment schedule model must respond to changes in the economic environment, and sufficient state support must be ensured. Student housing projects should also be subject to the same subsidies as other state-subsidised rental housing.
- Municipalities should set aside sufficient plots for student housing. These should be designed to be simple, and should not be subject to overly prescriptive zoning regulations in terms of construction. Student housing should be exempt from car parking, commercial space and playground requirements. Student housing must be planned near higher education institutions and key services.
- Student housing tenant selection needs to be improved to take better account of equality, community living and other developing tenant needs, and to facilitate international students living in student housing.

- The state should set and commit to a national goal of making student housing the main form of student accommodation.
- The state should encourage municipalities to build student housing through land use, housing and transport agreements (MAL agreements in Finnish). These require setting a municipal target for student housing, relaxing planning requirements for student housing, and ensuring sufficient land supply.
- Production subsidies for student housing should provide a wide range of incentives for environmental friendliness and enable firm commitment to them without environmentally friendly solutions leading to unreasonable increases in student rents.
- When constructing new student housing, it must be ensured that the apartments are accessible, healthy and comfortable.
- Cities and other entities must produce sustainable and reasonably priced housing, also in other forms than just student housing.
- The cost control of projects by the Housing Finance and Development Centre of Finland (ARA) needs to be developed towards assessing life-cycle costs and life-cycle carbon footprints.
- New systems for improving resident democracy, access to information and participation must be introduced in student housing, using the special exception for groups in the act on joint management of rental buildings (1169/2022).
- Communal housing solutions should be made possible by allowing the related costs to be covered by ARA's production subsidies. Shared housing should also be facilitated in the selection of tenants.
- Student housing must be made attractive for international students to encourage them to come to and remain in Finland. The growing number of international students must be taken into account in the construction of student housing and selection of tenants. Foreign students should be allowed to live in student accommodation for a reasonable period after graduation.
- The Housing Fund of Finland and social housing production must be on a financially sound footing.

Student health care and FSHS

The health care system and sufficient funding for health care services support wellbeing and uphold work and study ability. The health care system evens out differences in health and wellbeing between different population groups. The system is also closely connected to the

social services. Resources for health care must be aimed at prevention of problems and at low threshold services. The importance of physical activity for improving health must be considered. Everyone must have access to sports. Digitalisation must be utilised in health care, as must the options offered by self-care.

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

The role of the student health care is to promote health and wellbeing for students and for the whole study community. Student health care must go beyond simply caring for students' health. It must become a statutory package aiming at community health and prevention, as a part of which students are offered basic-level health care and hospital services. It is about community health and preventive work, an entity in its operations and by law, in which is included offering basic health care services to students. Particularly important entities for the student health care are the well-functioning mental, sexual and reproductive health as well as dental care. Health guidance and physical examinations must be organised also for those young people who are not a part of the student health care. All students studying for a basic degree must be entitled to student health care services. The higher education institutions should organise occupational health services that correspond to their health needs and have enough resources. All undergraduate students must be entitled to student health care services. Higher education institutions must provide postgraduates with occupational health care with sufficient resources that meet their health needs. The service chains between student health care, social services and the public health care are smooth and clear. The transfer of client information between different parties is smooth.

The student health care for all basic degree students and all international exchange students at all higher education institutions and who are members of the student union must be organised through the Finnish Student Health Service (FSHS). The FSHS is a part of the publicly funded health care system. Students participate in both the decision-making in the FSHS board and in the financing of the FSHS. The latter is a legislated healthcare fee, which is mandatory and collected by the student unions. The funding of the FSHS must be predictable and based on long-term contracts. Students must be offered functioning health care services at the same level, regardless of where they live and study.

The Finnish Student Health Service (FSHS) and other parties providing publicly funded healthcare must offer services and inform about them in Finnish, Swedish and English. FSHS staff must be trained regularly, and they must have competence in equality-related matters. The staff of the FSHS must be trained regularly and they should be familiar also with equality issues. FSHS must offer low-threshold services on campuses, for example. FSHS must be a

pioneer in digitalisation and invest in community health and cooperation between educational institutions. FSHS must lead the way in digitalisation and invest in community health and cooperation with the education institutions. FSHS provides higher education students with a high-quality service package that includes general health, oral health and mental health services.

Advocacy goals

- FSHS staff must be trained to provide better service for all students. Student health staff must be equipped to deal with students who belong to various minorities. Staff must be given the relevant training in order to ensure equal treatment of students regarding in order to avoid racism, ableism and other forms of prejudice and problematic assumptions.
- The student health care for all basic degree students and all international exchange students who are student union members, at all higher education institutions, must be organised through the Finnish Student Health Service (FSHS).
- The FSHS is a part of the publicly funded health care system. The future funding of FSHS is secured.
- The FSHS is a leader in digital health care services, self-care in both official languages as well as English, and in new low threshold campus practices.
- Students have a quick access to low threshold mental health services offered by the student health care. The student health care offers diverse mental health services that best suit each individual, such as individual and group therapy and digital services.
- Mental health care services, as part of student health care, must be available on short notice and at a low threshold, offering a range of mental health services suited for everyone, such as individual and group treatments and digital services. These services are also available in English, and take into account the variety of cultural and language backgrounds.
- All youth under 29 years of age and all higher education students are offered the possibility of free rehabilitative psychotherapy.
- To ensure that there are enough psychotherapists, psychotherapy education must become publicly financed and free for psychotherapy students.
- Student health care and publicly funded health care must provide free contraception for people under the age of 29 and to all students covered by FSHS.

- The higher education institutions organise occupational health care for and corresponding to the needs of all postgraduate students. The occupational health care is sufficiently funded.
- The health care for secondary education students is transferred to the school health care, both legislatively and operation-wise. Treating mental disorders is added to the tasks for school health care defined in legislation.
- Health guidance and physical examinations are organised also for young people who are not a part of the student health care.
- The social and health care services in student cities and belonging to the publicly funded health care system offer basic services in Finnish, Swedish, and English.
- It must be possible to begin the process of seeking treatment at any time. FSHS should have a 24-hour contact channel to assess the need for treatment.
- The service chains between students health care, social services and public health care are clear and fluent. Patient data is easy to transfer between the different actors.