

National report: First cooperation cycle of the EU Youth Strategy 2010-2012

FINLAND

SECTION 1: GENERAL YOUTH POLICY

1. Does your country have a 'youth law' or legislation that specifically refers to youth issues, or laws containing a section addressing the needs and/or rights of young people?	Yes
2. Please provide references for the law (title, adoption date, validity, etc) in your national language as well as in English	Youth Act (Nuorisolaki) (72/2006), amendment 693/2010 Constitution of Finland (Perustuslaki), section 6 (1999) National Ombudsman for Children Act (Laki lapsiasiavaltuutetusta) (1221/2004) Child Welfare Act (Lastensuojelulaki) (417/2007) Child Custody and Right of Access Act (Laki lapsen huollosta ja tapaamisoikeudesta) (361/1983) § 4.2 Local Government Act (Kuntalaki) (365/1995) Aliens Act (Ulkomaalaislaki) (301/2004) Basic Education Act (Perusopetuslaki) (628/1998) Upper Secondary School Act (Lukiolaki) (629/1998) Vocational Education and Training Act (Laki ammatillisesta koulutuksesta) (630/1998) Act on the Status and Rights of Patients (Laki potilaan asemasta ja oikeuksista) (785/1992) Medical Research Act (Laki lääketieteellisestä tutkimuksesta) (488/1999)
3. Is the document available in other languages, in full or abbreviated version?	Yes
If YES, please provide a web-link or a copy of the law in available languages together with this national report.	In English: Youth Act http://www.minedu.fi/OPM/Nuoriso/nuorisopolitiikka/?lang=en In Swedish: Ungdomslag http://www.minedu.fi/OPM/Nuoriso/lait_ja_saaedokset/?lang=sv
4. Does your country have a National Youth Strategy and/or Action Plan, or a cross-sectoral strategy specifically referring to youth issues?	Yes

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<p>If YES, please provide references (title, adoption date, validity, etc) to this strategy or action plan</p>	<p>Lapsi- ja nuorisopolitiikan kehittämisohjelma 2007-2011. In English: The Finnish Government's Child and Youth Policy Programme 2007-2011. (http://www.minedu.fi/OPM/Nuoriso/nuorisopolitiikka/kehittaemisohjelma/index.html?lang=en) Lapsi- ja nuorisopolitiikan kehittämisohjelma 2012-2015 (Valtioneuvoston periaatepäätös 8.12.2011). http://www.minedu.fi/OPM/Nuoriso/nuorisopolitiikka/Kehittamisohjelma_2012-2015/?lang=fi. In English: The Finnish Government's Child and Youth Policy Programme 2012-2015 (Government decision in principle 8.12.2011). English translation will be available in spring 2012.</p>
<p>5. Is the document available in other languages, in full or abbreviated version?</p>	<p>Yes</p>
<p>If YES, please provide a web-link or a copy of the document in available languages together with this national report.</p>	<p>In English: Child and Youth Policy Programme 2007-2011 http://www.minedu.fi/OPM/Nuoriso/nuorisopolitiikka/kehittaemisohjelma/index.html?lang=en In Swedish: Barn- och ungdomspolitiska utvecklingsprogrammet 2007-2011 http://www.minedu.fi/OPM/Nuoriso/nuorisopolitiikka/kehittaemisohjelma/index.html?lang=sv</p>
<p>6. Please indicate how the EU Youth Strategy, adopted in November 2009, has influenced youth priorities in your country at the NATIONAL level?</p>	<p>A: It has reinforced existing priorities</p>
<p>Please specify your answer.</p>	<p>The Finnish Government's Child and Youth Policy Programme 2007-2011 was written before the EU Youth Strategy. Their principles were very similar. The EU Youth Strategy reinforces those priorities, which are needed in each country. In Finland the impact of the EU Youth Strategy is visible in terms of developing services (legislation and funding) for alienated young people. There was an awareness of the EU Youth Strategy priorities when The Finnish Government's Child and Youth Policy Programme 2012-2015 was written.</p>
<p>7. Please indicate how the EU Youth Strategy has influenced youth priorities in your country at the LOCAL and/or REGIONAL level?</p>	<p>A: It has reinforced existing priorities</p>
<p>Please specify your answer.</p>	<p>See the answer to question 6. Of course it takes time for new priorities to be adopted at a local level.</p>

8. Does the government of your country support and promote cross-disciplinary research relating to young people and their living conditions in line with the Council resolution on active inclusion, having regard to the socio-economic environment and the opportunities and obstacles this poses for the social inclusion and employability of young people?

