

[This document has been translated by an external translation agency and as such some terms will not exactly match what terms are used in other situations. The board has attempted to rectify this in some places but have most likely missed a few spots. The Swedish version of this document takes precedence if there are any differences in what is meant between the two documents.]

Cover letter, Proposition 1: SFS Plan of work 2020/2021

Introduction

SFS Plan of work 20/21 describes SFS' priorities and consists of three parts: focus questions, one-year activities and recurring activities. The document is divided into three parts in order to simplify the presentation of the priorities of the SFS elected representatives and Secretariat (*kansli*) for the year. SFS Plan of work 20/21 is based on the positions and opinions adopted by the General Assembly.

SFS Plan of work 20/21 is an overall strategic document which sets out the specific priority areas for the fiscal year. The Board will give tangible shape to the activities adopted by the General Assembly, which involves formulating clear objectives for how the aims of the activities are to be achieved. Governance documents, budgets, political situations and the resources available to the organisation are established in concrete terms. The proposal is compiled by the Board according to proposals and views put forward by the member unions with the aid of surveys and at digital meetings and meetings of members during the autumn and spring.

The political focus issue "Studenters psykosociala hälsa och arbetsmiljö" [Students' Psycho-Social Health and Working Environment] enters its third and final year in the 20/21 fiscal year and a new three-year political focus issue will therefore be chosen at SFSFUM 2020. The Board proposes "Akademins roll för hållbar utveckling" [The Role of Academia in Sustainable Development] as a new political focus issue. The Board has chosen not to make changes in focus questions adopted previously and also advises the member unions not to do so because the long-term basis of the focus questions would then be undermined. The system of three-year focus questions has so far been extremely valuable for the organisation because it enables long-term planning to be carried out and provides a focus for advocacy work.

During the first year, the three-year focus issue is at an internal preparatory stage and is handled by the Board and the Secretariat at planning and strategic level. The remaining two years are characterised by external advocacy work. Work, strategy and plans are checked on an ongoing basis. The way in which SFS focus questions run in relation to one another is explained below.



Proposition 1:

SFS Plan of work 2020/2021

Draft decision

The Board proposes that the General Assembly

att adopt the document "SFS Verksamhet 2020/2021" [SFS Plan of work 2020/2021] in its entirety.

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1. Introduction

This document has been adopted by the 2020 SFS General Assembly and forms the basis for SFS' work during the 2020/2021 fiscal year. The document provides guidance for SFS' elected officers and Secretariat.

SFS is a national advocacy organisation that promotes issues for students and postgraduate students. Stable, long-term advocacy work is crucial for maintaining a position as an important political player. The political process is relatively slow and in order to be able to influence it, the entire organisation needs to adopt a long-term, strategic approach when the activity is being planned.

An overview of this is presented in order to clarify the conditions and frameworks in which SFS carries on its activities. SFS Plan of work 20/21 constitutes the General Assembly's assignment for the SFS Board. The assignment consists of three parts: focus questions, one-year activities and recurring activities. The division aims to clarify how SFS' activities are structured and to make it easier for SFS member unions to influence SFS' work. Furthermore, the SFS Board and Secretariat give tangible shape to the objectives and activities based on this plan of activities.

2. Focus questions

The focus questions are based on a three-year cycle to enable the work to be planned in the long term. Having a clear form for the focus questions forms part of the work on long-term organisation. SFS has organisational and political focus questions. These must run parallel to one another.

At the SFS General Assembly in 2018, the General Assembly decided to adopt the three-year political focus issue "Studenters psykosociala hälsa och arbetsmiljö" [Students' Psycho-Social Health and Working Environment] (SFS Plan of work 18/19 Reg. no.: 0412-1/1718) which applies from the 18/19 fiscal year to the 20/21 fiscal year. Now the focus issue is entering its third year and SFS will therefore continue to carry out advocacy work within the framework of the political ambitions adopted by the General Assembly in 2018.

