

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of youth



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INFORMATION SHEET YOUTH AND THE WORLD

Finland



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1. Awareness raising on Global issues

1.1. Promotion of Global Education

- **Is there any national/regional policy document which lays the legal basis for the promotion of Global Education?**

International education was already introduced as a curricular theme in the newly adopted comprehensive school during the 1970s. After this several measures has been taken to secure the important role of global education.

Development policy is an integral part of Finland's foreign and security policy. Development policy contributes to the global effort to reduce poverty through economically, socially and ecologically sustainable development. The Finnish government approved on February 16th 2012 a *Development Policy and Action Programme*¹. This programme regulates the Finnish development policy and development cooperation during the government's term (four years at a time) and includes guidelines for global education.

In a project that the Ministry of Education and Culture started in 2007, one of the main objectives was to incorporate global education to legal basis. This has been successful since there now are a number of policy documents dealing with global education, especially *The Development of a National Strategy*² and its' accompanying preparing process. As Finland's first national strategy on Global Education, and as one of the first in Europe, this has become both a model and reference point for latter national strategies

According to Section 4 to the Youth Act (72/2006), "the Government shall adopt a youth policy development programme every four years. The development programme will be prepared at the Ministry of Education and Culture. The programme contains the national objectives for youth policy and provides guidelines for youth policy programme work at the provincial and local levels". In the current *Child and Youth Policy Programme*³ (2012-2015) social situation, the lives of children and young people are approached through three main focuses in child and youth policy: participation, non-discrimination and everyday life management. This programme also includes aspects of global education.

The Government also adopts every four years a *plan for the development of education and university research*⁴ within the administrative sector of the Ministry of Education and Culture. In the first Plan (2007-2012) globalization, internationalization and multiculturalism were central themes. Special development targets in the ongoing Plan (2011-2016) are to alleviate poverty, inequality and exclusion, to stabilize the public economy and to foster sustainable economic growth, employment and competitiveness.

The global education standpoint is also emphasized in national guidelines and decisions in the educational sector. Global education is included in the *core curricula of all forms and levels of education*⁵. The global education syllabi, content, methods and materials are developed with a view to making global education a systematic standpoint.

¹Finland's Development Policy and Action Programme

<http://www.formin.fi/public/default.aspx?contentid=69859&nodeid=15319&contentlan=2&culture=en-US>

²Global Education 2010

http://www.minedu.fi/OPM/Julkaisut/2007/global_education2010?lang=en&extra_locale=en

³Child and Youth Policy Programme

http://www.minedu.fi/OPM/Julkaisut/2012/Lapsi- ja nuorisopolitiikan_kehittamisohjelma_2012_2015?lang=en

⁴Education and Research 2011–2016. A development plan.

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

⁵The Finnish National Board of Education

http://www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements

Global education shows as well in the following policy lines:

- Cultural Policy Strategy 2020 (2009)
- Finland's national strategy for sustainable development. Towards sustainable choices. A nationally and globally sustainable Finland. (The Finnish National Commission on Sustainable Development, 2006)
- Education for Sustainable Development strategies (2006)
- Ministry of Education and Culture Strategy 2020 (MinEC, 2010)
- Strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015 (MinEC, 2009)
- Finnish Academy Strategy 2007 – 2015 for International Activities (2007)
- CIMO Strategy 2020 – Towards genuinely open-minded Finland (CIMO, 2010)
- Framework for International Activities by Finnish National Board of Education (NBE, 2010)
- Ministry for Foreign Affairs - Strategy "Finland's benefit – Global responsibility" (MinFA, 2005)
- Development policy programme – Towards a Sustainable and Just World community (MinFA, 2007)
- Policy lines for Finland's development co-operation in the education sector (MinFA, 2006)
- Guidelines for Civil Society in Development Policy (MinFA, 2010)

There are also several regional or municipal documents and plans that specify what the main goals in global education are. Even school-specific plans are made to promote global education.⁶

Beyond the above mentioned several international documents are taken into account.