YES, the Government has supported and promoted such cross-disciplinary research since before the EU Youth Strategy came into force in January 2010.

Please specify your answer.

Advisory Council for Youth Affairs (It is a consultative body attached to the Ministry of Education and Culture. Most of its members are nominated by national youth and youth-work organisations.), Youth Research Network and the National Institute for Health and Welfare (THL) publish the Young People's Living Conditions' yearbook. In addition, youth indicators are developed and monitored in cooperation. The indicators are used as a tool for monitoring and evaluating the implementation of The Finnish Government's Child and Youth Policy. The Youth Barometer is published yearly by the Finnish Youth Research Network and Advisory Council for Youth Affairs. The Ministry of Employment and Economy produces monthly statistics concerning the number of employed and unemployed young people. For example in the near future a study on a "Sanssi-card evaluation" and a survey on Young People and Job Market Benefit are going to be published. (The Sanssi card is a scheme that has operated since May 2010, where an employer receives salary benefit when a young person is employed. An evaluation of basic services made by the Regional State Office is carried out yearly to evaluate the availability and legal and equal implementation of basic services.

9. Is there an institutionalised and regular cooperation between the Ministry responsible for Youth and the youth research community in your country?

YES, such cooperation has existed since before the EU Youth Strategy came into force in January 2010.

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<p>Additional comments.</p>	<p>The Ministry of Education and Culture has at its disposal an annual appropriation of over one million euros for youth research. The Ministry uses this appropriation primarily to support the research work of the Finnish Youth Research Society, as well as research conducted in universities of applied sciences. In addition, the national Advisory Council for Youth Affairs (NUORA) prepares a youth barometer in cooperation with the Finnish Youth Research Network and Statistics Finland, financed by the Ministry of Education and Culture. Support is also given to cooperation projects conducted with other ministries, for example, in the national sectoral research programme. Youth research is based on independence and scientific criteria. The Finnish Youth Research Society (http://www.nuorisotutkimusseura.fi/en) is a non-profit organization founded in 1988, for the purpose of promoting multidisciplinary youth research in Finland. The goal of the society is to develop youth research and to provide information and expertise on matters relating to young people.</p> <p>The Finnish Youth Research Society/Network aims to produce high-quality academic research and use it to impact the development of youth policy and youth work. The network's research projects emphasise, for example, youth cultures, questions related to life stages and the process of becoming an adult, as well as topics related to exclusion, ethnic relations, education and youth work.</p>
<p>10. Does your Government have an inter-ministerial working group on youth or any other institutionalised mechanism for ensuring a cross-sectoral approach to youth policy?</p>	<p>To ensure that youth research and its results are put to better use in both youth policy decision-making and practical youth work, the Youth Research Network arranges seminars and training. Many of the network's researchers work as experts in various youth work and policy training and development projects. The Ministry of Education and Culture and the Finnish Youth Research Society/Youth Research Network conduct annual performance discussions about research topics and focusing research on, for example, problem areas in youth work.</p>

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<p>Additional comments.</p>	<p>Inter-ministerial cooperation groups can be established as required e.g. to assume responsibility for the preparation, implementation and monitoring of a politically or socially significant scheme. For example, the social guarantee for young people group. The social guarantee for young people working group (2012-2015), led by the Ministry of Employment and the Economy. The working group consists of representatives from the Ministry of Education and Culture, the Ministry of Social Affairs and Health, Allianssi (Finnish Youth Cooperation - Allianssi is a national service and lobbying organisation for youth work), Kuntaliitto (the Association of Finnish Local and Regional Authorities), Kela (The Social Insurance Institution of Finland) and other labour market and lobbyist groups. The Young Peoples' Social Guarantee Model is one of the Finnish government's spearhead schemes. The objective of the scheme is to offer every under 25 year old and every under 30 year old a place of work, training, study, workshop or rehabilitation within three months of becoming unemployed. (https://www.tem.fi/index.phtml?105033_m=103777&s=4760).</p> <p>An inter-ministerial committee for the preparation of the Child and Youth Policy Program 2007-2011: the committee was responsible for preparing the first such programme and it comprised representatives from all ministries and permanent experts from the fields of child and youth research, child and youth organisations and youth work representatives from local government as well as the Ombudsman for Children in Finland.</p>
<p>11.Has your Government carried out specific initiatives targeting young people or the field of youth policy utilising EU funding opportunities through the European Social Fund, the European Regional Development Fund and/or the Rural Development Fund, or any other relevant EU funds or programmes such as PROGRESS[1]? [1] Please note that the question does not refer to EU programmes such as the Lifelong learning or Youth in Action programmes.</p>	<p>YES, we are currently carrying out youth initiatives or projects utilising the general EU funding opportunities mentioned above.</p>