At the SFS General Assembly in 2019, the General Assembly decided to adopt the three-year organisational focus issue "SFS enhetliga och ändamålsenliga kommunikation" [SFS Uniform, Suitable Communication] (SFS Plan of work 19/20 Reg. no.: 0412-1/1819). The organisational focus issue runs from the 19/20 fiscal year to the 21/22 fiscal year. Work has begun in the 19/20 fiscal year and will continue in the 20/21 fiscal year. Implementation and evaluation continue during the third year and a new organisational focus issue is produced for adoption by the General Assembly in 2021.

2.1 Political focus issue 18/19–20/21 Students' Psycho-Social Health and Working Environment

Approved by the General Assembly in 2018.

More and more students and postgraduate students are suffering from mental illness nowadays, probably as a result of the conditions for their study and their working environment during their studies. The risk of mental illness increases when a course is badly planned and executed and when the student has insufficient knowledge to be able to complete his or her work satisfactorily. Higher education institutions must do more to shoulder their responsibility to intervene and, in particular, provide rehabilitation for students and postgraduate students suffering from mental illness. Discrimination or bullying, greater pressure to perform at the level of the individual and society and an increase in mental illness in society as a whole could be other reasons why students are unwell.

Defects in working environments exist not only on campus-based courses, but also occur during work placements and on distance courses. It is therefore important to safeguard students' mental health, regardless of where the course is located. A deterioration in mental health due, for example, to defects in the working environment leads to a deterioration in students' physical health and fewer students completing their studies and generates high costs for both society and the individual when he or she is unable to cope with the transition to working life.

By persuading those in power to adjust and improve national or regional legislation and regulations and to safeguard resources for health care and measures to prevent of illness, SFS can improve the working environment and the psycho-social health of Swedish students and postgraduate students. SFS should be working to strengthen coordination between relevant parties and develop expertise at relevant stakeholders (e.g. the Equality Ombudsman, higher education institutions and student unions) and regulations at national level to enable a greater impact to be achieved at local level.

A student or postgraduate student is constantly in a position of dependence on his or her supervisors, when writing essays or in work placement, for example. The relationship between student and supervisor can (and should) be a relationship that develops and stimulates. Nevertheless, it also risks enabling the abuse of power and harassment. It is therefore important for particular attention to be paid in the work on students' and postgraduate students' psycho-social working environment to ensuring that supervisor relationships are professional and safe. The higher education institutions need to ensure that supervision is quality-assured when it comes to the duties, responsibilities and expectations that are placed on supervisors in such relationships.

There are major shortcomings in monitoring students' and postgraduate students' working environment and how students and postgraduate students with ill-health are treated, both by society at large and by the higher education institutions locally, and there is also a lack of systematic work in this area. These shortcomings need to be addressed to enable the problem of students' ill-health to be addressed and remedied in the long term. Because of this, the political ambitions established by the General Assembly in 2018 were as follows:

All students must have a right to an environment free from bullying and discrimination

SFS must promote the right of all students and postgraduate students to have a working environment that is free from harassment and bullying/discrimination and the opportunity to improve their working environment. Students and postgraduate students must have a secure, statutory right to a good psycho-social working environment in the same way as other employees. The higher education institutions must also carry out more work on their responsibility for students' working environment and implement solutions where there are shortcomings.

There must be systematic monitoring of deficiencies in the psycho-social work environment

Society must assume its responsibility for ensuring that effective structures exist for reporting, monitoring and action when deficiencies are detected in students' and postgraduate students' psycho-social working environment. SFS must work to bring about systems for identifying, documenting and addressing deficiencies in the psycho-social work environment at an early stage. Evaluation of these systems must form part of the Swedish Higher Education Authority's work to quality-assure the country's courses.

Proactive work must be carried out on psycho-social working environments and support for students with mental illness

Higher education institutions must act before, during and after a defective or substandard psycho-social working environment has been identified. Higher education institutions and health care must take action at an early stage to counteract and manage students' and postgraduate students' psycho-social ill-health. SFS must work to promote health and medical care and student and occupational health care that is well equipped to take care of students or postgraduate students who have suffered or are at risk of suffering mental illness.

