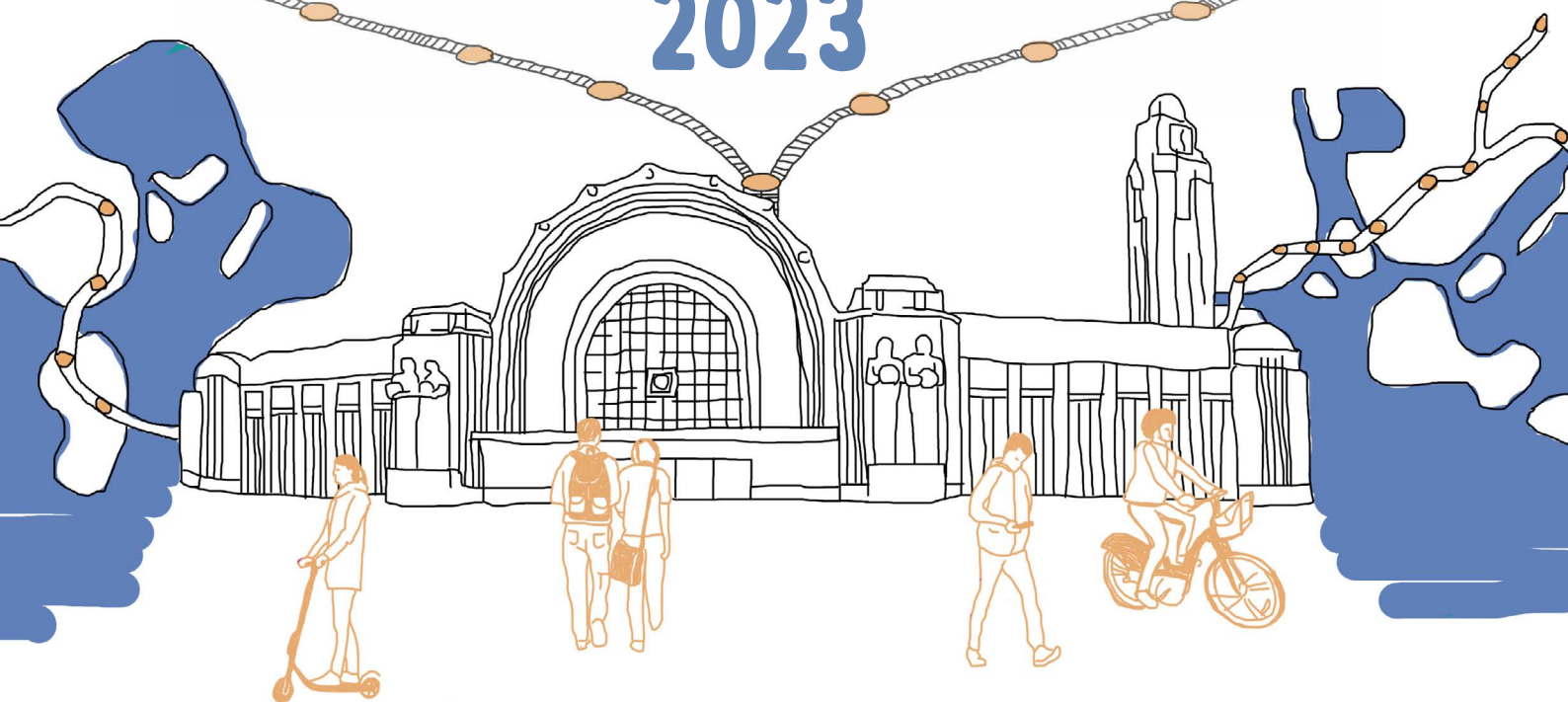



VIRVE MURTO

STUDENTS' CITY 2023



OTUS



The following organizations contributed to the study:
World Student Capital – Students of the Capital Region

City of Helsinki

City of Vantaa

Hoas

Aalto University

Hanken School of Economics

University of Helsinki

3AMK (Strategic partnership between Haaga-Helia, Laurea and Metropolia)

Aalto University's Student Union AYY

Student Union of Helga, Haaga-Helia

Student Union of the University of Helsinki

Laureamko, The Student Union of Laurea University of Applied Sciences

METKA, The Student Union of Metropolian University of Applied Sciences

Publisher:

Research Foundation for Studies and Education Otus sr,

Kampinkuja 2 00100 Helsinki, www.otus.fi

Layout:

Maro Järvinen

ABSTRACT

The Students' city study has been carried out three times and aims to provide research data about students in the capital region who are studying for a higher education degree. As in the earlier rounds of the study, the focus was on housing and travel. New topics include students' income, wellbeing, and their outlook for the future in the capital region. The Students' city study is carried out in collaboration between Research Foundation for Studies and Education Otus, World Student Capital — Students of the Capital Region, higher education institutions in the capital region, the cities of Helsinki and Vantaa, and Hoas.

The results of this report are primarily based on quantitative analysis. The questionnaire was implemented from March-April 2023 using an open response link which was distributed in collaboration with higher education institutions, student associations and guilds, and Hoas. Both the target group and method of material collection differed slightly from the 2015 and 2019 studies, when the focus was solely on students who lived in the capital region, and the data collection from Student Barometer study was also utilised. The questionnaire was supplemented by two group interviews and one individual interview with people who responded to the questionnaire.

The majority of the 675 respondents lived in rental accommodation in the capital region, and living alone was slightly more common than in 2019. For those who lived elsewhere, it was more common to own their home, and they lived together with their children and partner more often. They were also older than the students living in the capital region, more commonly completed their UAS studies remotely, and used cars for travel more often. Private car use was a divisive factor, and car users were less satisfied with the number of available parking spaces on campus. Of modes of transport, HSL public transport and walking were clearly the most commonly mentioned by respondents. However, there was a desire for public transport to be cheaper in the future, for the student discount to be extended or increased more than previously.

The majority of respondents were satisfied with their current housing and the most commonly desired property for new homes was a good energy rating. The study revealed that students' housing is not without problems, nor has the experience of homelessness or discrimination on the free rental market decreased among those living in the capital region. The capital region was thought of as too expensive, and alongside public transport discounts, many expressed their wish for cheaper housing.

The effects of the COVID-19 pandemic on housing and travel appeared to be rather minor at the time of the study. A third studied on campus more rarely now than they did before, and the increase in remote studies had only affected the place of residence for a few respondents. There was support for remote studies due to the time saved from commuting, and it better allowed for the students to work. However, two thirds wanted to study on campus in order to better get to know their fellow students, and open-format responses highlighted loneliness and difficulties studying during the COVID-19 pandemic.

A review of income and wellbeing also highlighted a division between students and the significance of employment. All in all, a third of the respondents felt that their income was not sufficient. The financial situation of those in employment appeared to be better than that of others. Almost seven in ten were concerned about their income due to a rise in the cost of living. A third of respondents had already foregone food or medicine due to a low income, almost half had increased their employment alongside their studies, and a fifth had taken out more student loan. At the same time, almost two thirds of respondents reported that their faith in the future had weakened due to societal crises.

The capital region overall appeared to be rather student-friendly and, like in previous years, the majority of respondents felt it likely that they would also live there in the future. More information about students' future living plans and related factors can be found in Eliisa Kavaste's (2023, yet to be published) project for her master's thesis for her master's degree from the Laurea UAS.

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TO THE READER

In recent years, society has faced a number of different crises, and the aim of the Students' city 2023 study was to investigate the experiences and opinions of capital region students about everyday student life and the future in the capital region amid the changed situation. There are over 90,000 students in higher education in the capital city region, the clear majority of whom also live in the capital region. It is important to listen to the needs and wishes of different groups when developing the capital region. Continuity is also required, and this study is a continuation of Students' city studies carried out in 2019 and 2015.

In 2023, the study focused on investigating permanent issues – housing and travel – alongside students' income, wellbeing, and outlook for the future rather than how satisfied they are with the city (2015) and participation (2019). As in previous years, students' ideas, wishes, and experiences were collected for development of the cities. To enable comparison, some of the study questions were identical to the ones posed in 2015 and 2019.

This year, the study's target group was extended to those who live outside of the capital region but study at a higher education institution campus in the capital region. As remote work and studies increase, it is interesting to investigate the thoughts that students have on the impact of these changes on studying and the future. The inclusion of people who live elsewhere also allows for new comparisons about factors such as the attractiveness of the capital region.

The study was carried out as a separate questionnaire from March-April 2023 and, unlike in previous years, did not utilise Student Barometer data acquisition carried out by the Research Foundation for Studies and Education Otus. Similarly, the map section from 2019 was excluded. The survey was supplemented with two study workshops held in May and June. They focused on the capital region in the future. The workshops were carried out as group interviews with students and as one individual interview. In addition to this study report, the results of the study are also reported in Eliisa Kavaste's thesis for her master's degree at the Laurea University of Applied Sciences (please see Kavaste 2023, yet to be published).

The Research Foundation for Studies and Education Otus was responsible for the practical implementation of the study, and the study was carried out in collaboration with WSC, capital region higher education institutions and their student organisations, the cities of Helsinki and Vantaa, and Hoas. Representatives from these different organisations participated in the steering group for the study project.

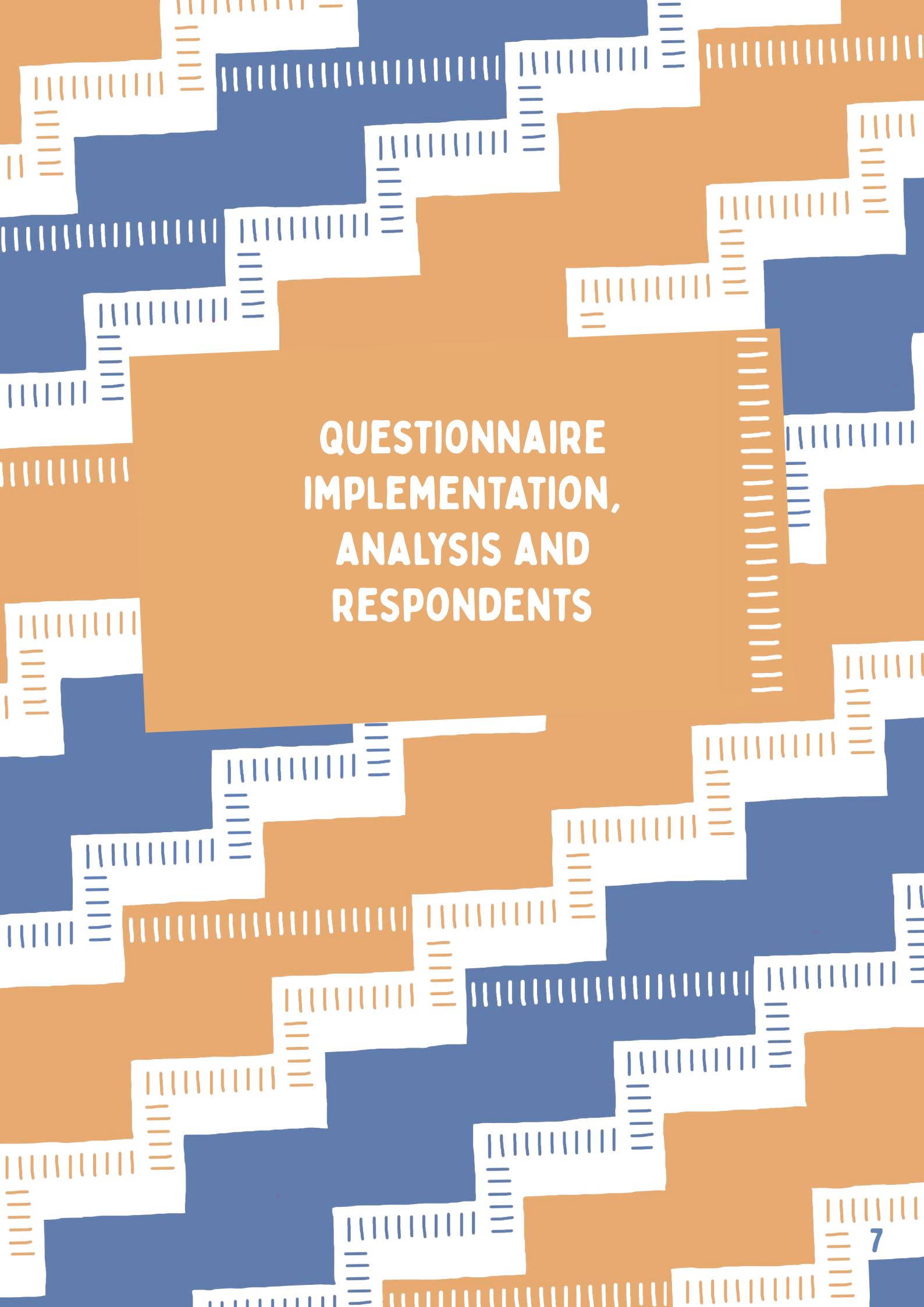
STUDY TASK

The Students' city study has been carried out three times and aims to provide research data about students in the capital region. The material collected in the project can be used as a tool for developing student-oriented services and to amplify students' voices. The primary research question is:

How do students see the capital region and what are their thoughts about the future in the capital region?

The study's target group is students in higher education who are studying for a higher education degree in the capital city region.

This study report presents the views of higher education students in the capital region on housing, travel, income, and wellbeing. Additionally, it provides a general overview of thoughts on the capital region's student-friendliness and of the future in the capital region. The results are primarily based on a questionnaire sent to students. Material from the study workshops – 11 group interviews with students supplemented by one remote interview with a student – will be used as examples in this report to enrich the material. Interviewees were recruited from among those who gave their consent on the questionnaire to be interviewed at workshops. More detailed information about the results and implementation of interviews can be found in Eliisa Kavaste's (2023) thesis.



**QUESTIONNAIRE
IMPLEMENTATION,
ANALYSIS AND
RESPONDENTS**

SURVEY

The questionnaire was implemented as a Webropol questionnaire with an open response link from 1.3.–10.4.2023, and it amassed a total of 680 respondents. The questionnaire link was distributed in collaboration with higher education institutions, student associations, and Hoas. All in all, half (53%) of those who opened the link responded to the study. Students could respond to the questionnaire in Finnish, Swedish, or English.

The questionnaire respondents were not limited to those who live in the capital region. In this regard, the collection of material was slightly different from previous years. In some analyses in 2015, all of the responses to Student Barometer from students in the capital region were utilised along with the separate questionnaire, and the 2019 study included students who responded to both Student Barometer study and the Students' city questionnaire. The analyses in this report explain whether comparisons with previous years were made on the entire number of respondents or solely on those living in the capital region.

The questionnaire mainly consisted of traditional multi-choice questions, scales, and Likert statements. The questions were slightly different from the previous individual questionnaires, as background information obtained from Student Barometer survey was not available. Some of the questions were aimed only at certain respondents, such as those living in the capital region. The collected material was primarily analysed quantitatively using cross tabulation and t-tests; content analysis was carried out on a few open-format responses on the form.

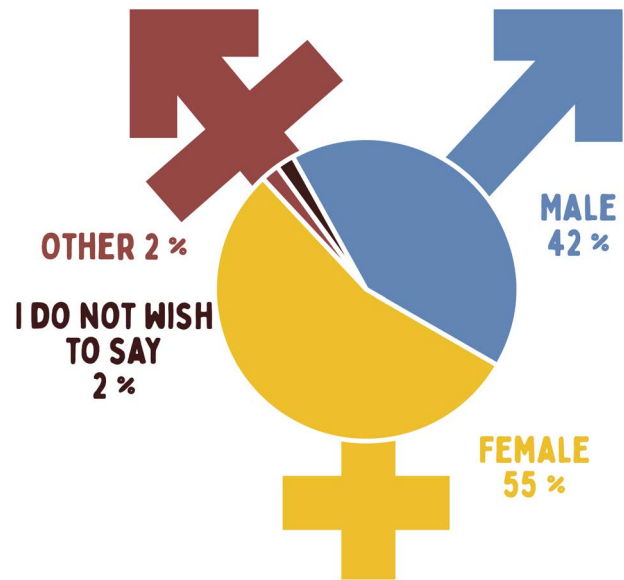


Figure 1. Gender of respondents (n=669).

RESPONDENTS' BACKGROUND INFORMATION

Despite the weighting, women made up a larger share of respondents than men, and overall, just over half of respondents were women. In total, five per cent of respondents reported their gender as 'other', did not want to give their gender, or left the field blank. Figure 1 shows the respondents' distribution by gender (n=669), which was very similar to the previous study in 2019.