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<p>Additional comments.</p>	<p>The Managing Authority of ERDF and ESF in Finland is the Ministry of Employment and the Economy. Support from the European Union is additional financing to Finland's national development. Finland will receive approximately EUR 1.7 billion from the EU's Structural Funds in 2007-2013. The benefit will, however, be greater than the sum of money granted, because leverage will be obtained from new action models and knowledge that the projects will generate. Finland will receive EU funding for the development of both regional competitiveness and employment and for cooperation with other EU Member States. The total amount of national public financing committed to EU programmes will be EUR 2.01 billion; this sum will come from the State (75%) and the municipalities (25%). In addition, it is estimated that approximately EUR 2.3 billion in private financing will be used for the programmes. (Leverage from the EU 2007-2013. Ministry of Employment and the Economy 2011. Available in http://www.rakennerahastot.fi/rakennerahastot/en/01_structural_fund_activities_in_finland/index.jsp).</p> <p>According to "Europe 2020 - Strategy. Finland's National Programme..." (page 20-21) under title "European structural funds programmes to promote competence, participation, creativity and innovation" it is said, that "The Ministry of Education and Culture specified its strategic key areas for the 2007 to 2013 period, which generated 11 national development programmes. The programmes are being funded for a total of EUR 151 million from the European Structural Fund. At the beginning of 2011 altogether 179 projects had been set up in the programmes... The programmes aim to promote competence and participation and forward planning of educational needs, improve readiness for change throughout work careers, prevent social exclusion and strengthen young people's living conditions. ..." (Europe 2020 - Strategy. Finland's National Programme, Spring 2011. Ministry of Finance publications 14c/2011. Available in http://www.vm.fi/vm/en/04_publications_and_documents/01_publications/02_economic_surveys/20110406Europe/name.jsp)</p>
<p>12. Does the Government of your country have a strategy to acknowledge, raise awareness of, and reinforce the role of youth work in society, in line with the Council Resolution on Youth Work (2010)?</p>	<p>YES, we already had such a strategy in place since before the EU Youth Strategy came into force in January 2010.</p>

<p>Additional comments.</p>	<p>Laws concerning municipal youth committees and subsidies for municipal youth work 1972 Law concerning subsidy for national youth work 1973 Youth work Act (1068/1985) Youth Work Act (235/1995) The Youth Act (72/2006) section 7 states that “youth work and youth policy are part of the local authority's responsibilities. The implementation of youth work shall be the responsibility of local authorities, youth associations and other youth work organisations.” Section 9-13 refers to youth work state subsidies: government subsidies to local authorities and state subsidies for youth organisations, youth work organisation, the organisations doing youth work and national youth centres.” Youth work is named in the government programs for example, 2007-2011 ja 2012-2015. In The Finnish Government’s Child and Youth Policy Programme 2007-2011 and 2012-2015 the importance of local, regional, national and virtual youth work is implicitly and explicitly named. Many of the main actions of the Government Policy Program for Children, Youth and Families 2007-2011 were linked to the status of youth work and how to improve its impacts. Local youth work administration monitors the implementation of youth work in the municipalities, or at least they should do so. However, there is no evaluation data available to prove that this actually happens. Additionally the Regional State Office evaluates the quality of basic services, including youth services at a municipal level on a yearly basis.</p>
<p>13. What are the main measures implemented by your Government in order to improve the recognition and support the development of governmental and non-governmental youth work?</p>	<p>The Youth Act (72/2006) section 7 states that “youth work and youth policy are part of the local authority's responsibilities. The implementation of youth work shall be the responsibility of local authorities, youth associations and other youth work organisations. Section 9-13 refers to youth work state subsidies: government subsidies to local authorities and state subsidies for youth organisations, youth work organisation, the organisations doing youth work and national youth centres.” The role of youth work as an essential co-operative body in multidisciplinary youth work cooperation between the local authorities is legitimized by amendment in the Youth Act 2010, which states that “for the planning of cross-sectoral cooperation between local authorities and for the development of implementation, the local authority shall have a youth guidance and service network with representation from local education, social and health care services, youth administration and labour and police administration.” (Youth Act 72/2006, amendment 693/2010) In addition, professional youth work education and/or research is provided at upper secondary, university of applied sciences and university level. The state funds research and development work in the field of youth and youth work.</p>

