



EMEDUS
Europe Media Education

WP3. Formal Media Education

FINLAND



1. Education System

In Finland Education is compulsory, and free, from 7 to 16 years of age in a single structure called "basic education". The central government manages and funds the offer and development of education and training, while municipalities take care of the organization aspect of most primary and secondary education, usually giving schools greater autonomy to design their own syllabuses and curricula.



The Ministry of Education and Culture, together with the Finnish National Board of Education, work to develop educational objectives, content and methodologies for primary, secondary and adult education.

2. Policies in Media Literacy

Since 2003, the Finnish government has launched numerous programs aimed at promoting media literacy among children and educators and consolidating media education in society as a whole. The latest strategic plan is the Education and Research 2007-2012 Development Plan, which promotes the creation of methods and materials for schools and educational institutions in order to advance the field of media literacy.

**Government, institutions,
NGO's and other
organizations work together
on promoting media literacy**

The body in charge of investigating, monitoring and promoting media education is the Finnish Centre for Media Education and Audiovisual Media (MEKU). One of the events this entity hosts is the International Classifiers Conference, which in 2013 will focus on the topic: "Converging the Audiovisual World" focused on internet security.

NGO's and other organizations also play an important part in promoting media education, although at times they develop government-funded projects at risk of being short-lived. One example is the website mediaeducation.fi.

3. Media Literacy and National Curricula

Media education in Finland has been present in their curricula since 1970 under the name of Mass Media Education. It has never been considered a specific subject in schools but, rather a transversal subject running across all disciplines. It has been integrated in many different subjects, especially in visual arts and Finnish, in compulsory and post-compulsory education. The responsibility of this subject is shared among the teachers of all subjects and has already

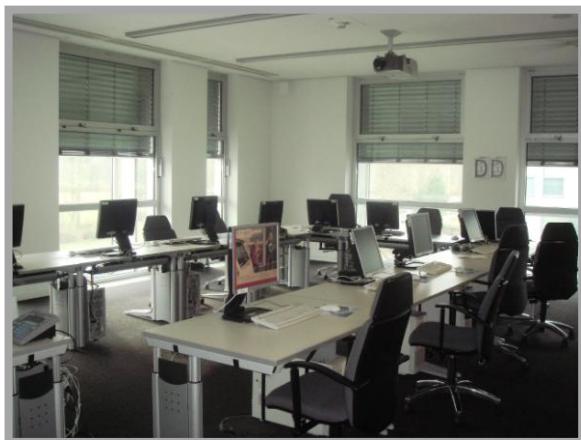
become a part of the Finnish school culture. In secondary schools students can opt for a diploma in media studies.

The lack of a specific subject in media education and the voluntary nature of it being taught is the source of some crucial issues affecting media education in Finland and the great inequality between some schools and others. In the best practice, with implemented media education in schools, expert educators in the field are hired to help teachers and students have the opportunity to experience the media for themselves. In the worst cases, the subject is not taught and is only present in class discussions.

4. Tools to measure the Level of Competencies

As for the tools that measure the levels of media literacy of citizens, as it is a transversal subject that crosses disciplines, no goals have been established nor tools given to evaluate and measure the level of acquisition in the classroom.

5. Teacher Media Training



Teacher training in ICT in Finland is of great quality but media education is still taught as an independent course or a lesser subject. Most media education courses are offered in postgraduate studies and are almost always based on how to use technology in the classroom rather than on the content.

Consequently, there is a lack of courses that support the development of a new pedagogy, new materials and collaboration with other actors working in the same field, even beyond the country's borders. Compulsory courses in media education in teacher training institutions are almost nonexistent.

6. ICT in Schools

The keys to the inclusion of ICT in Finnish schools can be summarized as follows:

- National strategies have been implemented for training and research projects on ICT in schools, for the development of e -learning, e-inclusion, media or digital literacy and media competency.
- Documents have been drafted that set learning objectives in ICT in primary and secondary education in the use of computers, office applications, in search of information and the use of multimedia applications.
- In primary and secondary education, ICT is considered a general tool for other subjects or a tool to perform specific tasks in other subjects.

- Students and teachers should use ICT in all subjects, although there are no recommendations for the assessment of students.
- Agreements between the public and private sectors allow the financing of computer equipment for schools, the training of teachers and students in ICT and the organizing of extracurricular activities.
- The vast majority of students attend schools with excellent digital equipment, with high-speed broadband and high connectivity.

Annex. Country Key Features

	Languages	Finnish (official) 91.2%, Swedish (official) 5.5%, other (small Sami- and Russian-speaking minorities) 3.3% (2007)
	Population	5,266,114 (July 2013 est.)
	Major cities	HELSINKI (capital) 1.107 million (2009)
	Government type	Republic
(a)	GDP (Purchasing Power Parity)	\$198.1 billion (2012 est.)
	GDP real growth rate	0.3% (2012 est.)
	GDP per capita (PPP)	\$36,500 (2012 est.)
	GDP composition by sector	Agriculture: 3.3% Industry: 27.1% Services: 69.6% (2012 est.)
(b)	GDP per head (PPS)	116.0 (year 2011) (Index, EU27=100)
(c)	Year of EU entry	1995
	Currency	Member of the eurozone since 1999 (€)
	Schengen area	Member of the Schengen area since 1996
(d)	Pupils and students (ISCED levels 1-6) (1 000)	1.235,5 (year 2011)
	Pupils at ISCED level 1 (1 000)	345,6 (year 2011)
	Pupils at ISCED level 2 (1 000)	190,0 (year 2011)
	Pupils and students at ISCED level 3 (1 000)	367,9 (year 2011)

Students at ISCED level 4 (1 000)	23,6 (year 2011)
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Sources: own design, using data from:

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- (b) European Commission (2012). *Country Fact Sheet: Finland*. Directorate-General Regional Policy. Analysis Unit C3. European Commission [Retrieved from: http://ec.europa.eu/regional_policy/information/brochures/pages/country2012/index_en.cfm]
- (c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]
- (d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

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