The respondents were relatively young. Just over a third were born in 2000 or later, and around half were born no earlier than 1998. The oldest respondents were at least 60 years of age, and overall, 10 per cent were born before 1985. The group of respondents (n=672) were divided into five age groups based on their year of birth: those born in 1999–2004, i.e., those who are no older than 24 years old (47%), those born in 1994–1998 (24%), those born in 1989–1993 (14%), those born in 1984–1988 (5%) and those born in 1983 or earlier, i.e., those who are at least 40 years old (10%). There were slightly more respondents from older

MATERIAL WEIGHTING

The Students' city study material was skewed, so the report uses weighted material (table 1). As in previous years, more women responded to the study than men (75% vs. 22%). In addition, more female students at universities of applied sciences responded than female students at universities. For this reason, in this study round, the weighting accounts for both gender and higher education sector, while the 2019 material was only weighted by gender. After weighting, the number of respondents was 675 students.

	Students in the capital region (Vipunen 2022)		In the material		In the weighted material		Weighting factor
	%	N	%	N	%	N	
Men UAS	19,5	14 877	10,1	64	19,5	125	1,93
Men university	24,6	18 699	12,9	82	24,1	155	1,89
Women UAS	25,9	19 755	47,2	299	26,6	171	0,55
Women university	30,0	22 833	29,8	189	29,8	191	1,01
Total	100	76 164	100	634	100	642	

Weighting accounted for the number of students at the following higher education institutions: Aalto, Hanke and HY, and Haaga-Helia, Laurea and Metropolia. The students who did not want to give their gender or left it blank, or reported their gender as 'other', were given a weighting factor of 1.

Table 1. Weighting of the Students' city 2023 study report.

Ethnic background	8
Linguistic minority	15
Learning difficulties	7
Sexual orientation or gender identity	19
Appearance (such as skin colour, dressing)	8
Religious or ideological conviction	10
Disability or chronic illness	8
Other minority	2

Do you feel as though you belong to a minority in relation to the following issues? You can choose as many options as you need to in order to describe the situation. You can leave this blank if the question does not apply to you. 303 people responded to the question, the total number of respondents was 675

Table 2. Relative shares of minorities (%)

age groups in this study than in the previous round. Due to the lower participation of older respondents, the two oldest age groups were combined in the analyses.

A clear majority (92%) were Finnish citizens. There were almost equal amounts of respondents from EU/EEA countries and respondents from elsewhere (2.8% vs 4.1%), and only a few respondents were exchange students. By far, most respondents used Finnish as their language of communication. Only four per cent mentioned Swedish, and seven per cent mentioned English. Four out of ten citizens from other countries had been in Finland for less than a year, while four out of five had been in Finland for a maximum of seven years. The longest time spent in Finland was over 20 years.

As in the 2019 study, around 1 in 10 (8.8%) respondents had dependent children. The oldest age group (approx. 40%) had children, which was clearly more common than for the younger groups. In the youngest age group, no one had children; four per cent of the group aged 25–29 had dependent children, and 13 per cent of the group aged 30–34 had dependent children. Respondents were not differentiated by gender with regard to children.

Overall, almost half (45%) of students reported that they belong to some kind of minority. The experience of belonging to a minority was clearly more common than in 2019, when one-third of respondents felt that they belonged to a minority (34%). The most common factor was sexual orientation or gender identity, mentioned by almost one in five respondents. Another large minority group were language minorities, mentioned by 90% of respondents who use Swedish as their language of communication. More than 40 per cent of respondents felt that they belonged to a minority due to multiple factors. Table 2 shows all of the shares of minorities in relation to the total number of respondents.

89% of respondents reported that they live in the capital region. A review of postcodes revealed that for several postcodes, people who did not live in the capital region reported that they did, and correspondingly, several people with a postcode in the capital region reported that they lived outside of it. For this reason, adjusted place of residence data was used in the analysis. This data was obtained by combining the student's own report and their postcode. In this case, the share of people living in the capital region was almost the same, at 88%. Younger

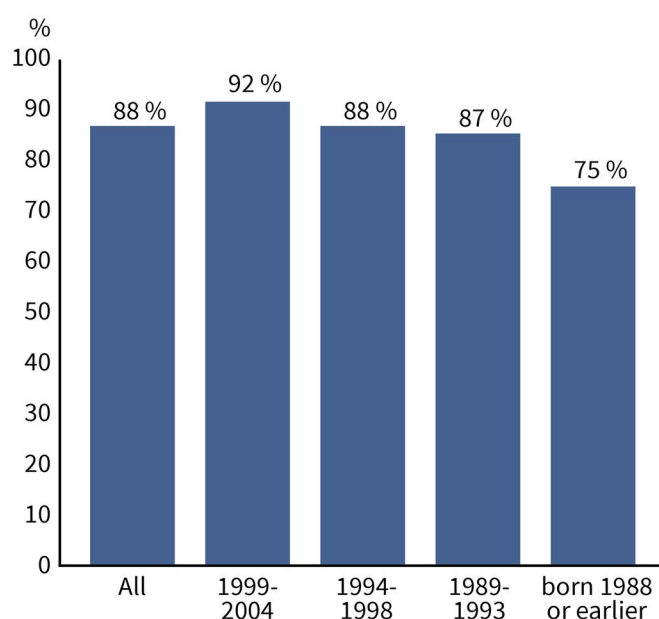


Figure 2. Percentage of students living in the capital region by age groups (n=672).

respondents more commonly lived in the capital region, while living elsewhere was more common with increasing age. Only just over 70 per cent of respondents aged 40 or over lived in the capital city, all-in-all three out of four of the oldest respondents (Figure 2).

When investigated in more detail based on postcode, it was found that 58% of respondents lived in Helsinki, 19 per cent lived in Espoo (incl. Kauniainen), and 10 per cent lived in Vantaa. 12 per cent of respondents lived outside of the capital region: seven per cent in surrounding municipalities, and five per cent elsewhere in Finland. Overall, information on place of residence was missing from two per cent of respondents. The share of people living in Helsinki and Vantaa was therefore equally large as in 2019, but this time there were fewer respondents from Espoo.

Just over half (55%) of respondents had lived in the capital region at the start of their studies and one third (34%) had moved to the capital region for their studies. Among the respondents, moving to another municipality due

to starting their current studies was otherwise quite rare. Eight per cent of students had remained living in the municipality they lived in at the start of their studies, and three per cent had moved from one municipality to another outside of the capital region.

Initially, there was a slightly smaller share of students at universities of applied sciences than in 2019, but the weighted material corrected the imbalance in relation to university students. UAS students made up 46% of respondents. There were fewer students studying for a master's thesis at a university of applied sciences than others, and fewer respondents were studying for a master's degree overall than previously (please see Figure 3). The larger number of bachelor's degrees is thought to be explained by the year in which respondents began their studies. One third had begun their studies in 2022 or 2023, and only one fifth had begun their current studies in 2019 or earlier.

In addition to the study's partner higher education institutions, a few respondents studied at other higher education institutions in the capital region. Most respondents were studying in person at the University of Helsinki's city centre campus (19%), Haaga-Helia's Pasila campus (10%), and in Otaniemi (15%). As in previous years, respondents' studies focused on Helsinki due to the location of campuses in the capital region. Overall, just over half (57%) of respondents were studying in person in Helsinki, one quarter were studying in Espoo, and 10 per cent were studying in Vantaa. The share of students studying elsewhere or remotely made up eight per cent, and the difference from 2019 can be explained by a change in the definition of the target group.

Over half of UAS students were attending traditional daytime studies. Just over one-third (38%) were attending blended studies, and only five per cent were studying online. Blended and online studies were weighted more clearly on master's degrees, but one third of those who had completed a UAS master's degree had done so with blended studies. Just over half of the students living outside of the capital region carried out their studies as blended studies (55%), while only one third of those living in the capital region did so (34%). However, there was no such difference for students studying online (7% vs. 4%).

Almost 40 per cent of respondents (daytime or blended students) estimated that they would complete a maximum of one-fifth of their studies remotely during the 2022–2023 academic year (Figure 4). For those studying at a UAS, the place of residence was linked to the amount of remote studies, and people who lived elsewhere estimated that they do more remote studies than those who live in the capital region. This can be explained by the form of the studies. For university students, the estimates of those who lived in the capital region and those who lived outside it did not greatly differ from one another.

By weighting material by gender and higher education sector, it was also possible to balance out education sector-specific differences, which differed from the national distribution of students at higher education institutions given by Vipunen in 2022. Nevertheless, respondents were most commonly studying economics, administration, and law. Technical and service industry students participated in the study less often. Respondents' education sectors are outlined in Table 3.

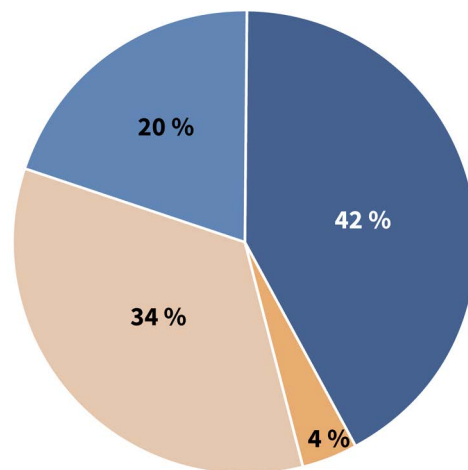


Figure 3. Degree being studied (n=673).

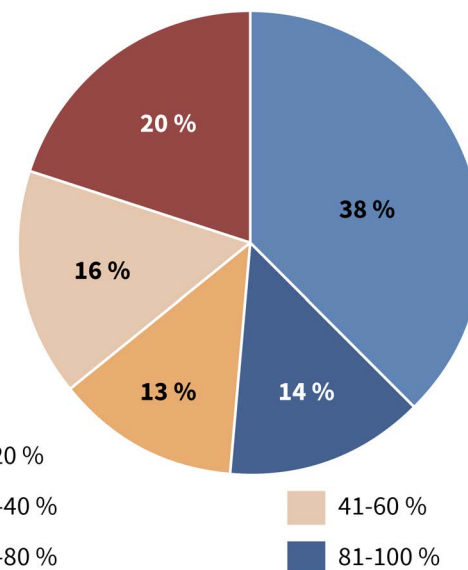


Figure 4. Estimates of the amount of remote studies during the 2022–2023 academic year (n=657).

	n	%
Business, administration and law	161	24
Engineering, manufacturing and construction	96	14
Health and welfare	86	13
Arts and humanities	76	11
Information and Communication Technologies (ICT)	63	10
Natural sciences, mathematics and statistics	60	9
Social sciences, journalism and information	40	6
Services	38	6
Education	29	4
Agriculture, forestry, fisheries and veterinary	18	3

Table 3. Fields of education (OKM1) (n=667).

The background is a complex, abstract composition of overlapping geometric shapes in three colors: orange, blue, and white. The shapes are irregular and layered, creating a sense of depth and movement. Interspersed among these shapes are patterns of small, vertical lines, some in white on a blue background and some in blue on an orange background. The overall effect is a busy, textured, and modern aesthetic.

ACCOMMODATION AND HOUSING

ACCOMMODATION AND HOUSING

The first of the topics to focus on is the housing of students in higher education in the capital region. Housing has been a significant topic in each of the three rounds of the Students' city study. The study authors wished to keep some of the questions the same as in previous rounds. They also wanted to include current and future-oriented topics. For this reason, they were interested in students' thoughts on eco-friendly housing. Otherwise, the housing section investigates the types of housing respondents live in, homelessness among respondents, discrimination on the rental market, and impressions of the housing situation and cities in the capital region.

region lived in a home that they owned, and around 40 per cent lived in rented accommodation. Respondents living in the capital region did not differ from respondents in previous years. In 2023, the share of respondents living in rented accommodation was even slightly higher than in 2019 (82% vs. 79%).

It was interesting to see that there are differences within the capital region. In Espoo, including a few respondents from Kauniainen, living alone was slightly less common (40%) than in Helsinki (45%) or Vantaa (56%). In Espoo, it was slightly more common to live with a partner or together with children. Meanwhile, no statistically meaningful differences between the different municipalities were found between living in rented accommodation and home ownership.

The students' life situations were also reflected in housing. Of those who live with children, either alone or together with a partner, two-thirds owned their home and it was more common to live in an owned home together with a partner than alone. Meanwhile, only six per cent of those who lived alone owned their home.

Of those who live in rented accommodation (n=536), almost half (45%) lived in student housing. Just under a third (30%) rented their home from a private landlord. Nine per cent of respondents lived in rented city housing, youth housing or other housing provided by a public services organisation, and 12 per cent lived in rented housing provided by a professional lessor (e.g. SATO or Lumo). The remaining four per cent of respondents reported that they lived in a home owned by their parents or relatives. A slightly larger share of respondents lived in student housing than in the 2019 study (40%). Correspondingly, a slightly smaller share lived in rented housing provided by a public services organisation or professional lessor (2019: 13% and 15%).

Of those who owned their homes (n=146), almost one-third (35%) owned the home together with their spouse and, one in five owned their home alone. Around one-fifth reported living in a home owned by their parents or relatives (19%), which was less than in 2019 (33%). Meanwhile, living in a home owned by one's spouse (12%) or a home

HOUSING SITUATION AND SATISFACTION WITH HOUSING

Just under half of respondents lived alone, and the second most common arrangement was living with a partner. Living with roommates was slightly more popular than living with a child or children. Living with parents or other relatives was the least common option. A closer investigation showed differences by place of residence. People lived alone more often in the capital region than outside of it. People who lived elsewhere more commonly lived with children - either alone, or together with a partner - and with parents or other adults (Figure 5). In comparison to 2019, people who lived in the capital region lived alone slightly more often (45% vs. 35%).

Three out of four respondents lived in rented accommodation while 18% owned their home. Two per cent lived in a right-of-residence home, and the same amount lived in a subletted home. The remaining respondents, less than two per cent, reported that they did not have a home or lived in another type of housing. In all of the material, home ownership was more common in this round than in 2019, which is explained by the change in target group. Just over half of those who lived outside of the capital

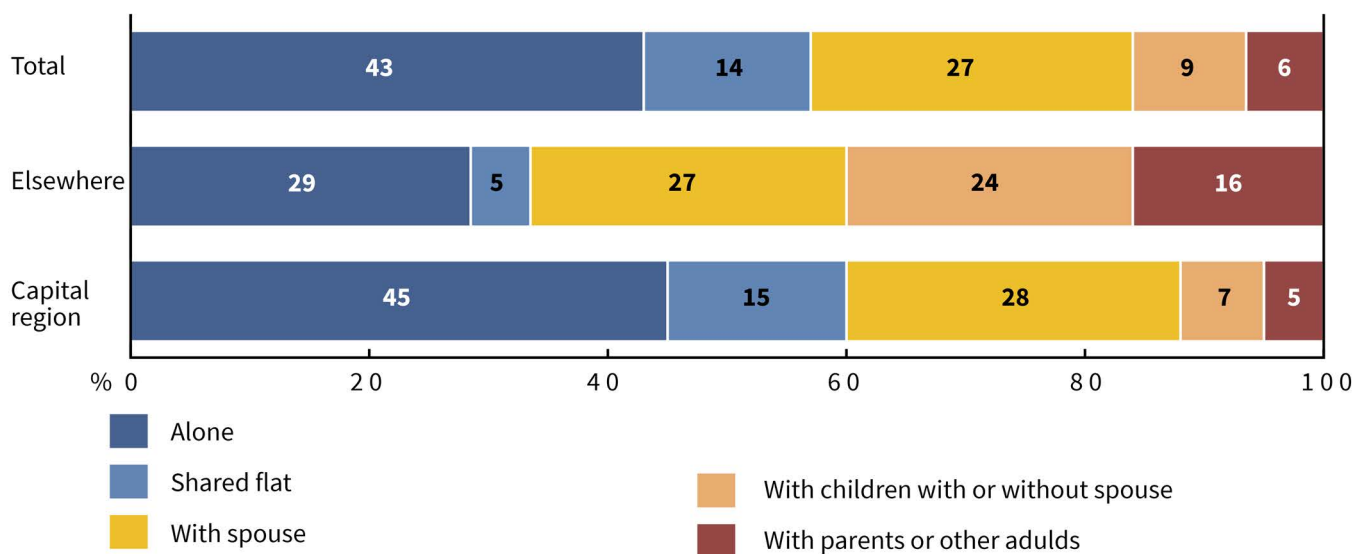


Figure 5. The housing situation in 2023 for people living in the capital region (n=588), outside of the capital region (n=83), and total (n=676).

owned in some other way (14%) was more common than in the previous round in 2019 (8% and 7% respectively).