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<p>14. What are the main challenges and/or obstacles that your Government has been confronted with during the first three years of the implementation of the EU Youth Strategy?</p>	<p>The global economic crisis and its challenges, the challenges of the welfare state model (how to keep it up and running); youth unemployment, young people and those not in the statistics threatened with and by social exclusion and alienation, youth mental health problems. In addition structural issues: local authority renovations, cross-administrative cooperation, which multi-disciplinary cooperation is striving to fulfill, changes in attitudes (anti-immigration attitudes).</p>
<p>15. Which measures and/or actions have your Government carried out in order to communicate the EU Youth Strategy to relevant stakeholders?</p>	<p>The Child and Youth Policy Program 2012-2015 implements the common aims of the EU Youth Strategy at a national level. The strategy has been presented at all the larger, more relevant youth events, e.g. during the Allianssi (Finnish Youth Cooperation) cruise where it is possible to reach a wide audience of operators in the field of youth and youth work, during regional youth work training days, during Finland's nationwide network for youth centres http://www.snk.fi/en/frontpage/ seminar on international affairs, during events organized by national program agencies (CIMO), etc.</p>
<p>16. Has your Government carried out any actions to measure the impact or success of the implementation of the EU Youth Strategy at the national level?</p>	<p>The impact of the Child and Youth Policy Program 2007-2011 was evaluated in spring 2011 by the National Advisory Council for Youth Affairs (Nuora). (It is a consultative body attached to the Ministry of Education and Culture. Most of its members are nominated by national youth and youth-work organisations.) But it must also be said that no systematic, scientific evaluation is available about the impact or success of that program. It must be noted that NUORA's evaluation does not focus directly on the EU strategy, but on the implementation of the national program that sees the strategy through. Nor are all the main sectors of the EU strategy included in the national child and youth program, which serves to advance other national objectives and fields of focus (e.g. objectives defined in the government's program).</p>

17. According to the principles of the EU Youth Strategy and in line with previous practice, Member States are asked to involve young people and their organisations in responding to this National Report. Please outline the various ways how young people have been consulted.

This material is used for many different purposes: As has been stated the Child and Youth Policy Program 2012 - 2015 implements the common aims of EU Youth Policy at a national level. In order to support the preparation of the development program young people were consulted using a Youth Panel 2011 questionnaire in May 2011 (N=833), open discussion events were organized on the 8.6.2011 and 15.8.2011 and several web surveys were carried out. Up-to date drafts of the program were displayed on the Ministry of Education and Culture's website and in Facebook and updates concerning the progress of preparation were also given. Based on the draft of the Child and Youth Policy Development Program, statements were requested from different bodies 20.9. -17.10.2011. Over 120 statements were received of which a large proportion came from youth organizations. This material is used in the answers to questions 24, 25, 47: During the making of the Council of Europe policy review ("Child and youth participation in Finland. A Council of Europe policy review") young persons were consulted by organising a focus group meeting for 18 persons aged 10-21 and by an online-survey (N= 704 children between 7-17 years old.)

This material is used in the answers to questions 25, 28: Youth councils (or other local impact groups of young people) (N= 147 answers from 123 municipality) answered the Evaluation of Basic Service questionnaire sent by the Regional State Administration in November 2010. The results were published in Spring 2011 in The Regional State Administration's main evaluation of the state of basic services 2010. North Finland Regional State Administration publication 5/2011.
<http://www.avi.fi/fi/virastot/pohjoissuomenavi/Ajankohtaista/julkaisut/Documents/2011/AVI%20peruspalvelut%202010LR.pdf>.