- **How is Global Education promoted?**

To grow into an understanding of global responsibility is a process that helps us to respect diversity and to develop our ability to work in a globalizing world as active citizens. There are several initiatives and projects with ambition to promote global education in Finland.

On the governmental level:

The project Education for Global Responsibility⁷ was launched by the Finnish Ministry of Education in spring 2007. One of the cornerstones of this project is the Global Education 2010 Programme. The broad purpose of the project was to cover not only the educational system but the whole of Finnish society. Global education is an important part of the basic education. In 2010 the Ministry of Education published a programme according to the project to outline and develop global education in Finland.

Associated with the Development Policy and Action Programme the Ministry of Foreign Affairs supports the Finnish NGOs in their attempt to expand the development communication and global education. These organizations bring important information and knowledge to the Finnish society about global development challenges and how to operate and participate on an individual level.⁸

⁶ Some school projects in Finland

http://www.oph.fi/kehittamishankkeet/maailmankansalaisena_suomessa/kouluhankkeet
<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/opm12.pdf?lang=fi>

⁸ Network operated by the Board of Education
<http://www.edu.fi/teemat/globalikasvatus>

The Ministry of Foreign Affairs cooperates with the authorities of education⁹ to ensure that matters on global development have a strong position in general education. The nationwide reform of the core curricula for general education provides an opportunity to promote pupils into global response.

Finland emphasizes networking in Europe, both at the level of inter-ministerial/interagency networking and strong engagement in GENE and discussions with the European Commission; there is also strong Finnish NGO engagement in European NGO networking focused on Global Education. While there has been improved co-ordination at national level, there is also room for continued work in this area nationally and internationally.

Board of Education conducted in 2011, together with the Ministry of Foreign Affairs of development communication, 15 institutions and several experts in the World Citizens of Finland- project¹⁰. The project brought together and developed examples of good teaching practices that reflect a world citizen competence needs, and also organized an international symposium on global education.

Several smaller projects are also conducted by other actors:

Kepa coordinated during 2001-2004 an EU-funded project, which confirmed the Finnish organized activities for international education. Kepa's current work on global education had its outset in this project.¹¹

Yearly the Global Education Week¹² with changing themes encourages pupils and teachers to explore educational activities for global citizenship.

Allianssi is running a project *All different, all the equal*¹³ (Kaikki erilaisia, kaikki samanarvoisia) where global education is emphasized as an important factor in work against racism.

Workshops, seminars and other occasions on global education are arranged by several actors. There is also a lot of free material provided on the internet related to global education.¹⁴

- **What are the most tackled aspects of Global Education?**

Traditionally global education has been perceived as a part of development education. In recent times, especially in Finland, other aspects of global responsibility have been stressed (human rights, sustainable development, cultural diversity and the promotion of peace and conflict prevention).

Global education plays an important part in inculcating knowledge, skills and attitudes needed in a multicultural society. Since global education plays such an important part in building up knowledge and skills needed in contemporary society, it must have an accordingly strong and important status. Global education has its place both at school and outside it.

Depending on the context global education¹⁵ is defined in several ways. The most common themes of Finnish global education are though:

- education on human rights and equality
- development education
- culture education

⁹ The Finnish National Board of Education (FNBE)

<http://www.oph.fi/english>

¹⁰ http://www.oph.fi/publications/2011/schools_reaching_out_to_a_global_world

¹¹ http://www.gloaalikasvatus.fi/tiedostot/global_education_in_finland_summary.pdf

¹² http://www.coe.int/t/dg4/nscentre/GE/GEW_en.asp

¹³ <http://www.keks.fi/>

¹⁴ <http://www.edu.fi/teemat/gloaalikasvatus>

<http://www.minedu.fi/etusivu/arkisto/2010/2101/gloaalitieto.html>

<http://global.finland.fi/public/default.aspx?nodeid=15812&contentlan=1&culture=fi-FI>