Over half of respondents were satisfied with their housing when asked to rate it on a scale of 0–10. A third of students were very satisfied, giving a rating of 9 or 10. Meanwhile, only a tenth (9%) were dissatisfied (0–4) and their share was the same as in the previous study in 2019. On average, the students were comparatively equally satisfied with their housing as before (Figure 6).

Students who lived in rental accommodation were slightly less satisfied with their housing situation than those who owned their home (avg 7.27 vs. avg 8.15). Differences could be observed within the groups, however. Of those who owned their home and lived together with a partner were more satisfied with their housing (avg 8.52), and of those who lived alone (avg 7.82), less were completely satisfied than those who lived otherwise. Of those who lived in rented accommodation, however, the most satisfied were families with children (avg. 7.59) while those who lived with roommates or shared accommodation were slightly less satisfied than others (avg 6.93).

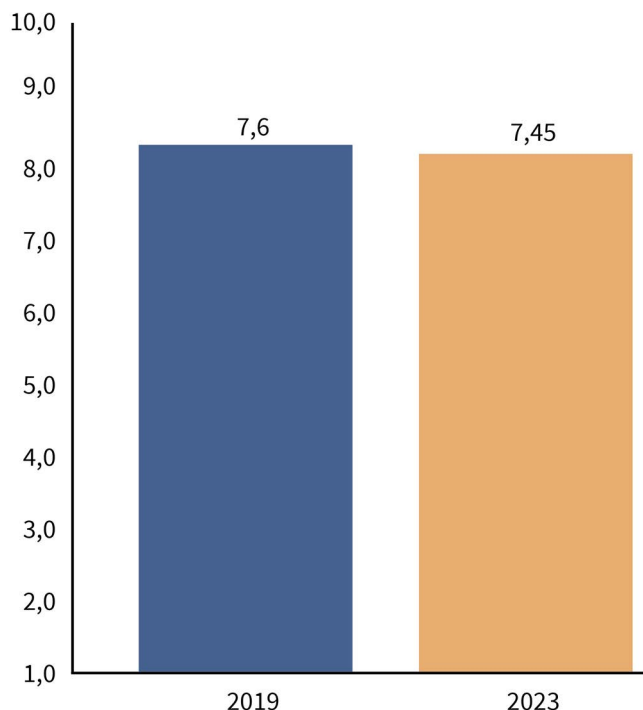


Figure 6. Satisfaction with current housing in 2019 and 2023 (avg)

HOMELESSNESS AND DISCRIMINATION ON THE RENTAL MARKET

Homelessness and discrimination on the rental market were also investigated in this round, although not to the same extent as in 2019. In the study, homelessness refers to “a situation wherein a person does not have a permanent address and they live in temporary housing, stairwells, or couch surf among friends and relatives, for example.”

The study showed that homelessness had decreased in respondents’ immediate circle of friends and relatives, but not as an experience overall when compared to the previous study rounds (Table 4).

Respondents living outside the capital region not only had less experience of homelessness themselves, they also knew fewer other people who had become homeless. This can partly be explained by their position as older students, who often have a more stable situation in life than young people.

In addition to homelessness, the study also investigated discrimination on the rental market, and 6 per cent of respondents reported that they had faced such

	2023	2019	2015
someone in immediate circle	20 %	30 %	35 %
been myself	7 %	8 %	8 %

Table 4. Experience of homelessness among those who lived in the capital region in 2015, 2019 and 2023.

1 Ara’s definition of homelessness can be found in Finnish at [https://www.ara.fi/fi-FI/Tietopankki/Tilastot_ja_selvitykset/Asunnottomuus/Asunnottomat_2018\(49593](https://www.ara.fi/fi-FI/Tietopankki/Tilastot_ja_selvitykset/Asunnottomuus/Asunnottomat_2018(49593)

discrimination. As with homelessness, respondents living in the capital region had slightly more experience of this discrimination than those who live elsewhere (7% vs. 1%). Compared to the situation in 2019, there was no change in the share of respondents who reported experiences of discrimination.

This year also saw many open-format responses to the topic (45). Open-format responses were submitted about the same kinds of topics as in 2019, which indicates that things have not changed in society. Ethnic background is considered to be as big of an issue as ever, and the responses revealed that many lessors make assumptions based on names, including for ethnically Finnish respondents.

”My name and accent led to ”nicer” apartments being announced as no-longer available when a week or so later other people got that same apartment.

Age also appears to be problematic in many ways, particularly when combined with student status.

”We tried to find a home for almost a year and were always denied. I believe that age and being a student were the reason, as we could easily afford it.

Nevertheless, while appearance and pets were highlighted in 2019, this year there were only individual mentions of these, and family relationships were not mentioned at all.

ECO-FRIENDLINESS OF HOUSING AND OPINIONS OF THE HOUSING SITUATION IN THE CAPITAL REGION

Students were asked for 1–4 of their top wishes from an eco-friendly housing perspective, and the top wish was for housing with a good energy rating (Figure 7). This was mentioned by three quarters of respondents. Cherishing natural diversity was the second most commonly mentioned issue, reported by over half of the respondents. Geothermal heat, meanwhile, was mentioned by four out of ten respondents. The least mentions were given to green roofs and green walls: only one in ten mentioned these.

Housing with geothermal heat and solar panels divided respondents, and those who owned their home mentioned these slightly more than those who rented their home (Figure 9). Geothermal heat also separated male and female respondents, with men mentioning it slightly more often than women (48% vs. 38%). Age was also reflected in respondents' wishes. Mentions of geothermal heat and solar panels increased from the youngest to the oldest age group and all in all, half of the oldest age group mentioned them. Meanwhile just over a quarter (28%) of the youngest would want solar panels and a third (33%) would want geothermal heat. Younger age groups also mentioned a good energy rating slightly more often than older groups. It was also the most desired factor in the oldest age group, but was only mentioned by two thirds of them.

Students living in the capital region were also asked for their general opinions of the housing situation in the capital region (Figure 8). As was observed in 2019, it was challenging to form opinions on the statements in some places. Communal living in particular, along with the new statement about eco-friendly housing options, did not raise any opinions. Opinions about communal living also remained the same as in the previous study round: around one fifth of respondents agreed with the statement and one fifth disagreed.

The respondents most commonly agreed that there are sufficient homes in good locations in their own place of residence. All in all, two thirds of respondents to the question agreed. A larger share seem to be satisfied with their locations, as in the previous study round half (51%) agreed with the statement. Almost half of respondents agreed that there were a sufficient number of small homes, which was more than in 2019 (31%). However, like in previous study rounds, the level of rent in the place of residence divided opinion. A slightly larger number of respondents disagreed than agreed. The change had already taken place in previous rounds, as the share of people who disagreed had decreased. In 2019, half of respondents (53%) did not feel that the level of rent in their place of residence was reasonable, and this share was now 45%.

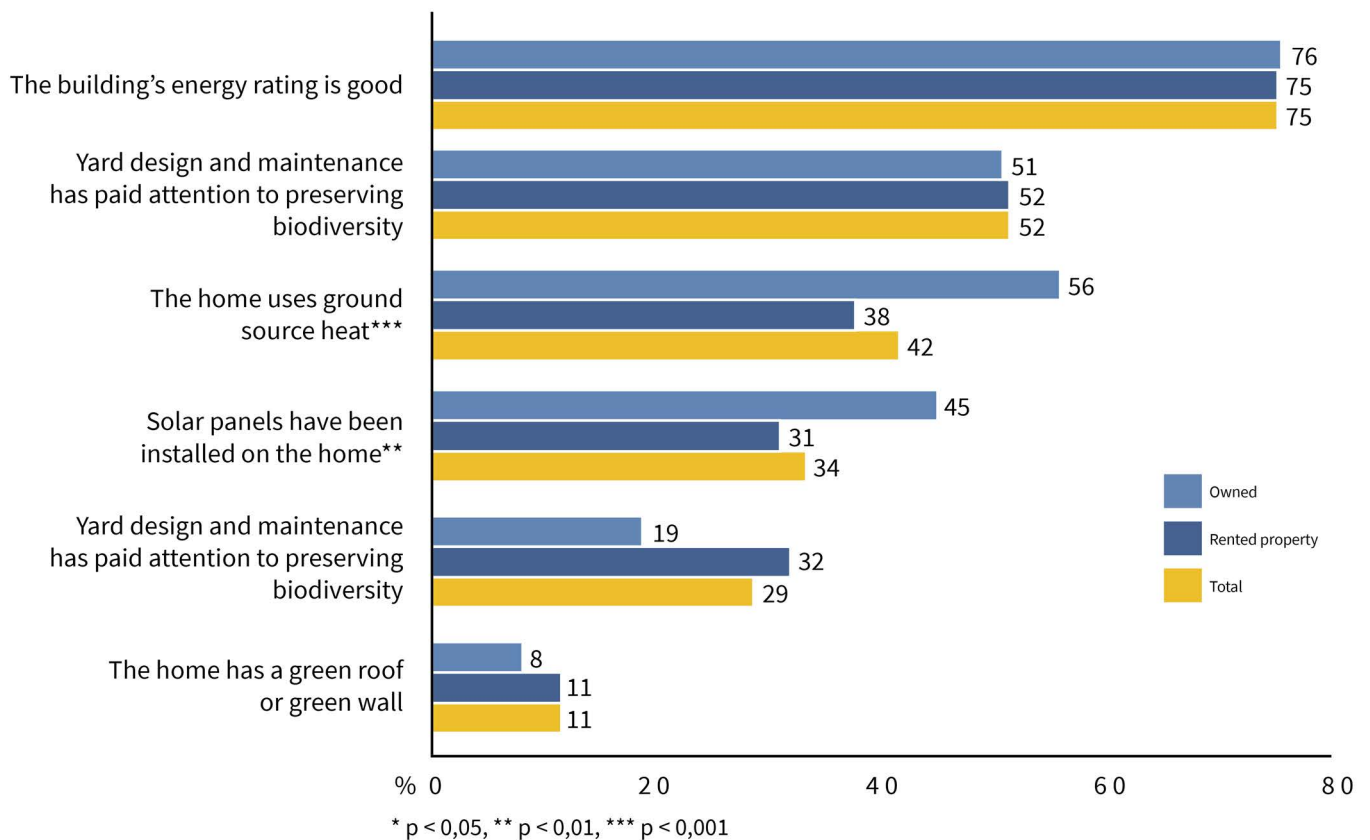


Figure 7. The most commonly mentioned 1–4 most important wishes for a residential building from an eco-friendly perspective based on housing.

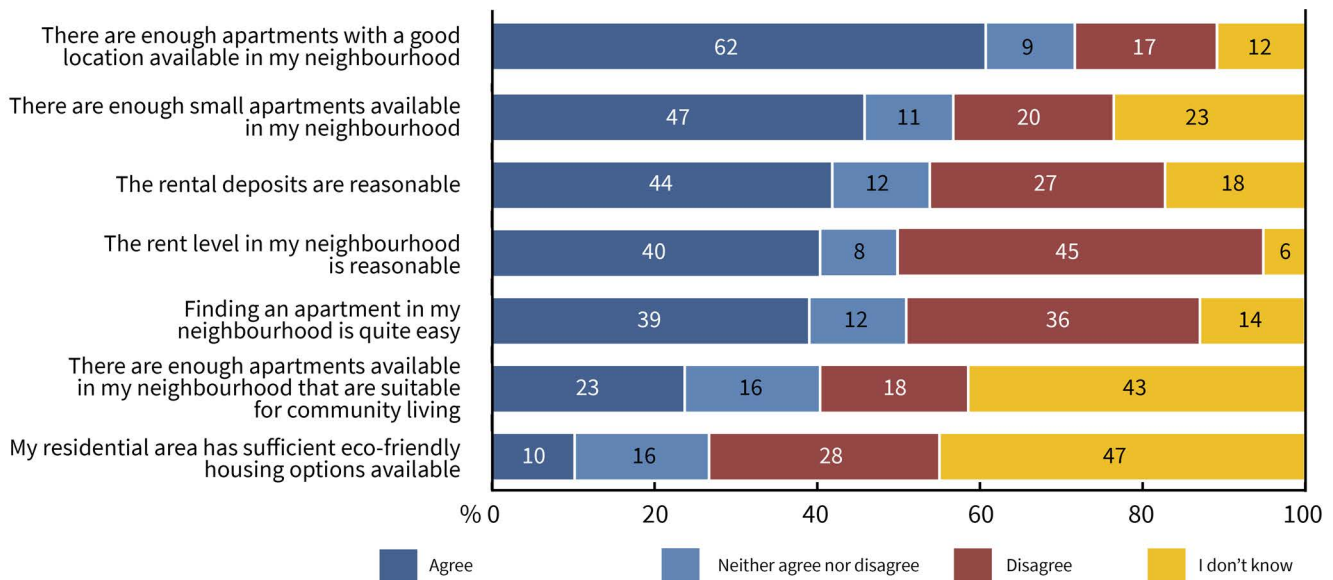


Figure 8. Opinions of those who live in the capital region on the housing situation in the capital region.

IMPRESSIONS OF THE CITIES IN THE CAPITAL REGION

The questionnaire also charted respondents' impressions of Helsinki, Vantaa and Espoo, and the results in Table 5 only account for those who live in the capital region. This is because the respondents who live elsewhere had clearly fewer impressions of the cities than those who live in them. The results are therefore more comparable to previous study rounds.

	Helsinki			Vantaa			Espoo		
	2023	2019	2015	2023	2019	2015	2023	2019	2015
Calm and quiet	31	31	33	26	36	36	60	68	66
Safe	47	58	52	31	41	36	58	72	71
Close to nature	31	-	-	51	-	-	69	-	-
Good cultural offerings	93	94	94	15	17	8	30	39	24
Good exercise possibilities	82	81	81	57	66	51	67	75	63
Good municipal services	69	75	79	35	46	41	44	58	59
Good public transport connections	92	95	93	37	50	32	42	54	38
Good cycling lanes	56	63	-	23	32	-	33	44	-
Good employment opportunities in my own field	78	78	89	43	47	36	58	58	50
Good employment opportunities for students who have completed higher education	84	-	-	49	-	-	67	-	-
Good employment opportunities for international	67	-	-	26	-	-	41	-	-
Child-friendly	39	49	48	45	54	58	65	74	76
International atmosphere	83	88	91	36	42	30	35	40	26
Diverse selection of restaurants and cafés	92	94	96	18	19	7	27	28	11
The city is open 24 hours a day	73	79	91	10	8	3	10	11	4
It is possible to live in the city without owning a car	90	93	-	31	36	-	31	39	-

Table 5. Impressions of city living by city, % shares of mentions in 2015, 2019 and 2023.

Percentages are the responses' shares of the total number of respondents 2023 n=585, 2019 n=577, 2015 n=564

Impressions of cities seem to have remained largely the same for eight years (Table 5). Common to all the cities was that safety, good municipal services and child-friendliness were now associated slightly more rarely with the cities. Otherwise, like in previous rounds, the factors most strongly associated with Helsinki, such as culture, a wide range of cafés and restaurants, and a 24-hour city, were rarely associated with Espoo and Vantaa. Respondents in Helsinki also thought that Helsinki had better employment opportunities in their own field of study for highly educated and international students, which were a new addition to the question. Meanwhile, nearby nature - a new addition to the questionnaire - was associated more often with Espoo and Vantaa than with Helsinki. It is noteworthy that Helsinki received many more mentions overall than Espoo or Vantaa.

For Helsinki, the three most commonly mentioned things were good culture, good public transport connections, and a wide range of cafés and restaurants. Peace and quiet and nearby nature received the fewest mentions. For Helsinki, the most commonly mentioned factors and the least commonly mentioned factor - peace and quiet - were completely the same as in previous years 2019 and 2015.

Espoo and Vantaa meanwhile remained the same with regard to the most and least commonly mentioned factors. In both, the top-three impressions were good exercise opportunities, which were also top in previous years, and this year's new additions, nearby nature and good employment opportunities for people who have completed higher education. As in previous years, the least-mentioned impression was "the city is open 24 hours a day". The shares of the most popular impressions for Espoo were larger than for Vantaa. This can be partly explained by the lower number of respondents from Vantaa (n=65), which was also the case in 2019.