This material is used in answers to questions 25: Over 100 young people from all over Finland took part in the national youth convention (16-18.10.2010) to produce action proposals for improving young peoples' opportunities to have a say and impact. Action recommendations were also produced at the Association of Youth Councils (Nuva ry) district meeting (28 - 30.1.2011). For more information about these consultations see Report on the Implementation of the Child and Youth Development Program 2007 - 2011. The State Youth Affairs Negotiation Committee publications n. 44, page 16, 46. This material is used in answers to questions 46, 51: The Ministry of Education and Culture funded a pilot project (2009-2011) for organising discussion days (altogether 81 discussion days in 60 municipalities which reached 2 500 young people, who at first evaluated municipal services and then discussed the development opportunities of the same services with local decision makers. Questions 63, 70, 74, 76, 78 have also been answered by one young member of the National Working Group for Structured Dialogue

SECTION 2a: PRESIDENCY PRIORITIES On youth employment entrepreneurship

18. To take the specific situation of young people into account when devising flexicurity strategies?

YES, such measures/initiatives were taken after the EU Youth Strategy came into force in January 2010.

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>According to "Europe 2020 - Strategy. Finland's National Programme..." (page 24): "In 2010 various statutes supporting the employment of young people came into force. These relate to education, trial work placements, early support in employment services, making the job alternation leave system a permanent one, improving restructuring protection and adult education." (Europe 2020 - Strategy. Finland's National Programme, Spring 2011. Ministry of Finance publications 14c/2011. Available in http://www.vm.fi/vm/en/04_publications_and_documents/01_publications/02_economic_surveys/20110406Europe/name.jsp)</p> <p>Employment and change security is aimed at improving the position of employees under threat of dismissal, or those who have been dismissed for economic or production-related reasons. It has been expanded to better cater for the needs of employees on fixed term employment contracts, those laid off for a period of 180 days, or those temporarily laid off. Employment and change security also intensifies cooperation between employees, employers and Employment and Economic Development Office (TE Offices). Change security is implemented in cooperation between the employer, employee and TE Office. Change security includes:</p> <ul style="list-style-type: none"> - For a dismissed employee, time off with pay, for seeking a new job - During participation in services which help the jobseeker find work, increased unemployment allowance. As part of the earnings-related allowance, this involves the earnings-related component of change security, and as part of the basic daily allowance it refers to a change security supplement - An employment plan <p>The employer's obligation to inform and negotiate has also been enhanced</p>
<p>19. To promote cross-border professional and vocational opportunities for young people?</p>	<p>NO, we do not have any current plans to carry out measures in this field.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>The question set-up most probably refers to national actions and no evaluation/description of the EU funded youth action program Youth in Action is required. However, it is possible indeed necessary to conclude that the Youth in Action -program is possibly the only tool within the "cross-border" and "mobility" themes and therefore it is important to implement the EU Youth Strategy.</p>
<p>20. To develop career guidance and counselling services?</p>	<p>YES, such measures/initiatives were taken after the EU Youth Strategy came into force in January 2010.</p>