¹⁵ <http://www.gloaalikasvatus.fi/mika-gloaalikasvatus>

- peace and safety education
- communication and media education
- environmental education

Global education is seen as an activity guiding towards an individual global responsibility including respect of human rights, media-critical reading, international and national interaction, dialogue, understanding and acceptance, understanding the importance of sustainable development and the limited resources of the earth.¹⁶

The eighth Millennium Development Goal – to develop a global partnership for development – also encourages Finnish people to commit themselves to global responsibility and to participate in development policy. Finland is committed to adhering to the guiding Millennium principles, such as

- Freedom, equality, solidarity, tolerance, respect of nature and shared responsibility
- Peace, the primary significance of security and disarmament for the world community
- Development and eradication of poverty
- Protection of our common environment
- Human rights, democracy and good administration
- Protection of the poorest among us
- Response to the special needs of the least developed countries
- Consolidation of the multilateral systems.

An emphasis is also upon lifelong learning: global education is not only for children and youth.

- What are the main stakeholders in the field of Global Education?

The main stakeholders in Finnish global education are state administrations, organizations, municipalities, churches, media and companies.¹⁷

In the state administration global education can be found in several ministries' areas of responsibility. In the Education administration are following operators: The ministry of Education and Culture¹⁸, The Commission for Unesco¹⁹ and the Finnish National Board of Education²⁰. Also the Ministries of Foreign affairs²¹, Employment and Economy²², Environment²³ and Defence²⁴ include global education into their operations in various forms. Notable is that the Ministry of Education and Culture is seen to have a key role in steering.

Of these above mentioned the Ministry of Foreign Affairs and the National Board of Education are part of the Global Education Network Europe (GENE)²⁵.

Several non-governmental organizations include global education in their ambitions. KEPA²⁶ is the umbrella organization for Finnish civil society organizations (CSOs/NGOs) who work with development cooperation or are interested in global affairs and education. At the moment

¹⁶ <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/opm12.pdf?lang=en>

¹⁷ Myllymäki, Tiina (2004) *Pallo haltuun. Kansainvälisyyskasvatus Suomessa*. Lahti: Esa Print Oy. Also available on the internet:

<http://multikult.files.wordpress.com/2008/05/pallo-haltuun-kansainvalisyyskasvatuksen-opas1.pdf>

¹⁸ http://www.minedu.fi/OPM/Julkaisut/2009/Tulevaisuus_meissa.html?lang=en

¹⁹ http://www.minedu.fi/OPM/Kansainvaeliset_asiat/kansainvaeliset_jaerjestoet/unesco/suomen_unesco-toimikunta/index.html?lang=en

²⁰ <http://www.oph.fi/english>

²¹ <http://formin.finland.fi/public/default.aspx?culture=en-US&contentlan=2>

²² <http://www.tem.fi/index.phtml?l=en>

²³ <http://www.ymparisto.fi/default.asp?node=4032&lan=en>

²⁴ <http://www.defmin.fi/?l=en&s=1>

²⁵ <http://www.gene.eu/>

²⁶ <http://www.kepa.fi/international/english>

KEPA has about 300 member organizations. Allianssi²⁷ is another big organization which supports and serves youth work organizations and others working in the youth sector in global education and multicultural and minority youth work.

Kehys ry²⁸ is an organization working to increase Finnish NGOs' knowledge on the European Union's development policy and development cooperation and promotes its members' opportunities to influence them. Through its activities Kehys promotes discussion on issues of EU development policy in Finland and in the EU. It also supports NGOs' cooperation in Finland, in the EU and globally.

According to the core curriculum for general education the municipalities have a responsibility to ensure global education in schools. There are also cooperation with other local governments in and outside Finland. The Association of Finnish Local and Regional Authorities²⁹ is e.g. currently running a cooperation programme with municipalities in Africa.

The Finnish national churches, the Evangelical Lutheran and Orthodox, are important stakeholders in Finnish youth work. The Lutheran church³⁰ emphasizes the importance of education and how it can change attitudes, which in turn can make big differences.