National survey of mental illness

SFS must work to broaden existing expertise on students' psycho-social health at a national level. This must be done by opinion-forming to persuade the Government to set up a study to survey students' well-being in higher education institutions, regions and municipalities. Various higher education institutions have now carried out surveys on their own initiative to ascertain their students' well-being. However, there is no national study to provide an overview of the well-being of an ordinary student in Sweden. Wider knowledge must be obtained of the factors causing the problems to enable the Government, municipalities and higher education institutions to work proactively on the issue in order to prevent mental illness among students. SFS should therefore work to bring about a national study to survey students' mental health.

2.2 Political focus issue 20/21–22/23 The Role of Academia in Sustainable Development

The climate issue is the great decisive issue of our time. Its effects will be obvious and long-lasting. The climate issue cannot be resolved without adopting a holistic approach to the issues of social, economic and ecological sustainability. These issues are reflected in the global objectives on which Agenda 2030 is based. The focus issue aims to intensify SFS' work on sustainability in the higher education sector, with particular focus on ecological and climate aspects. It is extremely important for universities and colleges to take responsibility for these issues in order to equip students for the future and ensure that opportunities for study also exist in future.

As a powerful voice in the sector and the main advocacy organisation in student affairs against those in power, SFS is in a unique position when it comes to student and higher education policy. Maintaining its special position in politics requires sensitivity to the students' overall wishes and sustainable development is a high priority issue for the students of today and tomorrow. Economic and social sustainability has a clear, direct link with students and SFS has mainly promoted issues relating to these aspects. With this focus issue, we broaden the scope of our ambition to include environmental factors, which form the basis for maintaining access to higher education and satisfactory living conditions for Sweden's and the world's students in the longer term. All students have a right to access a sustainable perspective in their studies in order to provide them with the right grounding for a changing future.

Sustainable development in relation to academia can sometimes be a complex issue. To enable the higher education institutions to fulfil their role most effectively, they must largely be independent stakeholders in society. Academic freedom, integrity and space for critical dialogue are basic prerequisites for high quality education and research. Academia has a responsibility to disseminate research to the public and to contribute objectivity and an academic perspective to the debate on sustainable development in society. Politics, business and society have extensive and legitimate expectations that research and higher education will help create a better society. For that reason, the higher education institutions, both individually and together, must develop well thought-out approaches and strategic perspectives on sustainability in education, research and cooperation. Science and research-linked education of the highest quality form the basis for the solutions of the future as well as for helping to achieve a sustainable transition.

Academia, with education and research at the forefront, is one of the pillars of a sustainable society. New knowledge is developed through academia and disseminated to the surrounding world. While knowledge is only part of the puzzle when it comes to solving the challenges facing society, its power should not be underestimated. Academic knowledge is often complex and is sometimes difficult to

understand, but it is extremely important for it to be understood and followed, no matter what the best solution may seem to be at any given time. SFS, as a representative of today's students and tomorrow's academics, has a central role to play in understanding and conveying this knowledge and driving the climate issue based on what research reveals, as well as advocating the importance of contributing to solutions for a sustainable society.

We should focus on the places where the opportunities for contributing to and advocating a sustainable society are greatest. Students are citizens of society who have their own impact on the climate and while we all need to do our utmost to reduce our own emissions, students have their greatest opportunity to bring their influence to bear in their future professional employment, based on their education.

All academic education must be based on research and proven experience in one or more scientific fields. It is not clear exactly how different scientific fields best contribute to combating and dealing with the climate crisis and therefore more knowledge is needed in the form of research. Research itself requires resources and while all researchers should be allowed to choose research problems freely and operate within the frameworks of academic freedom, the State and the higher education institutions have a central role in and are responsible for determining which areas of research are allocated the most resources. More of these resources must be allocated to resolving the question of how each scientific field can best help combat and deal with the climate crisis and contribute to sustainable development. All scientific fields can help create a more sustainable society.