In Helsinki, residents' impressions corresponded with the impressions of those who have lived elsewhere in the capital region as well as with those of people who lived elsewhere or for whom place of residence information was missing. One difference was that in addition to the good culture, public transport, and restaurants and cafés, Helsinki residents also appreciated more often that they can manage without a car (93%). The difference in comparison to those that lived outside of the capital region was that those who lived outside of the capital region ranked good opportunities for higher education graduates (83%) in the top three instead of a wide range of cafés and restaurants.

The most commonly mentioned impressions of Espoo were the same for those living in the city as for those who lived elsewhere in the capital region. Good exercise opportunities, nearby nature, good employment opportunities for higher education graduates and child-friendliness had only a slightly different ranking order, and people who lived elsewhere in the capital region mentioned them more rarely than people who lived in Espoo. Those who lived outside of the capital region, however, most commonly mentioned good employment opportunities for higher education graduates and good employment opportunities for their own field of study (58%) and public transport connections (55%).

In Vantaa, there were differences based on housing. Those who live in Vantaa appreciate good exercise opportunities (82%) and public transport connections (77%), as well as not needing a car (74%). Respondents who live elsewhere in the capital region also mentioned exercise opportunities (54%), but the next most popular mention was good employment opportunities for higher education graduates (49%), followed by nearby nature (48%). Respondents who live elsewhere mentioned good employment opportunities for higher education graduates (58%) and in one's own field (56%) and public transport connections (55%). For those who live elsewhere, the impressions of Vantaa were the same as for Espoo.

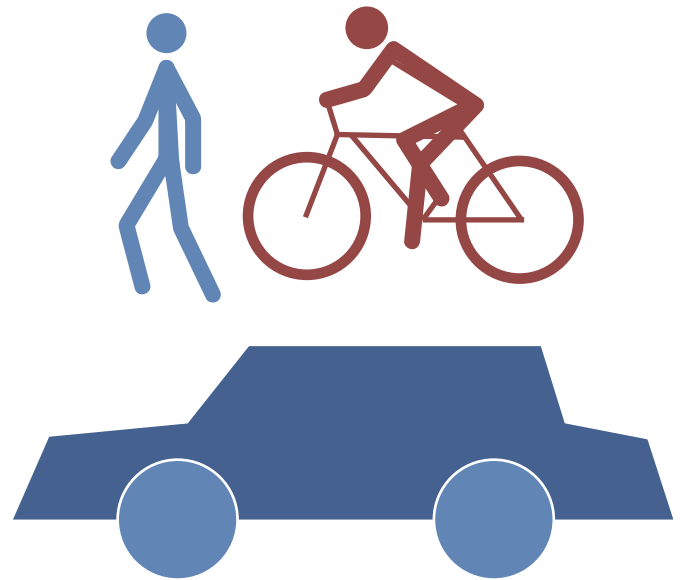


The background is a complex, abstract composition of overlapping geometric shapes in three colors: orange, blue, and white. The shapes are irregular and layered, creating a sense of depth and movement. Interspersed among these shapes are patterns of small, vertical lines, some in orange and some in blue, which resemble perforated paper or a barcode. The overall effect is a vibrant, textured collage.

TRANSPORT

TRANSPORT

Another permanent topic in Students' city is transport, and the topic widely examines the use of daily forms of travel, such as public transport, cycling, and driving. At the time of implementation of the study, the Jokeri Light Rail had not yet begun operating, but the second phase of the Länsimetro was complete. This time, changes in public transport were smaller between study rounds than from 2015 to 2019. As a result, fewer questions were asked about public transport, and the aim was to chart more thoughts about private car use and about the impact of the COVID-19 pandemic on students' views of housing and travel. Some of the questions were nevertheless kept from 2015 and 2019, which allowed for a temporal comparison of the questions.



DISTANCE AND COMMUTING TO AND FROM CAMPUS

Two out of three respondents lived no further than 10 kilometres from their primary campus (Figure 9). One in ten had to travel less than one kilometre and for five per cent, the distance was more than 50 kilometres. A larger number of respondents who studied at universities lived a maximum of five kilometres away from their campus than respondents who studied at a UAS, and by far it was rarer for them to live over 20 kilometres away (3% vs. 24%). It is possible to complete more studies remotely at a UAS, and blended students as well as online students often had a longer commute than to students attending in-person studies. However, many of them also lived near the campus.

Only a few students commuted to their campus several times a day, and all in all, three out of four commuted at least once a week. Most commuted daily (30%) or 2–3 times per week (35%). Thirteen per cent of respondents attended 1–2 times per month, while the rest visited a maximum of 2–3 times in six months.

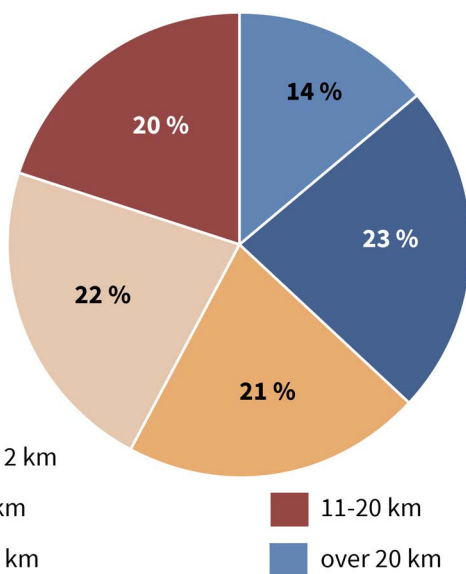


Figure 9. Distance between home and primary campus (n=667).

FORMS OF TRAVEL

As in previous year, public transport and walking were the most common forms of travel among students, as shown in Figure 10. Nevertheless, almost a third of respondents reported that they never walk their commute between home and their studies or place of employment. The electric scooter, a new option added this year, did not appear to be a popular mode of transport.

Those who lived outside the capital region clearly commuted between home and studies or work by car more often than those who lived in the capital region. Of these, around a third (30%) drove daily, and one in four drove a few times a week (26%). Correspondingly, daily car use in the capital region was rare (3%), and only one in ten (9%) drove a few times a week. Up to two thirds of respondents who lived in the capital region never commuted by car, in comparison to one fifth of respondents who lived elsewhere (20%).

Differences in travel between places of residence were also illustrated by the preferred mode of transport, a question asked to everyone except online students. As in previous years, the most popular mode of transport among respondents who lived in the capital region was HSL public transport and the second most popular was cycling. Cycling had decreased slightly in popularity, however (see Table 6).

HSL public transport was also the most popular option among people who lived elsewhere, but the second most popular was travelling by car, mentioned by a quarter of respondents. Cycling, however, was almost equally as popular (24%). For those who live a maximum of 2 kilometres away, the most popular option was walking rather than cycling, which separated these respondents from the others.

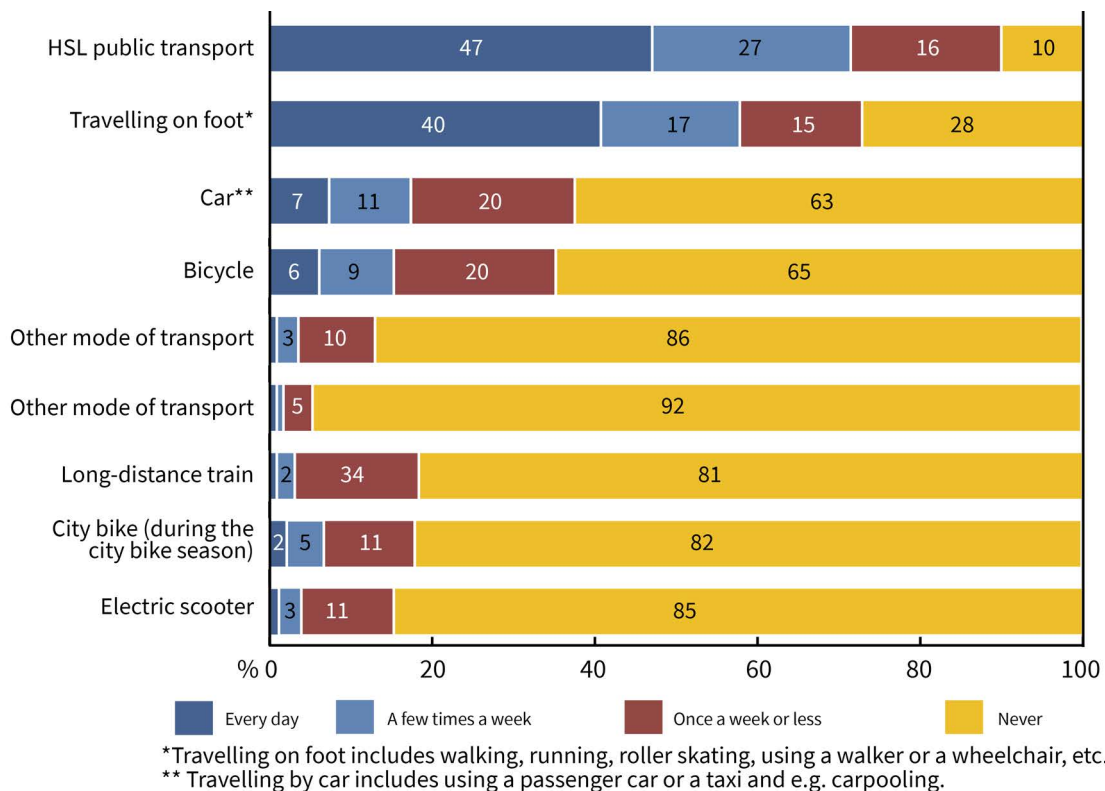


Figure 10. Mode of transport between home and studies or work.

	2023	2019	2015
HSL public transport	47 %	43 %	49 %
Bicycle	20 %	27 %	31 %
Travelling on foot	15 %	14 %	11 %
Car	12 %	11 %	10 %
City bike	3 %	4 %	-
Other mode of transport	1 %	1 %	-
Electric scooter	1,5 %	-	-
Long-distance train	0,3 %	0,4 %	0,4 %
Non-HSL bus	0,1 %	1 %	-
Total	100 %	100 %	100 %

Table 6. Preferred mode of transport (assuming that there is a direct public transport connection or good walkways/cycleways/roads for cars) in 2015, 2019 and 2023.



PRIVATE CAR USE AND CYCLING

A clear majority of respondents hold a driving licence even though they do not use cars for daily travel. Of those living outside of the capital region, a total of around 10 per cent did not hold a driving licence, while just over one fifth (22%) of respondents in the capital region did not have a driving licence. Of these, half planned to get a driving licence. The price of a driving licence and personal financial situation were the most commonly mentioned reasons for not having a driving licence despite the intention to get one. Some of the responses indicated that respondents didn't think a licence was currently necessary.

In contrast to previous years, the 2023 study was more widely interested in private car use, and the statements reflected the students' varied background and different modes of transport (Figure 11).

The majority of respondents felt it was easy to commute to campus without their own car, but one third of respondents who used a car weekly disagreed. This can partly be explained by the popularity of private car use, even though two thirds of drivers agreed that it was difficult to find parking spaces on campus. Just under a third of respondents who used a car weekly were prepared to pay more for their housing to have their own parking space, while up to 69 per cent of those who used cars less frequently agreed. Those who used cars also agreed that fewer parking spaces should be built for new buildings less

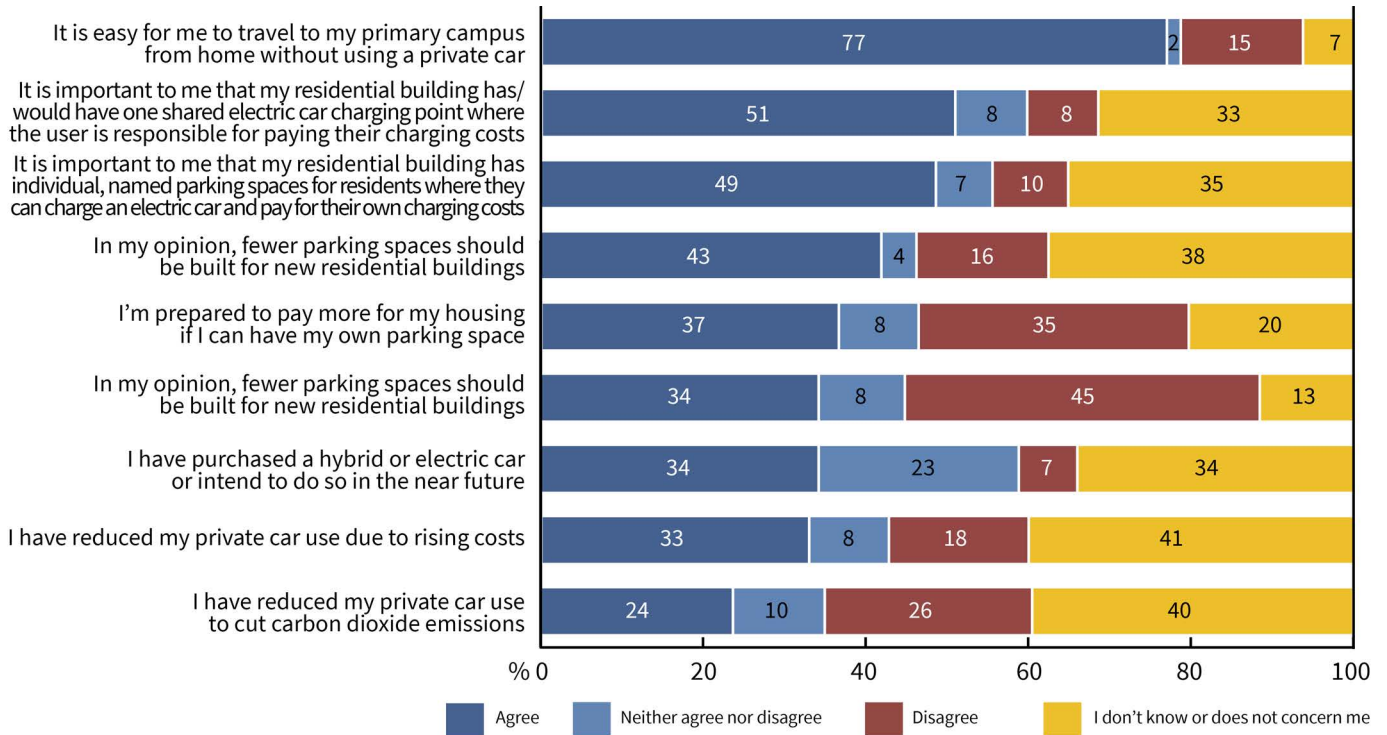


Figure 11. Opinions on private car use.

often than non-drivers (15% vs. 41%). Instead, of these, up to seven in ten (69%) wanted named, designated parking spaces for charging electric vehicles. Almost half (43%) of drivers intended to get or already had a hybrid or electric vehicle, even though one-quarter of respondents felt this way in general.

With regard to cycling, those students who live in capital region opinions remained relatively similar to those from four years ago (Figure 12). The only clear change was that in 2019, four out of ten thought that there were sufficient cycle paths and lanes in the capital region, now only eight

per cent disagreed with the need for more. The statements were written in a slightly different format in different years, but they still depict the change in situation. Similarly, the figures now also contain respondents who live outside of the capital region.