The media has no doubt a big influence as a stakeholder. Finland's national public-broadcasting company Yleisradio Oy (YLE) has according to the law a duty to provide information, opportunities to education and support tolerance and multiculturalism.³¹ In addition to this there are several other commercial channels and media producers. Foreign media and internet also has a great importance in global education.

Companies are also part of the society and have thus social responsibility. International and multicultural working environments make the global education ever more important. Some companies publish an ethical code to approach their position in global questions.

- **Is there any report/survey available on Global education and young people in your country? What s their focus of research and what are the main outcomes?**

In the programme Global Education 2010 it says that "A 'global education barometer' will be undertaken regularly in order to gauge opinions". So far there hasn't been any measures to conduct this kind of opinion gauge. It could be combined with some of the existing barometers.

The Ministry of Education conducted (2007-2009) an *Education for Global Responsibility* project³², according to the Maastricht Global Education Declaration of 2002 and the related documents. According to the Declaration, global education is action for the promotion of human rights, multiculturalism, development policy, sustainable development, and peace and conflict prevention. The final publication of the project presents the values, actors and practices that emerge in the growth into global responsibility

1.2. Young people and sustainable development

- **What are the most relevant initiatives/projects at regional/national level encouraging green patterns of consumption and production with young people?**

²⁷ <http://www.alli.fi/english/>

²⁸ <http://www.kehys.fi/en>

²⁹ <http://www.localfinland.fi/en/Pages/default.aspx>

³⁰ <http://sakasti.evl.fi/sakasti.nsf/sp?open&cid=ContentCC32E>

³¹ [http://www.finlex.fi/fi/laki/ajantasa/1993/19931380?search\[type\]=pika&search\[pika\]=yleisradio](http://www.finlex.fi/fi/laki/ajantasa/1993/19931380?search[type]=pika&search[pika]=yleisradio)

³² http://www.minedu.fi/OPM/Julkaisut/2009/Tulevaisuus_meissa.html?lang=en

Finland has been part of ENSI³³ project since 1986. The project aims to support the school's efforts to improve the environment at a local and global level, to promote regional cooperation in the development of networks and tune in environmental and sustainable development education research.

Projects that schools can participate in³⁴:

- ENO - Environment online
- Itämeri-projekti (Baltic Sea project)
- Luonto-Liiton Kevätseuranta ja Kevätuuli
- Roska päivässä –liike (One trash a day)
- Vihreä Lippu (Green flag)
- Ympäristökoulun kummiluokkahanke (School of environment's twinning project)

The Finnish Luonto-Liitto³⁵ (Nature Association) is a association for children and youth, who are interested in information about consumption³⁶ and other factors in sustainable development. They also keep up the "Don't buy anything"-day³⁷ and other competitions for pupils and other young people.³⁸

Other international events like Earth Day, Earth Hour and Waterday are implemented in varying degrees.

- **Is there any report/survey investigating the awareness of environmental issues among young people in your country? What are the main outcomes?**

The Government's programme from 2011 includes the following sentence: *The Government's goal is to make the future Finland a carbon-neutral society, to propel Finland to a leading position in environmental technology, and to develop the nation into the most environmentally conscious society in the world.*³⁹ According to the goal there are made reports on the current situation.

The Ministry of the Environment commissioned the publication *Ympäristötietoisuus - suomalaiset 2010-lukua tekemässä* (2011)⁴⁰. According to the report environmental awareness in general is high in Finland compared to the rest of Europe. However, in recent years (2008-2010) the environmental awareness has decreased. Especially women, the old and those receiving information in school are most conscious about the environment. Instead, young people and men have weaker environmental awareness. The publication gives an example that young people are more interested in the upcoming Friday than the state of the environment in 2015.