The climate issue cannot be discussed in a national perspective, but must be seen as a global issue. Sweden's goals must be more ambitious than simply aiming to achieve climate neutrality in our own country. As one of the world's richest countries, we have a unique opportunity to help the transition throughout the world. As far as academia is concerned, this means greater knowledge, collaboration and opportunities for the country's students to work in an international context. Internationalisation can lead to increased emissions through transport and while more efficient transport methods must be sought, it must not serve as an obstacle to international exchange and collaboration.

In conclusion, durable, stable and resilient institutions and structures are required in order to carry out the climate transition both now and in the long term and academia and its students play a supporting role in this. As a result, the political ambitions established by the General Assembly in 2020 are:

A scientific approach

SFS must be a voice that drives the climate issue based on what, according to research, is the best way to slow climate change. SFS must also work to persuade the higher education institutions to take greater responsibility for sustainability issues and ensure that the conclusions and recommendations of the Swedish Higher Education Authority's report entitled "Utvärdering av arbetet med att

främja hållbar utveckling" [Evaluation of the Work to Promote Sustainable Development] are put into practice and that the higher education institutions implement the actions they have committed to.

Education and research

All students must know how best to work in their scientific field to help promote a sustainable society. SFS must therefore advocate sustainability issues being integrated into the country's courses. SFS must advocate promotion of research on how the field of science can best contribute to a sustainable society.

Opportunities for internationalisation

SFS must encourage all students to see the opportunities available globally for combating climate change and its consequences and advocate strengthening opportunities for students to work in an international context.

2.3 Organisational focus issue 19/20–21/22 SFS uniform, suitable communication

Approved by the General Assembly in 2019.

SFS is an organisation that communicates with many stakeholders in society. Some communication is more internal, such as exchange of information between member unions and elected officers within the organisation. Other communication is intended to form part of the organisation's advocacy work and to form opinion. There are several challenges and opportunities associated with SFS' communication.

Which type of information must reach which stakeholders, how communication must be designed and when information must be issued are considerations that must often be weighed on a case-by-case basis. As an organisation that is run by its members, it is also important for two-way communication with the student unions to be as effective as possible. The activities have always been communicated in different ways and development work is constantly taking place to send out and collect information as effectively as possible. SFS needs to take overall control in order for communication to take place uniformly and for all communication to have a clear purpose and objective.

SFS began work to update the SFS IT environment during the 2018/2019 fiscal year. The work will continue during the 2019/2020 fiscal year and forms an important part of the work on SFS' communication. The aim is for the exchange of the IT environment to lay the basis and create opportunities for making SFS' communication more suitable and effective. After the implementation of the IT environment itself, work remains to be done to fill the website and intranet with relevant content that must as far as possible be made accessible for the target audience.

SFS' communication uses the website and intranet mainly for internal communication while social media is also widely used by the organisation. Various channels, particularly Facebook, Instagram and Twitter, are used in different ways for different purposes. SFS needs to investigate what channels are best for what purpose.

Content for all communication spaces is created in different ways and for different purposes. SFS needs to produce materials that can be reused, such as information pages, educational materials and images. Other communication needs to be adapted according to the situation but then requires a solid basis such as templates, graphic profiles and the planned communication strategy.

SFS' activities are broad-based and are aimed at different stakeholders and persons. SFS' various committees have different purposes and therefore the objectives of the communication and the material developed will need to be adapted according to each committee. Work with student representatives will also need to be taken into consideration in the development of SFS' communication.

Part of the work on SFS' communication consists of increasing knowledge of the organisation among the member unions. At present, there is a lack of good introductory material on SFS as an organisation and its national work on student and educational issues. Since different student unions in Sweden have different possibilities for accessing the national work, there is a need for a guide to SFS.

Some of SFS' internal communication takes place via digital and physical meetings. The work on SFS' communication will therefore also involve developing activities such as member meetings and determining how two-way communication between student unions and SFS works.

The work of developing more suitable communication will require close cooperation with the member unions in order to achieve the best possible results. A large part of the communication takes place to and with the member unions since they are closest to the students and know what they are asking for. Establishment of effective support is time-consuming for both parties and it is therefore important that we give the whole organisation time to work on the issues.