Many respondents had no opinion about cycling-related statements, or felt that the statements didn't apply to them. Private car use in the Helsinki city centre nevertheless applied the majority of respondents living in the capital region, and there were slightly fewer objections to private car use in downtown Helsinki than previously. This

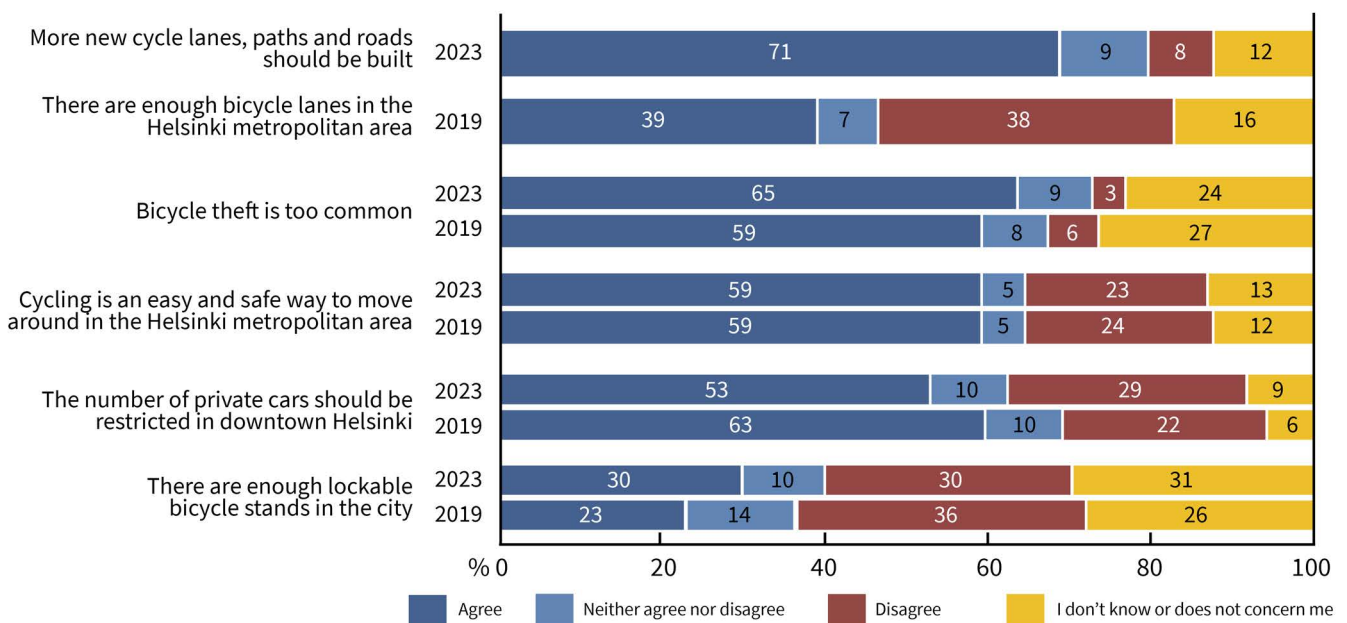


Figure 12. Opinions on cycling and travel in the capital region.

can partly be explained by the different forms of travel. Car users living in the capital region clearly disagreed with the statement “The number of private cars should be restricted in downtown Helsinki” more than those who did not use cars (58% vs. 24%). Also, those who lived outside the capital region disagreed more than those who lived in the capital region (42 vs. 28 %).

All in all, the majority of respondents living in the capital region felt that cycling was a safe and easy mode of transport, even though they expressed the opinion that bikes are stolen excessively. Respondents felt that there were not enough lockable cycle racks. The opinions of those who lived outside the capital region were very similar than those who lived in the capital region.

WISHES FOR PUBLIC TRANSPORT DEVELOPMENT

With regard to public transport, respondents were asked for the three most important development needs, and a reduction in the costs of public transport was seen as a more important objective than previously (Figure 13). A total of two thirds of respondents mentioned increasing or extending the student discount. Similarly, almost half of the respondents mentioned free public transport as being in their top three most important wishes. The third most mentioned was developing cross-suburb commuting, mentions of which have decreased since 2015.

”Fix the student discount on public transport. It doesn’t even work properly and the ticket prices are daylight robbery.

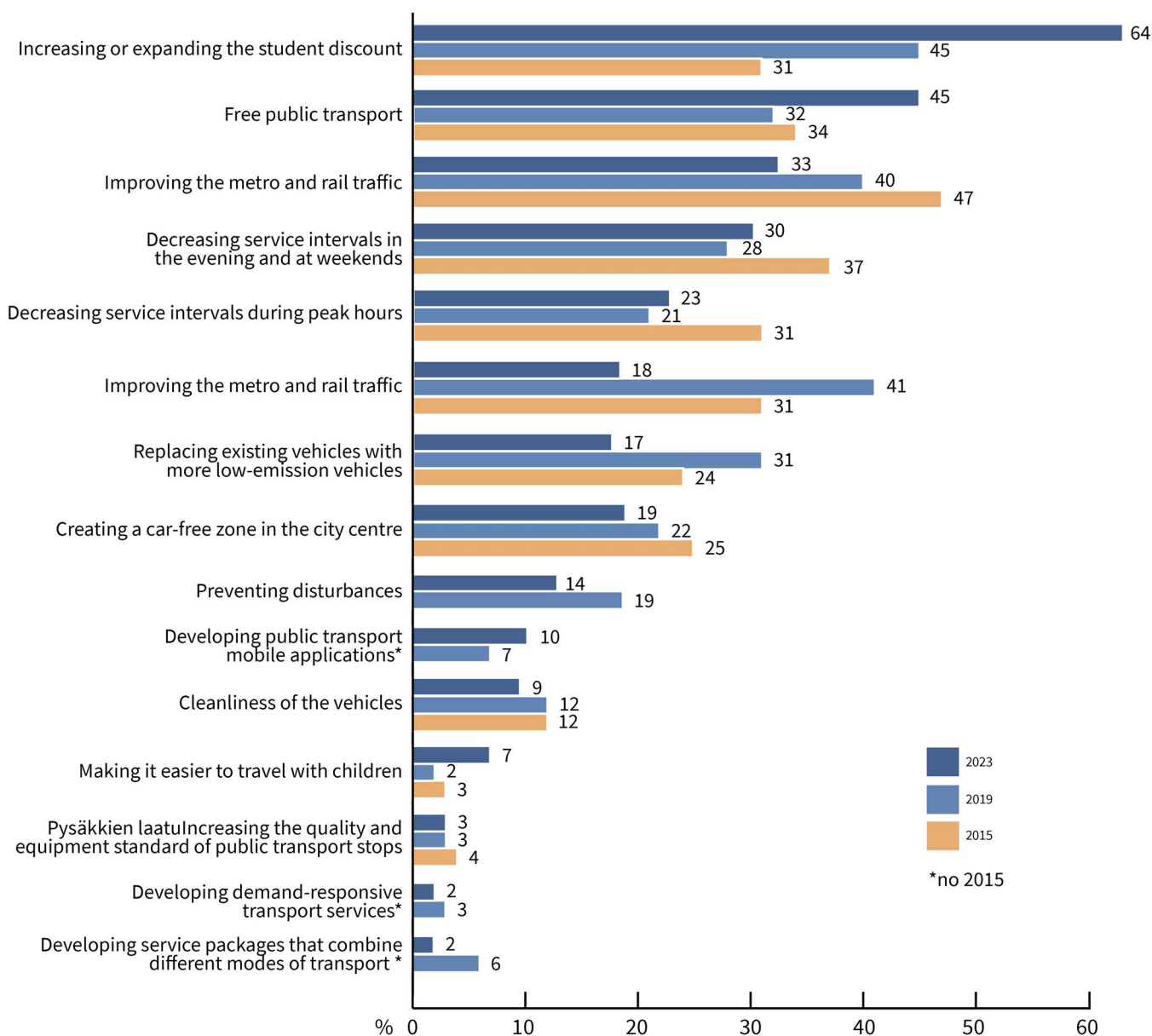


Figure 13. The 3 most important goals for developing public transport, % of those who answered the question mentioned.

CHANGES IN PERSPECTIVES BROUGHT ABOUT BY THE COVID-19 PANDEMIC AND REMOTE STUDIES

The effects of the COVID-19 pandemic and subsequent increase in remote studies are reflected in students' everyday lives in different ways (Figure 14).

Two thirds of respondents agreed that studying on campus was linked to students getting to know one another. However, a larger number hoped for remote studies in the future, too, so that they could spend less time commuting. One third said that they study on campus less frequently now than they did before the COVID-19 pandemic. Some associated the issue with travel costs:

“Now since COVID-19 especially we study using a hybrid model and are only occasionally on campus, so there's not much point in paying upwards of six euros a day to get to campus.

The issue did not affect many, however, due to how recently they had begun their studies. Many students had no experience of studying prior to the COVID-19 pandemic. This is thought to partly explain why the effects of remote studies on place of residence only evoked opinions from a few respondents.

A total of 146 responses were obtained to the open-format question on the COVID-19 pandemic's impact on housing, travel, and everyday student life, which revealed a division between students already observed in the earlier studies. For some, remote studies made it easier to coordinate studies with work, saved them time, and meant they were able to study more effectively. A few were disappointed that remote studies weren't available in the same way anymore, and that studies are not even offered in a hybrid format. Others meanwhile wrote about loneliness, how their motivation to study decreased when they were alone, and that it was otherwise difficult.

“I want to study on campus because it's more difficult to focus on studying at home (due to problems concentrating – at home, in theory, I should have peace and quiet to work).

Participating in in-person studies has improved my daily routine; I no longer study in the middle of the night or sleep through lectures as often as I did during the height of the pandemic.”

Students do not socialise with their fellow students in the same way when studying remotely, which led to some hoping for a compromise.

“It's good to have a mixed of remote study and campus study. Blend education is perfect for me. We need also to socialise and have a peer support. However homeschool and online education is good few days a week.

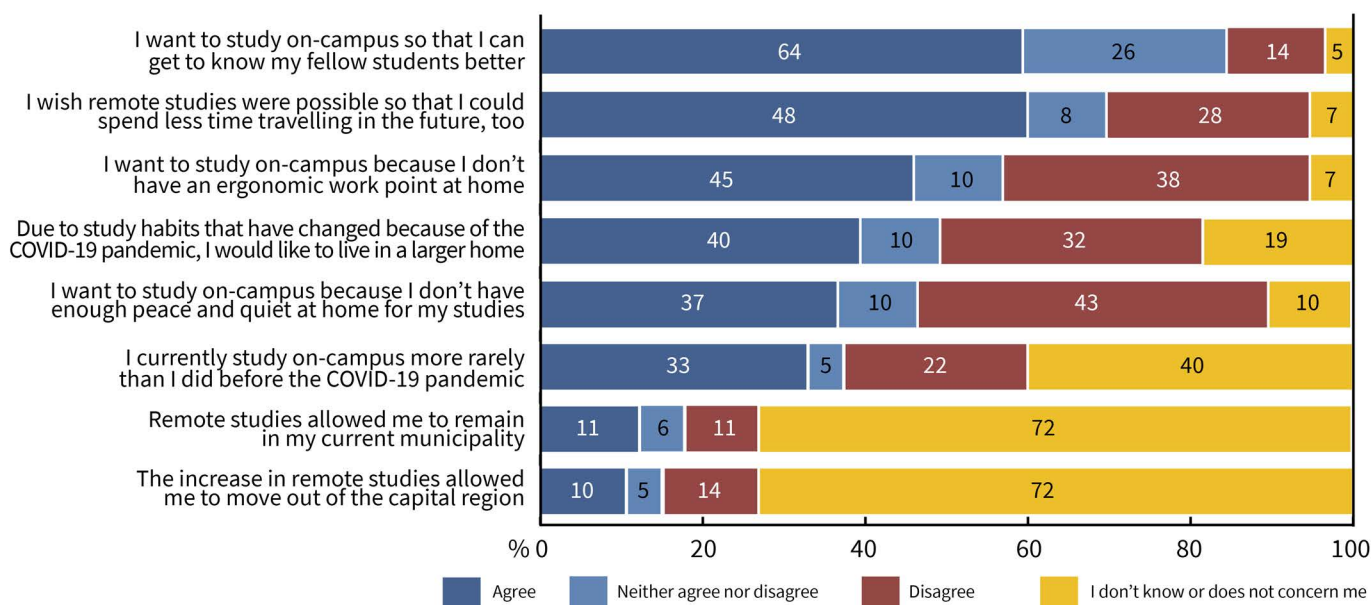


Figure 14. Opinions on how the COVID-19 pandemic and the subsequent increase in remote studies have affected student housing and travel between home and place of study.

The background features a complex, abstract pattern of overlapping geometric shapes in shades of orange, blue, and white. The shapes resemble torn paper or layered rectangles, creating a textured, collage-like effect. The colors are vibrant and the overall composition is dynamic and modern.

LIVELIHOOD AND WELLBEING

LIVELIHOOD AND WELLBEING

In 2023, the study wanted to find out students' opinions of the impact of societal changes on their livelihood and wellbeing. Wellbeing was also linked with an experience of participation in one's place of residence, which was asked back in 2019. For comparison, there was also interest in the students' housing costs and net income, plus the types of income sources the students have. A new question asked for the students to evaluate their other costs of living besides housing costs. The questions highlighted the variety of students' livelihood, even though the size of the material set restrictions on the depth of analysis.

was €1259 per month. The differences in disposable income were large, however, with standard deviation at €745 per month (median €1100 per month, mode €1000 per month). All in all, 15 per cent (n=479) of respondents who answered the question had a maximum of 500 euros of disposable income, half had around 1000 euros, and around 15 per cent had over 2000 euros of disposable income per month.

Upon examination of the 15 medians presented in the figure, we can see that the average student has 100 euros per month of their net income left for other purposes besides housing and what the student considers to be monthly living costs. Outside of the capital region, the difference was 366 euros on average (median €233), while for those in the capital city, the difference was 145 euros (median €50).

MONTHLY INCOMINGS AND OUTGOINGS AND SOURCES OF INCOME

Students' monthly housing costs (including electricity, water, and other necessary costs) varied between 0–3000 euros. On average, housing costs were €612 per month (standard deviation €312 per month), the median is €580 per month and the mode is €500 per month. Approximately one fifth (n=656) spent under 400 euros per month on housing, while for another fifth, housing costs were 800 euros per month or more.

For other monthly costs of living (including e.g. food, clothing, mobile phone, hobbies, etc.), there was slightly less variation: costs were between 0–2400 euros. On average, other living costs were €471 per month and the standard deviation was €318 per month (median €400 per month, mode €500 per month). Other costs of living were smaller than housing costs on average, but the variation among respondents was just as great as for housing costs. For a quarter (n=647) of respondents, other costs were less than 300 euros per month on average, while another 10 per cent spent a minimum of 800 euros on average.

There was greater variation in the monthly disposable income than in outgoings, and on average, net income varied between 50–5200 euros. The average net income

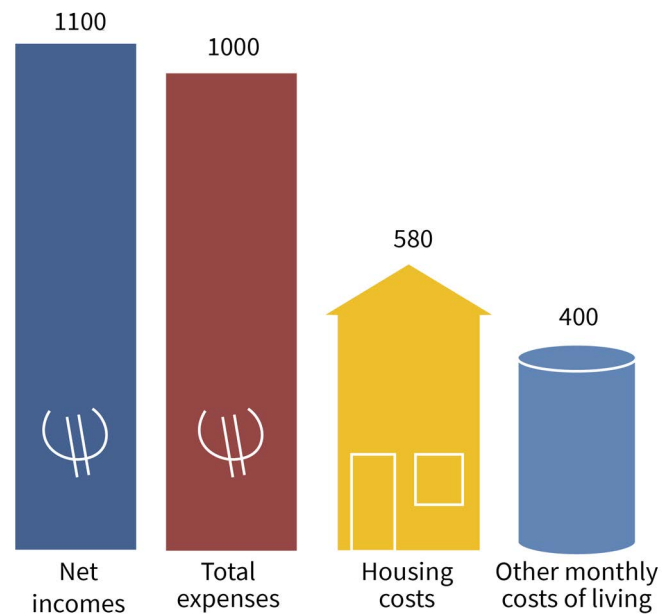


Figure 15. Average net incomes and outgoings €/month, median.

When comparing the housing costs and net income of respondents living in the capital region, we can see that housing costs and net income have both increased equally. Average housing costs had risen by almost 100 euros in 8 years, and at the same time, the average net income had risen by €120. In housing costs, standard deviation has not changed, while there was slightly more deviation in net income in comparison to 2019. (See Table 7.)