The Finnish Association for Environmental Education and Sulake Suomi Oy carried in 2011 out a survey on sustainable lifestyles.⁴¹ The survey was conducted at Sulake's virtual community Habbo where the users are young Finns. The results showed that young people's attitudes toward environment and sustainable lifestyle can be regarded as a positive.⁴²

³³ http://www.ensi.org/Members/Member_countries/Finland/

³⁴ http://www.edu.fi/yleissivistava_koulutus/aihekokonaisuudet/kestava_kehitys

³⁵ <http://www.luontoliitto.fi/ymparisto/kulutus.html>

³⁶ www.kulutus.fi

³⁷ www.alaosta.fi,

³⁸ mainoskupla.wordpress.com

www.nuukuusviikko.net

³⁹ <http://valtioneuvosto.fi/hallitus/hallitusohjelma/en.jsp>

⁴⁰ <https://www.rakennustietokauppa.fi/ymparistotietoisuus---suomalaiset-2010-lukua-tekemassa/106268/dp>

⁴¹ <http://www.ymparistokasvatus.fi/ajankohtaista/artikkelit/121-nuorten-virtuaalinen-ymparistokysely>

⁴² <http://www.ymparistokasvatus.fi/pages/documents/kyselytulokset.pdf>

The Youth Barometer 2008 outcome was that young people are more afraid of the global climate change than before.

2. Cooperation with third countries in the field of youth policy

- **Are there any agreements on youth policy cooperation with countries / regions outside Europe?**

The Ministry of Education and Culture conduct bilateral cooperation in the field of youth policy. The aim is to promote national youth work through the sharing of best practices, exchanges and networking. The content of the exchanges is determined by the individuals and organisations concerned. The Ministry has bilateral cooperation for instance with China, Israel, Mexico, Palestine and the Republic of Korea, based on cooperation protocols. Bilateral cooperation focuses on expert exchanges.⁴³

The Association of Finnish Local and Regional Authorities⁴⁴ conduct The North-South Local Government Co-operation Programme. The programme supports equal co-operation between local governments in Finland and in the south. During the 2011-2013 the geographical area covered by programme is Africa. Youth policy can be a theme in the cooperation. Finnish local governments can apply finances from the Association to plan and implement co-operation with their southern partners.

- **Opportunities offered to young people to explore and enhance global understanding as volunteering and youth exchange programmes**

CIMO⁴⁵ is an organisation for international mobility and cooperation, providing expertise and services to clients at home and abroad. Established in 1991, CIMO is an independent agency under the Finnish Ministry of Education and Culture. CIMO promotes international cooperation and mobility in with specific emphasis on education, training, working life, culture and young people. CIMO is also the national agency for European Union education, training and youth programmes, a contact point for the EU's Culture Programme and a Europe for Citizens point in Finland.

Allianssi Youth Exchanges⁴⁶ works for intercultural learning and global understanding. Allianssi is a youth exchange organiser providing young Finns opportunities abroad.

Other organisations and associations of importance are CIF Finland, Emmaus, Etvo, KVT Finland, IYCE, AFS, SCiint, 4-H, and Suomen Rotary, which also provide volunteering and youth exchange programmes for youth.⁴⁷

Cooperation in the field of youth research/policy

CIMO aims to develop the youth research in cooperation with third countries. The North-South-South Higher Education Institution Network Programme (North-South-South)⁴⁸ has opened up opportunities for cooperation between higher education institutions in Finland and developing countries, since 2004. The main focus is on reciprocal student and teacher exchange. The networks of higher education institutions apply for funding for the activities supported within the programme.

⁴³ http://www.minedu.fi/OPM/Nuoriso/kansainvalinen_yhteistyö/maiden_vaelinen_yhteistyoe/?lang=en

⁴⁴ <http://www.localfinland.fi/en/association/international/north-south/Pages/default.aspx>

⁴⁵ <http://cimo.fi/frontpage>

⁴⁶ <http://www.nuorisovaihto.fi/in+english/>

⁴⁷ http://www.kompassi.info/page.asp?_item_id=306

⁴⁸ <http://www.cimo.fi/programmes/north-south-south>

The programme is funded by the Finnish Ministry for Foreign Affairs. The programme has a budget of 4 million euro in 2010–2012.