Because of this, the organisational ambitions established by the General Assembly in 2019 are:

SFS Communication Strategy

SFS must have a strategy for how SFS communicates on various issues. It must contain what is to be communicated, what channels are used and what the target audience for each issue is. SFS must develop materials that can be used in communication in the long term based on needs and the strategy.

Meeting places within SFS

On the basis of the communication strategy developed and the needs of the activities, SFS must develop proposals for solutions for inclusion of international

students and students with functional variations, among others, in member activities and meetings. This forms part of the work to ensure that SFS has the best possible basis for its work to strengthen the student movement in a representative and inclusive way.

A guide to SFS

In order to strengthen national and local student influence, SFS must produce a guide aimed at describing SFS as an organisation and the issues on which SFS is working. The guide must also contain information that can help the member unions in their work on educational issues, work at national level and work in collaboration with SFS. The guide must be developed to make it as accessible as possible for the target group.

3. SFS One-year activities

The one-year activities are structured in three areas: conditions for academia, conditions for study and conditions for SFS. They also include celebration of SFS' 100-year anniversary. Each part contains a description of the problems followed by what SFS must prioritise. This is followed by political ambitions for SFS' work in 2020/2021. Each part of the "SFS One-Year Activities" relates to the political and organisational priorities to be established during the fiscal year. Other working areas within the framework of these headings may also exist during the fiscal year as a result of current events or specific opportunities, but the aims set out below establish the priorities.

3.1 Conditions for academia

3.1.1 Teaching and learning in higher education

Teaching and learning in higher education have always been a matter of great importance to the student movement and the issue has become even more important since the 2015/2016 fiscal year, when it was an SFS one-year focus issue. Several of the challenges facing higher education can be attributed to the failure to develop and implement teaching and learning in higher education. SFS will continue to influence the debate on the quality of education in relation to teaching and learning.

The discussion regarding teaching and learning in higher education constantly comes back to the fact that more resources are needed. However, more resources are not the goal in themselves. The goal is education, with a focus on teaching and learning. To achieve this requires a change in attitudes towards teaching and learning in higher education. Stakeholders in higher education and politicians must recognise the importance of good teaching and learning in higher education and how they contribute to high quality.

Good teaching and learning in higher education are a prerequisite for effective learning and study. Good teaching and learning lead to more opportunities for

students to actively participate in education. Anyone who teaches in higher education must have undergone high-quality training in higher education teaching and learning. Because today's postgraduate students are tomorrow's academic teachers, all postgraduate students must have basic teaching skills. These are obtained through training in higher education teaching and learning during postgraduate education.

Higher status must be ascribed to teachers skilled in higher education teaching and learning. Merit systems that take more account of teachers' skills in higher education teaching and learning are therefore needed. It is important for teaching merits in higher education to be judged to be of equal value and national definitions of teaching skills must therefore be drawn up in order to form the basis for merit systems. Academia has a tradition of not ascribing the same merit to teaching skills as to scientific skills, even though it is a requirement under the Higher Education Act. SFS considers that teaching skills must be regarded as equivalent to scientific skills in teacher appointments and that this must be actively demonstrated by each higher education institution.

According to the Swedish Higher Education Authority's report on the work carried out by the higher education institutions to develop teaching and learning, a number of measures are required in order to improve the situation in Sweden with regard to teaching and learning in higher education. A national strategy is required in order to develop a common, long-term approach to the work. This strategy may also include proposals on how best to take advantage of the opportunities presented by digitalisation for promoting teaching and learning in higher education. The Swedish Council for Higher Education (UHR) could act as a national focal point for issues concerning teaching and learning in higher education. This could be done by another stakeholder or a new stakeholder, but UHR could provide a solid basis.