	2023		2019		2015	
	Housing costs	Net incomes	Housing costs	Net incomes	Housing costs	Net incomes
Total /month	0–3000	50–5200	0–2500	0–8000	0–3500	35–13000
Average	606	1215	550	1081	510	1095
Standard deviation	300	724	297	691	316	717
Median	578	1000	500	1000	450	987
Mode	500	1000	400	1000	500	1000
N	575	410	568	470	1897	1897

Table 7. Net incomes and housing costs in 2023, 2019 and 2015

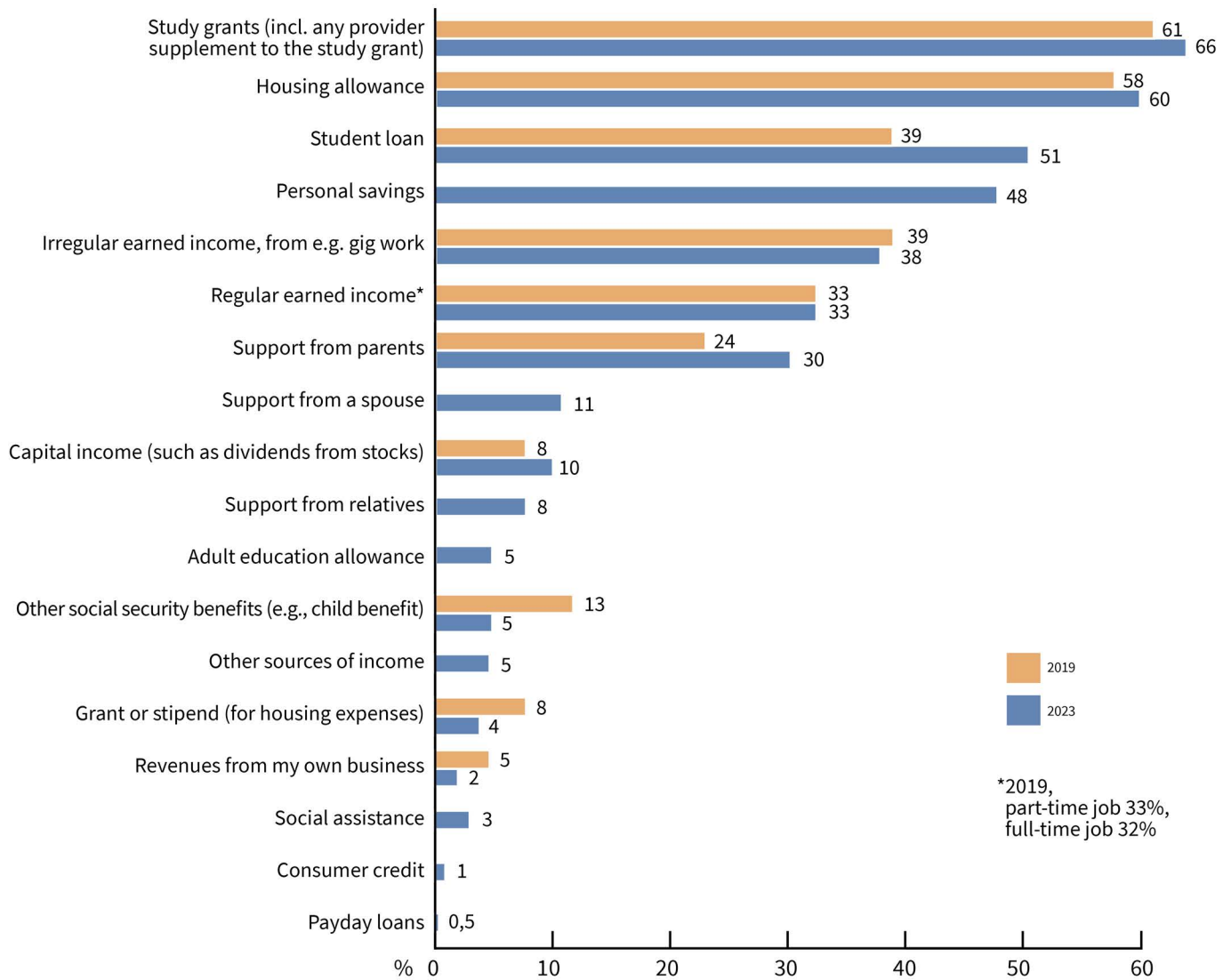


Figure 16. Share (%) of respondents who reported income.

No major changes have happened in students' sources of income, even though there have been slightly different response options in different study years. Both in this study and in the 2019 study, student benefits were the most commonly mentioned source of income. Housing benefits also appeared to be an important source of income for students; it was mentioned by almost two out of three. Half (51%) of those who reported their sources of income reported a student loan, the share of which had increased since 2019. Meanwhile, only a few respondents reported funding their studies and living costs with social assistance, consumer credit, or payday loans. (Figure 16.)

SUFFICIENCY OF INCOME AND THE EFFECTS OF SOCIETAL CHANGES

Students were asked to evaluate how sufficient their income was in relation to their living costs on a scale of 0–10, and the responses illustrated the different position of students. A third (32 %) of responses (n=640) felt that their income was not very sufficient (a response no higher than 4), and 7 per cent answered 0 or 1, which meant that they felt that their income was not sufficient at all. Over half (54%) of respondents meanwhile felt that their income was sufficient (a response of at least six) and one fifth felt that their income was extremely sufficient (response of 9–10). The average of the responses was 5.79 and the standard deviation was 2.77, which reveals the breadth of students' views.

Those who reported regular salaried employment were more satisfied than those who didn't. Irregular salaried

employment, meanwhile, did not produce the same kind of difference. The place of residence also appeared to be significant. None of the respondents living outside of the capital region reported zero, and of these, a quarter (26%) felt that their income was insufficient, while around one third of those living in the capital region felt the same way. However, respondents who lived elsewhere did not mention that they were in regular salaried employment more often than those in the capital region. Instead, they had more disposable income after housing and other living costs.

The concern for their income is nevertheless an issue, and all in all 69 per cent of respondents were concerned about their income as a result of the rise in living costs. At the same time, a larger share of respondents reported that their faith in the future had weakened due to societal crises. Almost two thirds of respondents agreed with this statement. (See Figure 17.)

Almost half of the respondents had increased their work alongside their studies in order to secure their income. A third of respondents meanwhile had foregone buying food or medicine due to a low income. A fifth had taken out more student loan. Likewise, one fifth of respondents had saved by reducing their commuting from home to campus and were considering moving to a smaller home. However, only 13 per cent reported failing to pay bills. The students' responses otherwise reveal a different economic position, as there was a higher share who disagreed with the statements than those who agreed, particularly when taking into account those who responded with 'cannot say' or 'not applicable to me'.

”The cost of living needs to decrease. I am constantly living beyond my means even though I’m financially responsible. I have to take out a loan, I get benefits, I go to work and I study full-time, and still I’m always running out of money and energy.”

The societal situation was also reflected in many students' wellbeing, although the experience of an unstable income being a hindrance on studies, problems concentrating, and a permanent decrease in wellbeing varied greatly among the students (Figure 17).

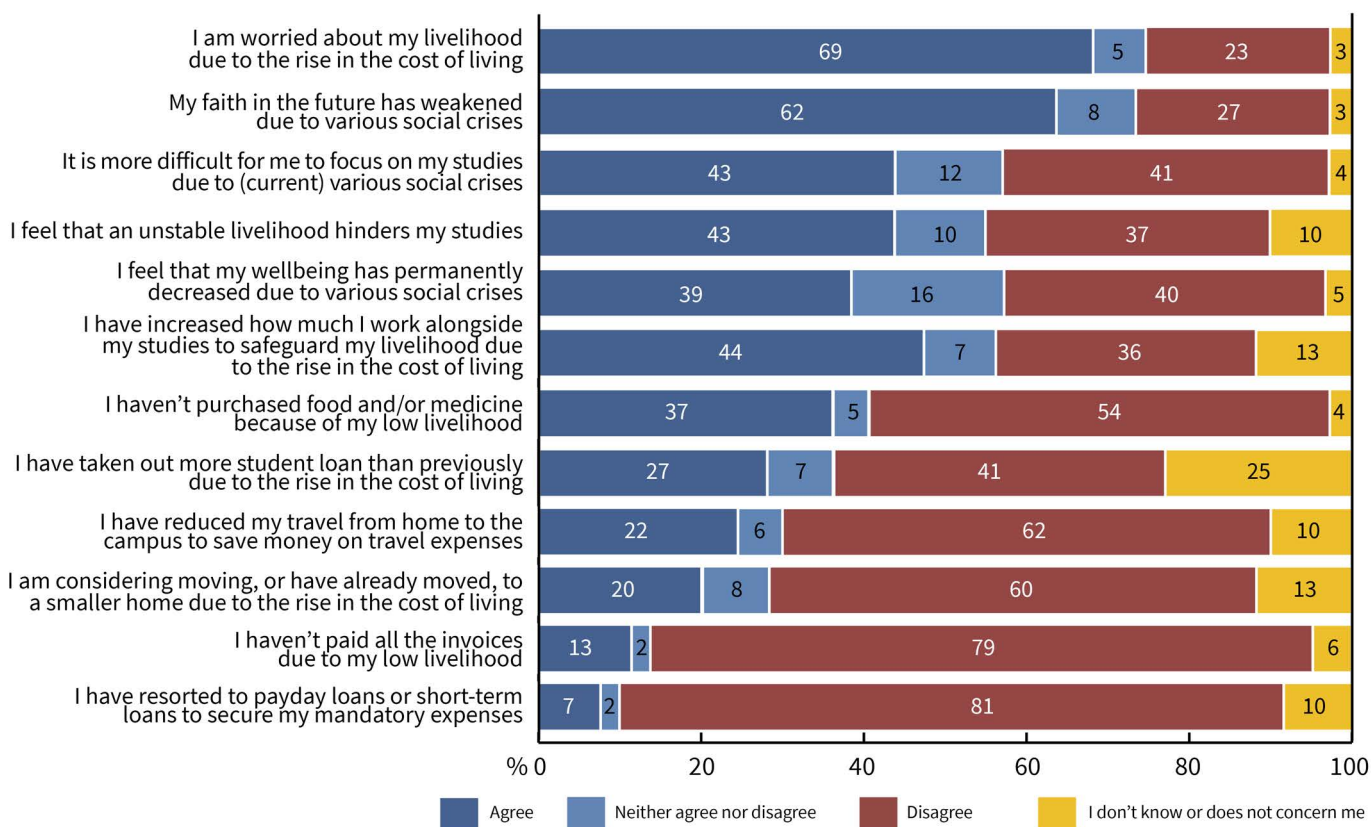


Figure 17. Opinions on livelihood and wellbeing

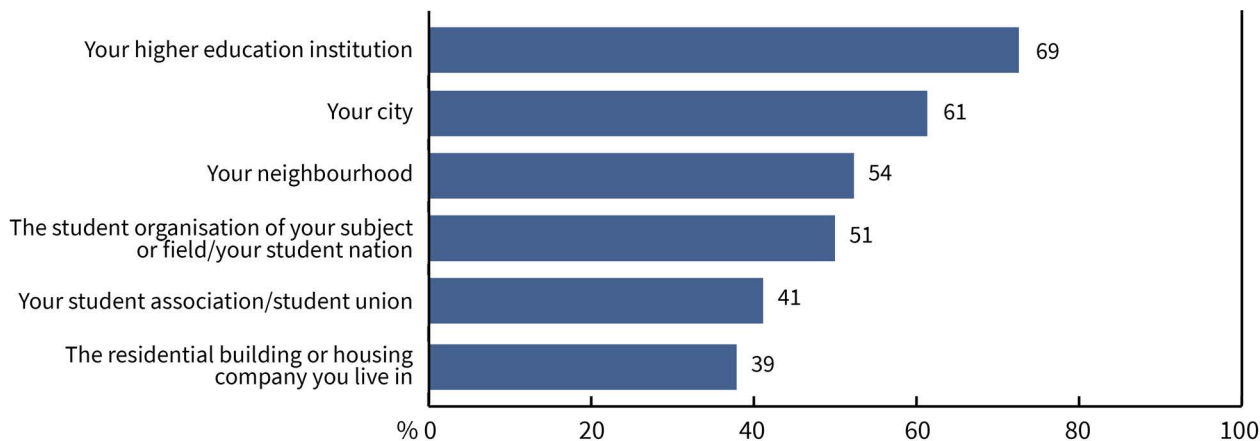
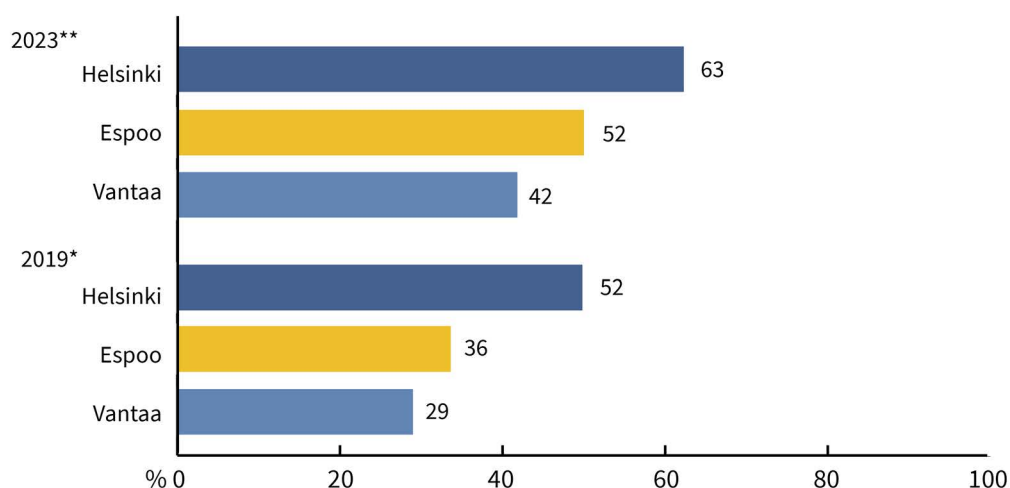


Figure 18. Sense of belonging and relating to areas and communities, % of respondents completely or somewhat agree.

PARTICIPATION

Students' wellbeing was linked with participation, which was investigated as an experience of belonging or relating to areas or communities. The investigation showed that respondents felt that they belonged or related to their higher education institution most, and then to their own city of residence. As in the 2019 study, the respondents felt that they belonged or related to their city of residence more often than to their neighbourhood. They least related to their residential building or housing company in which they lived. Respondents found it most difficult to form an opinion on their student unions or the student organisation of their subject/field of study and student nation. In these, the share of 'cannot say'/'not applicable to me' answers was 12 per cent. Figure 18 presents the shares accounting only for those who had an opinion.


As in the 2019 Students' city study, the municipalities in the capital region were compared with one another even the scales were different. As can be seen in Figure 19, Helsinki still stands out from the crowd. Respondents who live there feel that they belong to or relate to Helsinki more often. The share of respondents who related to Espoo and Vantaa were also now higher than previously, which may be due to the scale of the question.



*Those who answered completely or somewhat agree ** Those who answered completely or somewhat agree

Figure 19. Sense of belonging and relating to cities by city.



The background features a complex, abstract pattern of overlapping geometric shapes in shades of orange, blue, and white. The shapes resemble torn paper or layered rectangles, creating a textured, collage-like effect. Some shapes contain vertical lines, suggesting a grid or data visualization.

STUDENT-FRIENDLINESS IN THE CAPITAL REGION AND THOUGHTS ABOUT THE FUTURE

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The fourth topic in the report deals with opinions on the capital region's student-friendliness and the kind of suggestions for development the respondents proposed to improve the situation, plus what they thought about their own future in the capital region.

STUDENT-FRIENDLINESS AND DEVELOPING THE CAPITAL REGION

Respondents to the Students' city study felt that the capital region was rather student-friendly (Figure 20). On a scale of 1–10, the average was 7.07 (standard deviation 1.68). The most common grade was 8 (median 7), and a total of 45 per cent of respondents gave a minimum of 8 as the grade. The poorest grade was 2, while 8 per cent gave a maximum grade of 4. Those living in the capital region were slightly more satisfied than those living elsewhere. A total of 15 per cent of those living outside the capital region gave a maximum grade of 4.

A comparison of those living in the capital region found that the share of respondents who were satisfied had fallen slightly since 2019. Where half (51%) of students respondent with a grade of at least eight in 2019, the corresponding share in 2023 was 45 per cent. On the other hand, in 2023 there were slightly more respondents who were not satisfied and who gave a maximum grade of 4 than there were in 2019 (7% vs. 10%).

”Housing is far too expensive for everyone. Public transport should be free (for everyone) - or at least significantly cheaper. Additionally, Vantaa in particular has poor cross-suburb connections and direct bus routes have been cut back at the cost of availability. I gave the grade 5 just because housing costs are so unreasonable, even though I am at least relatively satisfied with almost everything else here, but housing is a basic human right and need, so it carries a lot of weight.