Youth in Action funds cooperation with neighboring EU countries and other countries in the world.

Additionally national funding is available for youth and youth work related cooperation with Russia and Belarusian.

The Finnish Youth Research Society⁴⁹ is an independent organisation which develops national and international cooperation between youth researchers, research institutes, higher education institutions and professionals working with young people.

At the moment there is a research programme about political processes and opportunities for engagement from the perspective of young people in Africa.⁵⁰

The purpose of Allianssi⁴⁰ is to function as the national youth council of Finland (an umbrella organisation for Finnish youth organisations). Allianssi organize different international activities and is the Finnish member of a number of European platforms for youth work. Exchange of youth work experts is conducted by the

Support for development of youth work on other continents

Allianssi represents the Finnish youth work in Finland and in international forums. It organises training, disseminates information and arranges youth exchange programmes abroad; supports youth participation, work for immigrants and mobility. The Board of Allianssi sets up each year a committee to organise international youth policy. International Committee is responsible of Allianssi's international affairs and international youth policy together with the secretariat. International Committee members represent Allianssi's member organisations. Under International Committee there are three working groups: neighbouring areas working group, European affairs working group and global affairs working group.⁵¹

Promotion of youth entrepreneurship and employment with other countries outside Europe

At the moment there are no promotion targeted specifically at young entrepreneurs outside Europe.

3. Participation of young people and youth organisations in policy making on global issues

- **Have young people and youth organisations been given political and financial support to be individually or collectively involved in the policy regarding dialogue and cooperation on regional and global issues? How?**

The role of the Finnish government is to create a favourable environment for the work of youth organisations but does not interfere with the content of activities. Young people participate in activities provided by youth and sport organisations, parishes, school hobby clubs and student bodies, and in informal groups in municipal youth facilities.⁵²

The Ministry of Education and Culture supports financially some 100 youth organisations, which have a total of 6,000 local associations and 800,000 individuals as members. A number of these by the Ministry supported organizations are implementing international activities, within which

⁴⁹ <http://www.minedu.fi/OPM/Nuoriso/nuorisotutkimus/?lang=en>

⁵⁰ <http://blogs.helsinki.fi/yopo-africa/>

⁵¹ <http://www.alli.fi/english/>

⁵² <http://www.minedu.fi/OPM/Nuoriso/?lang=en>

organizations and their members are involved into dialogue and cooperation on regional and global issues.

The Ministry for Foreign Affairs supports the development communications and global education carried out by Finnish civil society organisations both in shape of financial and political support.

Allianssi⁵³ is a politically and religiously non-aligned lobbyist with more than a hundred national youth and educational organisations as members.

The purpose of Allianssi is “to encourage young people to become responsible members of society and help them to participate in decision making processes and international activities. Allianssi serves youth organisations and youth work field as a whole. Allianssi also chose youth delegates for the UNESCO Youth Forum and the UN General Assembly. Also a climate delegate is chosen to promote the voice of young people in the Finnish climate change debate and decision-making.

There are several webportals⁵⁴ where young people are given opportunities to give their political opinion, both on regional and global level.

- **Is there any report/survey investigating young people’s participation in campaigns regarding global climate change/global warming, development aid or human rights? What are the main outcomes?**

Nuorten Akatemia made a report on the Ilmari- climate change project (2009-2011)⁵⁵. The outcomes were that young people want to act and prevent the climate change and felt that the climatic and environmental issues are taken up for discussion in school rarely. The young participants came up with ideas of what could be done to improve the situation.

- **Is there any report/survey investigating young people’s participation in non-governmental organisations active in the domains of global climate change/global warming, development aid or human rights? What are the main outcomes?**

No such report available at the moment.

⁵³ <http://www.alli.fi/english/>

⁵⁴ <http://www.nuorisotiedonkirjasto.fi/links/list/-/id/15>

⁵⁵ <http://www.nuortenakatemia.fi/service.cntum?pagelid=154209>