A number of clarifications of the Swedish Research Council's activities are required in order to promote research and scientific development in teaching and learning in higher education and they must be provided with the resources to develop the research base. Finally, the national quality assurance system must impose stricter requirements on the development of teaching and learning in higher education because only half of the higher education institutions surveyed indicated that they saw a link between quality work and teaching and learning in higher education, which is not fully in line with what SFS believes.

Aims

SFS must advocate that all postgraduate students should undergo high-quality training in higher education teaching.

SFS must advocate that higher education institutions' employment and merit systems should promote higher education teaching skills for all teachers and that these systems should be coordinated at national level.

SFS must advocate a national strategy for development of teaching and learning in higher education by the higher education sector, that the Swedish Council for Higher Education should receive a promotion assignment for issues relating to teaching in higher education, that the Swedish Research Council's role in promoting the development of teaching and learning in higher education should be strengthened and that the development of teaching and learning in higher education should be a clear requirement in the national quality-assurance system.

3.1.2 National student survey

In its final report, the Styr- och resursutredningen (STRUT) [Governance and Resource Study] points out that there is a need for better information on studies for prospective higher education students. Several interest organisations and political parties have focused on improving this. Some of them wish to see quantitative and parametric data used as additional information in the application process. The problem with using information of that kind in the application process is that it usually fails to adequately reflect how good or suitable a course is for a prospective student, particularly in an academic context. Instead, these measurements risk unnecessarily standardising the higher education institutions and making them invest in things that will not really benefit either current or prospective students.

A more effective system for information on studies for prospective students would also bring about a more effective design process for higher education courses. Thus, the expectations for other proposed structures for efficiency incentives in the higher education sector, such as the performance-based resource allocation system or the productivity deduction, are lowered, which would provide greater justification for their abolition.

SFS has previously advocated the importance of effective study and career guidance and while this is still important, this tool does not provide a good enough view of what it is like to study on a particular course. Another problem is that the current system for allocation of resources gives the higher education institutions a financial incentive to beautify their courses because the system encourages higher education institutions to induce as many people as possible to apply to them. Today's students also have no way of effectively informing prospective students or their higher education institution of what it is actually like to study on the course and at the institution. The surveys conducted usually take place under the auspices of the higher education institution itself.

One solution to this is a national student survey, preferably managed by a national public authority. The Swedish Higher Education Authority and its predecessors have previously carried out studies of this kind in the form of Studentspegeln [The Student Mirror] in 2002, 2007 and 2016. However, Studentspegeln has been questioned due to its low response rate. Studentspegeln was also not conducted frequently enough to enable analyses to be carried out, for example on how certain reforms and changes affect the situation of students and the quality of education.

An effective national student survey would enable prospective students to make more informed study choices and would serve to drive up quality. A student survey conducted every year would also enable monitoring of whether, and if so which, reforms actually make a difference to students' experience of education. It is very important that the questions in a survey of this kind should be asked in such a way that they reflect the quality of the course as much as possible and not just the students' opinion and also that response rates should be high. It is also important for the survey to be provided by a national stakeholder and not the higher education institutions.

The aim

SFS must promote the development and introduction of a national student survey. This must be provided by a national stakeholder and must be conducted on a continuous basis over a longer period. SFS must participate as much as possible in formulating the questions asked in the context of such a survey and should be inspired by international examples of how a high response rate can be achieved.

3.2 Conditions for studies

3.2.1 Accommodation grant

SFS works on accommodation issues and they are a permanent point in the daily advocacy work carried out on the basis of the accommodation report, among other things. The accommodation grant is a free-standing, separate point since the existing system is not designed according to students' current needs. A safe study period requires safe accommodation with rents set to suit the students' finances. At present, rent often accounts for a large part of students' costs and therefore has a considerable effect on students' finances. Although study funds have been increased, there are still students who find it difficult to achieve adequate sustainable finances. One contributory factor is the lack of accommodation and rental apartments in particular which affects economically vulnerable groups, including students.

An effective accommodation grant forms part of measures to reduce students' financial vulnerability. The current accommodation grant prevents most students from using it. This is because of the design of the allowance, which makes it more difficult for students whose rent is considered to be too expensive or when the total income limit is calculated on an annual basis. It is also due to lack of knowledge of the search process and concerns about being required to make repayments.