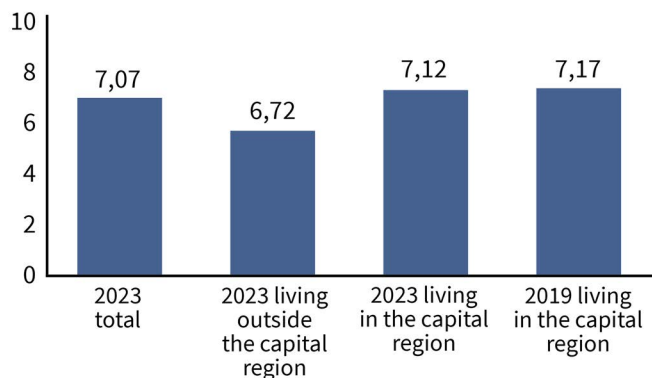


Figure 20. Overall grade for student-friendliness in the capital region in 2019 and 2023.

For student-friendliness, over 300 open-format responses plus interviews raised the cost of public transport, housing, and insufficient student discounts as the most important areas for improvement. With regard to housing, many criticised the available housing stock, which wasn't deemed to meet needs. Students also wanted more discounts for things like cultural services, and many also mentioned poor options for fitness.

LIVING AND WORKING IN THE CAPITAL REGION IN THE FUTURE

The respondents were also asked for their thoughts on their future, and living in the capital city in five years' time or after graduating seemed to be a rather likely option for many. Likelihood was evaluated on a scale of 0–10 and a total of 71 per cent considered it likely that they would live in the capital region (grades 6–10). Eighteen per cent of respondents who answered the question found it unlikely (grades 1–4). The average was 7.1 (standard deviation 2.78).

Additionally, more respondents considered it likely that they would live in the same municipality than unlikely (65% vs. 25%). Not everyone was equally certain, as the average for living in the capital region was 6.5. Living in the same neighbourhood or moving abroad meanwhile seemed to be an unlikely option for the majority. The respondents' averages are shown in the figure 21.



Figure 21. Probability of living in 5 years or after graduation (average).

In addition to housing, the study was interested in employment in the capital region, and a clear majority (82%) had this as their goal. Almost one third of respondents already had a job. Two thirds of those who were not employed in their own industry had sought such employment, and over half had sought employment outside of their own industry (58%). The majority of those who sought employment in the capital region were of the opinion that if they were to work in the capital region, they would also want to live there. At the same time, over half of the respondents thought that a salary in their industry would be sufficient to cover living costs in the capital region. The ease of finding employment in one's own industry meanwhile divided respondents. The statement on the impact of family influencing the decision to change municipality was also divisive. (Figure 22.)

The question also revealed unequal treatment between students with Finnish and foreign backgrounds. International students' difficulty in finding employment was also seen in responses:

”If Finland/Helsinki wants to attract/keep more educated international workers they should try to integrate them more, by offering more free language courses and social events to meet Finnish people.

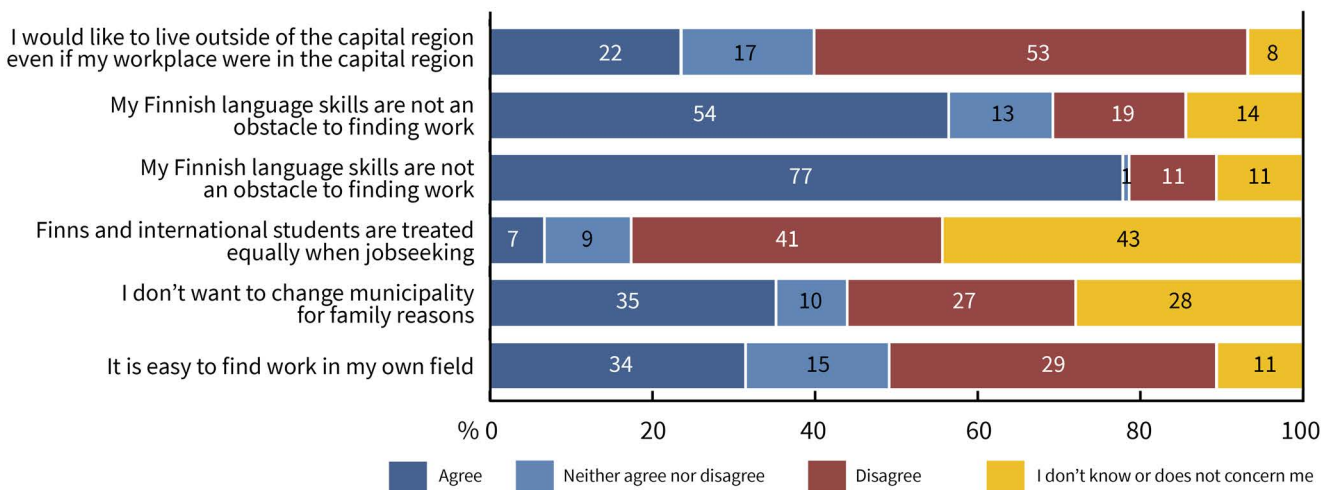


Figure 22. Opinions on jobseeking and working in the capital region.

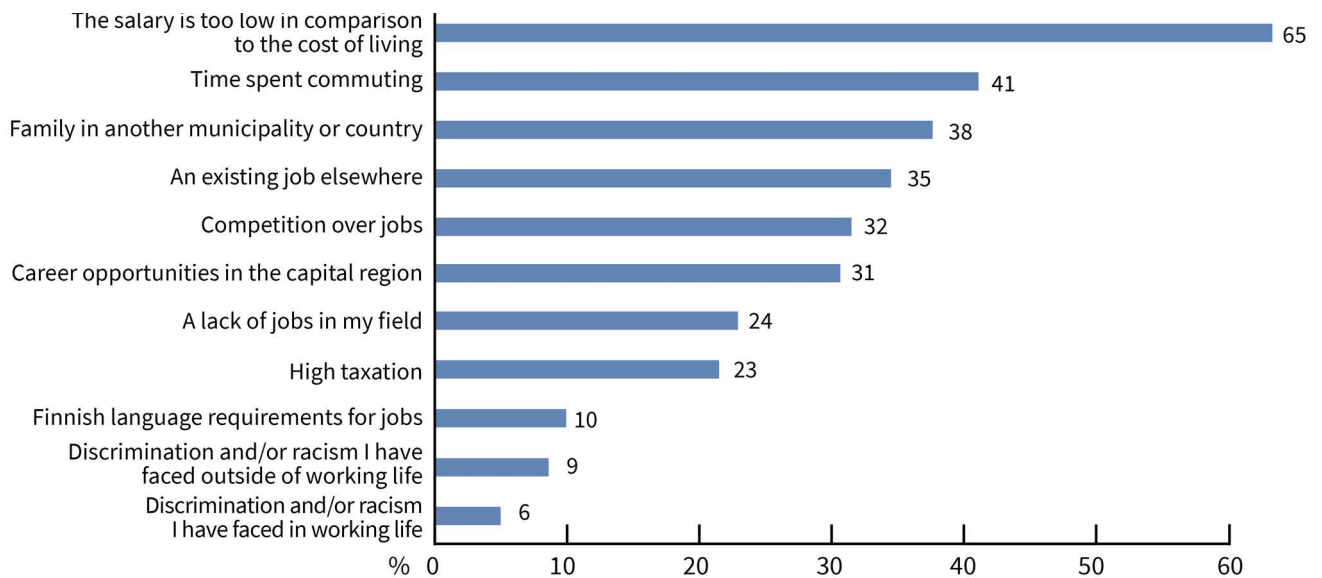


Figure 23. Reasons to seek employment elsewhere, % of those who mentioned a reason as important or very important.

The most important reason why students wanted to work elsewhere was the level of pay in relation to living costs, and two thirds of respondents heading elsewhere considered this to be important or extremely important. The second-most important factor was time spent commuting. Family, a job elsewhere, competition for jobs, and career opportunities in the capital region were mentioned by a third of respondents. Discrimination and racism were the least important reasons, and unfortunately the small number of responses from international students did not give a reliable picture of their situation. (Figure 23.)

Differences could be observed in the students' thoughts, and the differences in housing and related employment are dealt with in more detail in Eliisa Kavaste's thesis (see Kavaste 2023, yet to be published).



CONCLUSION

The aim of this study was to investigate how students see the capital region and their thoughts about the future in the capital region. As the report showed, many things seem to be unchanged for students living in the capital region.

Living in rented student housing is common for students, and capital region students' opinions of the housing situation have not changed besides becoming slightly more positive. Respondents were largely satisfied with their own housing. Many however considered housing to be expensive, and on average, over half of their net income was spent on housing. Many students wished for cheaper housing to make the capital region a student-friendlier place.

The majority of students felt that their income was sufficient, but a clear majority of students were worried about their income as costs rise amid societal changes. Meanwhile, their faith in the future had weakened. Employment and, occasionally, taking out student loan to cover living costs had increased, and responses reflected the students' differing positions. For many older students living outside of the capital region in particular, the situation was more stable than for younger students living alone at the start of their studies. The group of students studying at higher education institutions in the capital region is very diverse.

As in earlier Students' city studies, public transport is the most common mode of transport among students, even though the majority of respondents had a driving licence. The difference now is that an increasing number mentioned expanding or increasing the student discount as the most important factor for improving public transport. Car use appeared to be the form of transport for those who lived outside of the capital region especially.

The effects of the COVID-19 pandemic on housing and travel appeared to be rather minor at the time of the study. This can partially be explained by the fact that many respondents were not yet studying during the COVID-19 pandemic. Others however criticised the return to the same type of studies as before, and felt that an advantage of remote studies was time saved commuting. Flexibility in studies also allows many to work. However, the responses also revealed the need for a sense of community. Two-thirds wanted to study on campus in order to better get to know their fellow students, and open-format responses in particular highlighted loneliness and difficulties studying during the COVID-19 pandemic.

The capital region overall appeared to be rather student-friendly and, like in previous years, the majority of respondents felt it likely that they would also live there in the future. As in many other studies, this study revealed the weaker position of international students and the requirements for Finnish working life that make employment difficult. Students are therefore not all in the same position, and not all of the students studying here wish to live or work in the capital region in the future. It is also noteworthy that the students do not view the municipalities within the capital region as the same, and Helsinki was clearly perceived differently than Vantaa and Espoo. More information about students' future in the capital region can be found in Eliisa Kavaste's thesis (2023, yet to be published) for her master's degree at Laurea UAS.

Kavaste's thesis deals with qualitative analyses of the material while this study report focuses more on quantitative analyses. The report is also very compact and it was not possible to present many interesting observations here. The questionnaire material allows for many further studies and comparisons with previous years, which can be comprehensively utilised in capital region development work.

APPENDIX 1. QUESTIONNAIRE

OPISKELIJAN KAUPUNKI STUDERANDENS STAD STUDENTS' CITY

Welcome to take part in the Students' city 2023 survey!

We are collecting students' opinions and ideas to make the capital region a friendlier place for students! The topics in this survey include e.g. housing, travel, income, and wellbeing in the capital region. This study is a continuation of the studies carried out in 2015 and 2019.

We are inviting **all students in higher education who are studying for an undergraduate degree in the capital city region to participate**. Responding to the survey takes around 20–30 minutes. You can respond to the survey **until 10.4.2023**.

The study is carried out in collaboration between the Research Foundation for Studies and Education Otus, World Student Capital ry, higher education institutions in the capital region, the cities of Helsinki and Vantaa, and Hoas.

The results will be published in autumn 2023 in a public-access seminar and a digital study report that will be available on Otus' website for download. After the results of the project have been published, the anonymised material will be handed over to the parties who commissioned the study for use and archiving, and further to the Finnish Social Science Data Archive.

Participation in the survey is voluntary. You can respond to the survey anonymously and your data will not be combined with data from other sources. Responses will be processed in such a way that it will not be possible to identify individual respondents from the result publication or from material disclosed outside of Otus. More information on data processing and storage is included on [the study's privacy policy](#).

We appreciate your effort and every answer is valuable since we would like to have ideas of different parts of the city and from all students from Helsinki Metropolitan area. Once you have submitted your responses, you will be directed to another survey form, where you can choose to submit your contact details in order to participate in a prize draw to win Verkkokauppa.com gift cards (15 pcs, value € 20). Your contact details will not be combined with the study material and will be destroyed once the prize draw has taken place.

More information about the study:

Begin by giving your consent to participation in the study and for the data you provide to be stored and used.
*

- I consent to participating in the study
- I consent to the data I provide being stored and used in the aforementioned way

If you would like to withdraw your consent to participation in the study and the use of your information after you have submitted your responses, please contact opiskelijabarometri@otus.fi by email as soon as possible. It will no longer be possible to remove your data once the results have been published or the material has been archived.

BACKGROUND QUESTIONS

1. What is your gender?

- Female
- Male
- Other
- I do not wish to say

2. What is your year of birth?

- 2004
- 2003
- 2002
- 2001
- 2000
- 1999
- 1998
- 1997
- 1996
- 1995
- 1994
- 1993
- 1992
- 1991
- 1990

- 1989
- 1988
- 1987
- 1986
- 1985
- 1984
- 1983
- 1982
- 1981
- 1980
- 1979
- 1978
- 1977
- 1976
- 1975
- 1974
- 1973
- 1972
- 1971
- 1970
- 1969
- 1968
- 1967
- 1966
- 1965
- 1964
- 1963
- 1962
- 1961
- 1960 or earlier

3. Which of the following options best describes your student status?

- I am a Finnish (Finnish citizenship) degree student
- I am a foreign degree student from the EU/EEA zone (no Finnish citizenship)
- I am a foreign degree student from outside the EU/EEA zone (no Finnish citizenship)
- I am an exchange student

4. How long have you been in Finland? Please give your answer in digits in the field below

years

months

5. What is your primary language when running your errands (e.g. when using public services)?

- Finnish
- Swedish
- English
- Some other language, what?

6. Do you feel that you belong to a minority in the following areas? You may choose as many of the following as is necessary to describe your status. You can also skip the question if you wish.

- Ethnic background
- Linguistic minority
- Learning difficulties
- Sexual orientation or gender identity
- Appearance (such as skin colour, dressing)
- Religious or ideological conviction
- Disability or chronic illness
- Other minority

7. Do you have dependent children?

- No, I don't have dependent children
- Yes, I have dependent children

EDUCATIONAL BACKGROUND

If you are studying towards several degrees at the same time, please answer all questions based on your main degree.

8. Which degree are you pursuing?

- Bachelor's degree at a university of applied sciences

- Master's degree at a university of applied sciences
- Bachelor's degree at a university
- Master's degree at a university

9. How are you studying?

- Day studies (primarily contact teaching)
- Blended teaching (contact teaching plus remote or online studies)
- Online studies (primarily online teaching)

10. What is your field of study primarily?

- Education
- Arts and humanities
- Social sciences, journalism and information
- Business, administration and law
- Natural sciences, mathematics and statistics
- Information and Communication Technologies (ICT)
- Engineering, manufacturing and construction
- Agriculture, forestry, fisheries and veterinary
- Health and welfare
- Services

11. Which year did you begin your studies in your current programme?

- 2023
- 2022
- 2021
- 2020
- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012

- 2011
- 2010
- 2009
- 2008
- 2007
- 2006
- 2005
- 2004
- 2003
- 2002
- 2001
- 2000 or earlier

12. Which higher education institution do you study at primarily?

- Aalto University
- University of Helsinki
- Hanken School of Economics
- University of the Arts Helsinki
- Arcada University of Applied Sciences
- Diaconia University of Applied Sciences
- HAAGA-HELIA University of Applied Sciences
- Humak University of Applied Sciences
- Laurea University of Applied Sciences
- Metropolia University of Applied Sciences

13. What campus are your studies primarily located on?

- Otaniemi campus
- City centre campus (UH)
- Kumpula campus (UH)
- Meilahti campus (UH)
- Viikki campus (UH)
- Hanken Helsingfors
- Sörnäinen campus
- Töölö campus
- Arcadahuset

- Helsinki campus (DIAK)
- Haaga
- Malmi
- Pasila
- Helsinki RDI centre
- Kauniainen campus
- Laurea Leppävaara
- Laurea Otaniemi
- Laurea Tikkurila
- Hämeentie
- Karaportti
- Leiritie
- Myllypuro
- Other
- I study mainly remote or online

14. How much of your studies would you estimate you will complete remotely during the academic year 2022–2023?

- 0–20 %
- 21–40 %
- 41–60 %
- 61–80 %
- 81–100 %

HOUSING

A1. Do you live in the capital region?

- Yes
- No

A2. What is the post code for your current place of residence?

Post code

A3. Which of the following options describes your living arrangements during the term?