The Government will publish a study on the accommodation grant in autumn 2020. Regardless of the recommendations of that report, the accommodation grant needs to be changed. The report contributes proposals on how SFS' advocacy work must continue in order to change the accommodation grant.

Aim

SFS must work to bring about an improvement in the accommodation grant that enables it to be used by more students.

3.2.2 Accessibility in higher education

A broad, heterogeneous student group means that an inclusive educational structure and working environment is required. The higher education institutions need to develop their work to enable everyone to participate in their courses. Nowadays, individual solutions that compensate the individual are standard and SFS wants the higher education institutions to focus more on general solutions that precede this and to adopt an approach that includes everyone. Examples of such solutions may include audio induction loops and microphones in all premises, clear use of colour in lecture materials and scheduling with time for recovery. General solutions benefit everyone who participates in the course and can reduce the need for individual adaptations. General solutions must never replace individual solutions, which are of fundamental importance.

The support must be integrated into the ordinary activity and must not be complementary to it. Steps must be taken to ensure that the higher education institution and primarily the teaching staff are knowledgeable when it comes to responding to students with different needs. Knowledge, resources and the ability to make adjustments for students are also required. There needs to be more focus on learning environments and how they are designed. Accessibility aspects must be taken into consideration in the design of new learning environments. Norm criticism must permeate the entire activity and the focus must be on students' learning. Support for development of teaching and learning in higher education and development of skills is required for this.

Aim

SFS must advocate development by the higher education institutions of universal solutions for learning, improved access to and quality of required teaching support measures and consistent focus on student-active learning.

3.3 Conditions for SFS

3.3.1 Opinion structure

SFS' current official documents for opinions consists of the following documents:

- SFS' Principal opinion document
- SFS' Opinion document – Open and equal higher education for all
- SFS' view on the scope, offering, financing and admission to higher education
- SFS' Opinion document on accommodation policy

SFS' principal opinion document takes precedence over all other opinions and documents and is intended to form the basis of SFS' ideology. SFS' opinion

documents are based on the principal opinion document and contain more specific views in various areas. The General Assembly is also able to adopt statements that often take on the role of more time-critical views. SFS' functions, both internal and external, have also written reports over the years which do not form part of SFS' opinions in a formal sense but are often used in advocacy work and by external stakeholders as interpretations of SFS views. These reports are always based on SFS' official views but can also help to formulate more concrete opinions, albeit not in a formal sense. This structure contributes to outward uncertainty as to what SFS actually stands for, not least because the reports are not updated. SFS therefore needs to clarify the role of documents expressing opinions that have not been adopted by the General Assembly.

During the 19/20 fiscal year, the SFS Board has worked to develop SFS' opinions and review the existing positions in order to achieve greater consistency, among other things. One challenge that has been identified in the work consists of the fact that none of the positions make it possible to issue opinions at non-principle level that do not directly link to any of the existing positions. Another problem is that some areas are suited to more than one position, but at non-principle level. Nor is it easy to introduce a new category of opinions through a new opinion document. Another challenge is that opinions that do not end up in the positions are easily forgotten, which in the long run can create problems for SFS' legitimacy.

As a result, some new opinions end up where they are not really suited and some opinions are not included at all because they have no natural home. In the long run, this means that SFS risks losing the ability to acquire opinions in several areas and that engagement is stifled. Another effect is that the documents become difficult to manage and in some cases incoherent.

Aim

SFS will review the current opinion structure and put forward a proposal for a possible new structure to the 2021 SFS General Assembly. This proposal can also include a proposal for a ready-made restructuring that can be directly adopted by the General Assembly.

3.3.2 SFS in English

It is important for non-Swedish speaking students and postgraduate students to be able to participate in SFS' work and activities. In order to prevent barriers to engagement, SFS needs to develop its types of meetings, governance documents and assemblies in order to become more inclusive. The Swedish language can be a barrier and the organisation needs to be developed to meet a student and postgraduate student population that includes non-Swedish speakers. The Swedish language must not be a restriction. In addition, most postgraduate students are not Swedish speakers and this change would allow SFS greater, more extensive engagement in both Swedish and national higher education policy, including in matters concerning postgraduate studies. SFS operates in a national and international context where the English language is also seen as a working

language. If we limit ourselves to just Swedish as a working language, we exclude a large group that is represented by SFS, and there is therefore a reason for using both languages.

Aim

SFS must use accessible, inclusive language. Structure and support for this will be developed and implemented in the organisation.

SFS must translate statutes, the principal opinion document and opinion documents English.

3.4 100 years of SFS

SFS celebrates its 100th anniversary in 2021 and we intend to celebrate it! The anniversary will be planned up to 2021 and then implemented to mark and celebrate 100 years of national student influence. The anniversary will provide SFS with a unique opportunity to put its and its members' activities in the spotlight and thus also contribute to the organisation's advocacy work.

SFS has employed an event coordinator up to 31 May 2021. The event coordinator supervises the work along with an anniversary committee that it appoints in consultation with the Board. The team works on planning and implementation of the celebration.

Aim

SFS will hold an anniversary celebration!

4. Recurring activities

One large, important part of the recurring activities is communication of SFS' positions on political issues and the results generated by day-to-day activities, both internally and externally. SFS' activities can be divided into two main processes: democratic processes and advocacy processes. Added to these are support processes that enable work to be carried out in the main processes. Many of these processes are recurring, ongoing activities that are evaluated and developed on a continuous basis in the Secretariat and on the Board.

4.1 Democratic processes

In order to ensure that there is support for SFS' advocacy work in the organisation, SFS must arrange member activities focusing on current issues and enable discussions to be held between member unions. In addition, SFS must also arrange an introductory session at the beginning of the fiscal year with the aim of introducing the member unions to the organisation. The introductory session provides a common basis for the member unions and SFS to be able to work together under the right conditions. This is in line with one of the most important

elements of democracy and concerns everyone's right to participation and equal opportunities.

Democratic processes also aim to make students' and postgraduate students' voices heard in contexts where discussions and decisions on higher education take place. The appointment of and support for student representatives in national bodies serves to secure SFS' advocacy work and also ensures that the member unions' voices are heard.

4.2 Advocacy processes

It is important for advocacy work to be characterised by stability, which is partly achieved through recurring activities. Relationships with and recognition of relevant internal and external stakeholders need to be maintained and strengthened. Ongoing political advocacy work must be carried out by means such as participation and debate on current topics. SFS must respond to referrals and publish reports whenever necessary to promote its advocacy work. SFS also needs to keep up-to-date on its surrounding environment in a national and international context. This can be carried out by means such as through the committees.

4.2.1 Student City of the Year

Each year, SFS names a city that works to promote students' and postgraduate students' situation and living conditions as "Student City of the Year". The SFS General Assembly for the following fiscal year is arranged in the winning city.

4.2.2 SFS Committees

SFS committees, defined in statutes and rules of procedure, must work on activities that are included in their respective areas of activity. SFS' three committees are: The SFS Postgraduate Student Committee (DK), the SFS International Committee (Komit) and the SFS Quality Committee (SQC).

4.3 Support processes

The statutory activities require solid work on preparations, implementation and supplementary work. A strong structure and proper work on statutory activities is of particular importance because it is fundamental for democracy in the organisation. SFS statutory bodies and departments must therefore receive operational support and structure in order to carry out their activities.

In addition to the work carried out by bodies provided for in the statutes, SFS' administrative work will be carried out by a staff. The Secretariat must work on a continuous basis on finances, management, case management and external monitoring, among other things. SFS must endeavour to create a good working environment for staff and the organisation's elected officers.

4.4 Other processes

In addition to work to improve the conditions for academia, studies and SFS, SFS can also enter into collaborations with organisations working on post-secondary forms of education other than higher education. These collaborations must strengthen day-to-day activities and not compete with SFS' policies.