- I live on my own
- I live in a shared flat
- I live with my spouse (married, cohabiting or in a registered partnership)
- I live alone with my child or children
- I live with my spouse and a child or children
- I live with my parents, one of my parents, or a guardian
- I live with other relative
- I live temporarily at a friend's place
- I don't have any accommodation currently
- I have some other living arrangement

A4. What form of accommodation do you live in?

- Rented property
- A sub-let apartment or part of an apartment
- Owner-occupied property
- Leasehold property
- Part-owned property
- I don't have a permanent residence
- Something else, what?

A5a. If you are renting, which of the following is your property?

- Student apartment or student dormitory (e.g. managed by a student housing foundation or another foundation)
- Property owned by your parents or relatives
- Privately rented property
- Property rented from a non-profit (e.g. council properties, youth properties)
- Property rented from a letting agency (e.g. SATO, Lumo)

A5b. If you own your home, what is the ownership of your home?

- I own the property alone
- My partner owns the property
- My partner and I are joint owners
- My parents or relatives own the property
- Other type of ownership

A6. Please assess your current monthly housing expenses in euros (including rent, electricity, mortgage payments, water). Only consider your own share of the total housing costs. Write in numbers below.

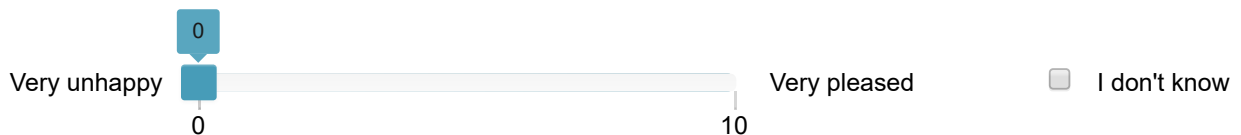
euros per month

A6b. Estimate your current monthly living expenses excluding housing costs (including e.g. food, clothing, mobile phone, etc.). Give the number in digits in the field below and only give your contribution to shared expenses.

Other monthly living expenses in euros

A7. All in all, how satisfied are you with your current housing?

You need to move the slider to save your answer



A8. Think about when you began your studies. Which of the options best describes your situation?

- I was already living in the capital region
- I moved to the capital region for my studies
- I stayed in the municipality I lived in at the time
- I moved to another municipality outside of the capital region

A9. Think of the time when you started your studies in your current city. What were the most important reasons for... (please choose 1–4 reasons)

a) choosing this place of residence?

- I have not moved / I live in the same place as before my studies.
- Housing costs.
- The campus is close by or I received a degree place.
- The city centre is close by.
- Nature or outdoor activities are close by.
- The area is good for families with children.
- My workplace is close by.
- The area is peaceful.

- There are other students living in the area.
- Friends or relatives live close by.
- Municipal services are close by.
- Commercial services are close by.
- Good public transport connections.
- Good roads for cars.
- Good cycleways.
- Good parking facilities.
- Cultural offerings.
- I just happened to find an apartment here, or it was the only option available.
- Something else, what?

b) choosing this neighbourhood (area within the city)? (please choose 1–4 reasons)

- I have not moved / I live in the same neighbourhood as before my studies
- Housing costs.
- The campus is close by or I received a degree place.
- The city centre is close by.
- Nature or outdoor activities are close by.
- The area is good for families with children.
- My workplace is close by.
- The area is peaceful.
- There are other students living in the area.
- Friends or relatives live close by.
- Municipal services are close by.
- Commercial services are close by.
- Good public transport connections.
- Good roads for cars.
- Good cycleways.
- Good parking facilities.
- Cultural offerings.
- I just happened to find an apartment here, or it was the only option available.
- Something else, what?

A10. During your studies, is there a student in your immediate circle of friends in your place of study who has been homeless?

Homelessness refers to a situation where you do not have a permanent address and you live e.g. in an emergency housing facility, a stairwell or temporarily with a friend or a relative.

- Yes, I have a friend in my immediate circle who is or has been homeless
- I do not know anyone who has been homeless

A11. During your studies, have you been homeless in your place of study?

Homelessness refers to a situation where you do not have a permanent address and you live e.g. in an emergency housing facility, a stairwell or temporarily with a friend or a relative.

- Yes, I am or have been homeless myself
- I have not been homeless

A12a. Have you faced discrimination in the private apartment rental market because of your personal qualities (e.g. ethnic background, gender, age, language, name)?

- Yes
- No
- I do not know

A12b. If you have faced discrimination in the private apartment rental market, please tell us what the discrimination was like.

//

A13. If you were to move, what would be the most important things you would look for in a home from an eco-friendly perspective? You can choose 1–4 of the most important, if they are meaningful to you.

- Solar panels have been installed on the home
- The home uses ground source heat
- The building's energy rating is good
- The home has a green roof or green wall
- The yard has a space and/or boxes reserved for useful plants
- Yard design and maintenance has paid attention to preserving biodiversity
- There is a rental point for shared equipment in the home or nearby

A14. Below, you can find some statements about the housing situation in the Helsinki metropolitan area.

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know
The rent level in my neighbourhood is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding an apartment in my neighbourhood is quite easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rental deposits are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough small apartments available in my neighbourhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough apartments with a good location available in my neighbourhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough apartments available in my neighbourhood that are suitable for community living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My residential area has sufficient eco-friendly housing options available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A15. Various opinions about urban living are listed below. Please check the box if you feel that the statement describes the city in question and/or your current neighbourhood in the capital region. You can check as many boxes as you like.

	Helsinki	Vantaa	Espoo	Your current neighborhood in the capital region
Calm and quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close to nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good cultural offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good exercise possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good municipal services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good public transport connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good cycling lanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good employment opportunities in my own field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good employment opportunities for students who have completed higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good employment opportunities for international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diverse selection of restaurants and cafés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Helsinki	Vantaa	Espoo	Your current neighborhood in the capital region
The city is open 24 hours a day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is possible to live in the city without owning a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRANSPORTATION

L1. In kilometres, how long would you estimate your journey from your place of residents to your primary campus to be?

- Less than a kilometre
- 1–2 kilometres
- 3–5 kilometres
- 6–10 kilometres
- 11–20 kilometres
- 21–50 kilometres
- 51–100 kilometres
- over 100 kilometres

L2. On average, how often do you travel to your primary campus for studies?

- Several times per day
- Daily
- 2–3 times per week
- Once a week
- Twice a month
- Once a month
- 2–3 times in six months
- Twice a year
- Once a year or less

L3. How often do you use the following modes of transport when moving between your home, school and/or workplace?

	Every day	A few times a week	Once a week or less	Never
Travelling on foot*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bicycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Every day	A few times a week	Once a week or less	Never
City bike (during the city bike season)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electric scooter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Car**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HSL public transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long-distance train	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-HSL bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other mode of transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Travelling on foot includes walking, running, roller skating, using a walker or a wheelchair, etc.

** Travelling by car includes using a passenger car or a taxi and e.g. carpooling.

L4. What would be your preferred mode of transport (assuming that there is a direct public transport connection or good walkways/cycleways/roads for cars)?

- Travelling on foot*
- Bicycle
- City bike (during the city bike season)
- Electric scooter
- Car**
- HSL public transport
- Long-distance train
- Non-HSL bus
- Some other mode of transport

*Travelling on foot includes walking, running, roller skating, using a walker or a wheelchair, etc.

** Travelling by car includes using a passenger car or a taxi and e.g. carpooling.

L5. Do you have a driving licence and do you use a car?

- I have a driving licence and I use my own car
- I have a driving licence and I occasionally use my friend's or relative's car
- I have a driving licence and I occasionally use a rental car or a shared car
- I have a driving licence, but I use a car very rarely
- I do not have a driving licence, but I plan to obtain one
- I do not have a driving licence. I would like to obtain one, but
- I do not have a driving licence and I do not plan to obtain one

L6. What do you think about the following statements concerning private car use?

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know or does not concern me
I'm prepared to pay more for my housing if I can have my own parking space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my opinion, fewer parking spaces should be built for new residential buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a place to park my car is difficult at or near to my primary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to travel to my primary campus from home without using a private car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have purchased a hybrid or electric car or intend to do so in the near future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that my residential building has individual, named parking spaces for residents where they can charge an electric car and pay for their own charging costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that my residential building has/would have one shared electric car charging point where the user is responsible for paying their charging costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have reduced my private car use to cut carbon dioxide emissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have reduced my private car use due to rising costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

L7. What is the largest monthly sum you are prepared to pay for your own parking space?

euros per month

L8. Select the three most important goals for developing public transport

- Developing service packages that combine different modes of transport (e.g. Whim)
- Developing demand-responsive transport services
- Developing public transport mobile applications
- Preventing disturbances

- Free public transport
- Increasing or expanding the student discount
- Decreasing service intervals during peak hours
- Creating a car-free zone in the city centre
- Decreasing service intervals in the evening and at weekends
- Developing cross traffic
- Improving the metro and rail traffic
- Cleanliness of the vehicles
- Increasing the quality and equipment standard of public transport stops
- Making it easier to travel with children
- Replacing existing vehicles with more low-emission vehicles

L9. Below, you can find some statements related to cycling and traffic in the Helsinki metropolitan area. Tell us your opinion by using the scale below.

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know or does not concern me
Cycling is an easy and safe way to move around in the Helsinki metropolitan area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough lockable bicycle stands in the city	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bicycle theft is too common	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of private cars should be restricted in downtown Helsinki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More new cycle lanes, paths and roads should be built	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

L10. Below, you can find some statements about the housing situation in the Helsinki metropolitan area.

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know or does not concern me
I want to study on-campus so that I can get to know my fellow students better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know or does not concern me
I want to study on-campus because I don't have enough peace and quiet at home for my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to study on-campus because I don't have an ergonomic work point at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I currently study on-campus more rarely than I did before the COVID-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The increase in remote studies allowed me to move out of the capital region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due to study habits that have changed because of the COVID-19 pandemic, I would like to live in a larger home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remote studies allowed me to remain in my current municipality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish remote studies were possible so that I could spend less time travelling in the future, too	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

L11. Is there anything else you'd like to say about how the COVID-19 pandemic has affected your housing, travel, or everyday life in the capital region?

//

LIVELIHOOD AND WELL-BEING

TH1. What are your sources of income?

- Study grants (incl. any provider supplement to the study grant)
- Housing allowance
- Student loan
- Adult education allowance

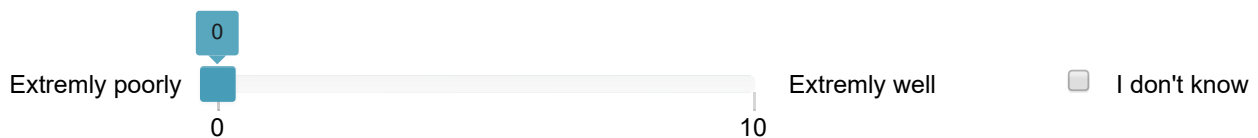
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- Regular earned income
- Irregular earned income, from e.g. gig work
- Revenues from my own business
- Capital income (such as dividends from stocks)
- Personal savings
- Support from parents or relatives
- Support from relatives
- Support from a spouse
- Social assistance
- Other social security benefits (e.g., child benefit)
- Grant or stipend (for housing expenses)
- Payday loans
- Consumer credit
- Other sources of income

TH2. On average, how much disposable income (net) do you have per month? Add all of your income (e.g. salary, student benefits, and help from your parents) together. If you don't know, or don't want to say, please leave this field blank

euros per month

TH3. How well does your income cover your living costs?



TH4. What do you think about the statements below about livelihood and wellbeing?

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know or does not concern me
I haven't paid all the invoices due to my low livelihood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have taken out more student loan than previously due to the rise in the cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know or does not concern me
I have reduced my travel from home to the campus to save money on travel expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that an unstable livelihood hinders my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faith in the future has weakened due to various social crises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have resorted to payday loans or short-term loans to secure my mandatory expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is more difficult for me to focus on my studies due to (current) various social crises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering moving, or have already moved, to a smaller home due to the rise in the cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my wellbeing has permanently decreased due to various social crises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am worried about my livelihood due to the rise in the cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I haven't purchased food and/or medicine because of my low livelihood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have increased how much I work alongside my studies to safeguard my livelihood due to the rise in the cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TH5. How much of the time in the previous 4 weeks:

	All of the time	Most of the time	A good bit of the time	Some of time	A little of time	None of time
have you been a very nervous person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have you felt so down in the dumps that nothing could cheer you up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have you felt calm and peaceful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have you felt downhearted and blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have you been a happy person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TH6. How much do you identify with or feel that you are part of the following areas or communities?

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know or does not concern me
The residential building or housing company you live in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your neighbourhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your city	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your higher education institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your student association/student union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student organisation of your subject or field/your student nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FUTURE IN THE CAPITAL REGION

TP1. Do you aim to work in the capital region after you graduate?

- Yes, I already have a job in the capital region
- Yes, but I do not have a job yet
- No

TP2a. Have you applied for work in the capital region

a) in your own field?

- Yes
- No

b) in other fields?

- Yes
- No

TP3a. What do you think about jobseeking and working in the capital region?

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	I don't know or does not concern me
It is easy to find work in my own field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't want to change municipality for family reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finns and international students are treated equally when jobseeking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Finnish language skills are not an obstacle to finding work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The salary for work in my own field is sufficient to cover living costs in the capital region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to live outside of the capital region even if my workplace were in the capital region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TP3b. How important are the following for going elsewhere?

	Not important at all	Of little importance	Moderately important	Important	Very important	I don't know or does not concern me
An existing job elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family in another municipality or country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination and/or racism I have faced in working life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination and/or racism I have faced outside of working life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of jobs in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competition over jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finnish language requirements for jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The salary is too low in comparison to the cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career opportunities in the capital region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time spent commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High taxation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

						I don know doe: not conce me
	Not important at all	Of little importance	Moderately important	Important	Very important	
Something else, what?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>						

T4. Assess how attractive the capital region municipalities are as places to live in relation to the following factors. For each of the three cities, please choose 1-2 of the most important reasons why you would (+) or wouldn't (-) like to live there after graduating.

	Helsinki positive	Helsinki negative	Espoo positive	Espoo negative	Vantaa positive	Vantaa negative
Employment opportunities (+) or poor outlook for employment (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nature and fitness opportunities (+) or lack of them (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large population (+) / (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferred housing stock (+) or lack of it (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smooth travel (+) / difficult travel (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smooth rail traffic (+) or lack of it (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferred cultural events and activities (+) or lack of them (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-friendly (+) / unsuitable for families with children (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe (+) / unsafe (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good municipal services (+) or insufficient (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Various spaces offered to small-scale entrepreneurs (+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasonable housing costs (+) / high housing costs (-)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T5a. How likely do you think it is that you will be living in the same city five years from now (or after graduation)?

You need to move the slider to save your answer

I don't know

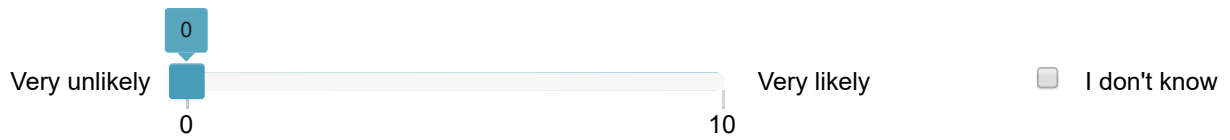
Very unlikely Very likely

0 10

T5b. How likely do you think it is that you will be living in the same neighbourhood five years from now (or after graduation)?



T5c. How likely is it that you will live in the capital region in 5 years' time (or once you have graduated)?



T5d. How likely do you think it is that you will move abroad within the next five years (or after graduation)?



TP6. If you think about the capital region as a whole, what grade would you give the capital region for student-friendliness?



TP7. And what would you like to develop to make the capital region a friendlier place for students?

//

TP8. Is there anything else you would like to add that relates to the topics in this survey?

//

Thank you for your answers!

Participation in the interviews

The Students' City survey includes workshop-style group interviews. The workshops aim to collect more information about everyday life for students. If you would like to participate in a workshop, please give your email address below and we will contact you. The workshops will be held in May and June and will last around 2 hours.

You can register your interest in the interviews below. The contact details you provide for the interview will not be linked to your other responses to the survey.

I am interested in to participate in the interviews below.

Name	<input type="text"/>
E-mail address	<input type="text"/>
Phone number	<input type="text"/>

Save your answers by pressing the Submit button. You can register for the prize draw once you have submitted your answers.