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<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, such measures have been taken, but there is still room for improvement. Career guidance has been provided in educational institutions and by labour services for a long time. According to "Europe 2020 - Strategy. Finland's National Programme..." (page 31): "Special attention is being placed on young people who have not completed their basic education and on young people who are not intending to study or work. They are being given guidance at school, brought within youth outreach work as specified in legislative provisions on young people and through a multidisciplinary cooperation network." (Europe 2020 - Strategy. Finland's National Programme, Spring 2011. Ministry of Finance publications 14c/2011. Available in http://www.vm.fi/vm/en/04_publications_and_documents/01_publications/02_economic_surveys/20110406Europe/name.jsp) At the moment there are no services targeted specifically at young entrepreneurs. All advisory and other business services are available to young entrepreneurs and those planning to start an enterprise. The need for special services for the young is currently under consideration in the social guarantee for young people working group.</p> <p>Ministry of Employment and the Economy collected background information about the life situations of employment agency's young clients (under 29 years old), their personal service experiences and about their service needs. Information was collected in order to develop the services connected to young people's social guarantee service model, like career guidance (a service during which for example personal työllistymissuunnitelma, aktivointisuunnitelma and/or kotoutumissuunnitelma is provided in co-operation with the client). Questionnaire was located in the www.mol.fi -webpage of Employment and Economic Development Offices. (Vacancies are available in the same webpage.) Also some youth organisations were informed about the existence of the questionnaire. Altogether 6336 young people answered. Data was collected during (19.10-7.11.2012). The working with the data is still the process. Results should be ready to the end of the February 2012. Contact person is janne.savolainen@tem.fi.</p>
<p>21. To promote quality internships and apprenticeships to facilitate the entry to, and progress within, the labour market?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>The Act on the public employment service (1295/2002) regulates what is required from the provider of an internship position before an agreement on internship can be signed. According to the act, an agreement for internship cannot be signed if the organizer has had implemented temporary lay-offs and or discharge due to production related or economic reasons within the previous 9 months or if the internship causes lay-offs or discharge or if the working contracts of the permanently employed are weakened. The use of trainees must not provide an advantage to the organizer causing unfair competition between companies within the market. The organizer of an internship is responsible for the occupational safety of an intern as determined in the Act on occupational safety and Health (738/2002) and in the Young Workers' Act (998/1993). The law also regulates the daily and weekly maximum working hours and a contract has to include a precise job description of the work the intern is expected to perform. If necessary, Employment and Economic Development Office can demand separate terms and conditions in internship contracts. These regulations have been in effect from early 2003. In addition, from 10/5/2010 onwards provisions were made to ensure the Act on equality between women and men (609/1986) and the non-discrimination act (21/2004) are applied to labour market policy. The Act on the Protection of Privacy in Working Life is also applied to labour market policy.</p>
<p>22. To promote sharing of responsibilities between partners in order to facilitate reconciliation between professional and private life for both young women and young men?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, such measures have been taken, but there is still room for improvement. Finland has a long tradition of gender equality and women at work and our nursery and day care system functions well. Parenting leave for fathers has also been possible for a long time. According to "Europe 2020 - Strategy. Finland's National Programme..." (page 24): "The achievement of the employment target will be monitored separately for women and men. The large-scale participation of women in the labour market is being supported by providing good care services for children and the elderly, an effective parental leave system and flexible working time solutions. Women's career development and engagement with the labour market can be promoted by supporting men's use of parental leave. ..." (Europe 2020 - Strategy. Finland's National Programme, Spring 2011. Ministry of Finance publications 14c/2011. Available in http://www.vm.fi/vm/en/04_publications_and_documents/01_publications/02_economic_surveys/20110406Europe/name.jsp)</p>
<p>23. To promote entrepreneurship in the field of sustainable development?</p>	<p>NO, but we plan to take concrete measures in this field in 2012.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>According to "Europe 2020 - Strategy. Finland's National Programme..." (page 18): "By developing, commercialising and adopting low-emission and resource-efficient technology it is possible to create new opportunities in productivity, growth and employment. These solutions could become one of the cornerstones of Finland's green economy." (Europe 2020 - Strategy. Finland's National Programme, Spring 2011. Ministry of Finance publications 14c/2011. Available in http://www.vm.fi/vm/en/04_publications_and_documents/01_publications/02_economic_surveys/20110406Europe/name.jsp)</p>
<p>Additional comments on employment & entrepreneurship</p>	

SECTION 2b: PRESIDENCY PRIORITIES On youth participation

<p>24. to develop mechanisms for dialogue with youth and youth participation on national youth policies?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
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Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

Yes, such measures have been taken but there is still room for improvement. The Youth Act (72/2006) section 8§ states: “Young people must be given opportunities to take part in the handling of matters concerning local and regional youth work and youth policy. Further, young people shall be heard in matters concerning them.” According to Feldman et al. Youth Participation in Finland and in Germany. Status Analysis and Data Based Recommendation (2010) “there are several national forums, which are managed by public foundations, where children and young people can discuss political themes. These are the National Youth Parliament clubs, meetings in Parliament House, the Finnish Children’s Parliament (virtual and real participation), the Annual Meeting of Local Youth Councils (virtual and real participation) and the Child and Youth Forum of the Finnish National Board of Education. These forums have attracted several children and young people keen to discuss the many issues in their lives. Their main benefit has been the creation of a genuine dialogue between children, young people and adults. However, the lack of adequate data means that it is impossible to evaluate the political impact of these forums, if any.

Their impact is unknown to this day, even though the Government Policy Programme for Children, Youth and Families 2007-2011 stipulated that the state administration should develop ways to hear the opinions of children and young people. Ensuring the profound commitment, sustainability and co-operation between the forums is also a challenge.” On the other hand non-governmental youth organisations have been consulted for example during the writing processes of the Finnish Government’s Child and Youth Policy programs (2007-2011, 2012-2015) and of Youth Act (72/2006). The Ombudsman for Children in Finland has its own advisory youth group as dialogue partner. The committee for the health and wellbeing of children and youth, which functions under the Ministry of Social Affairs and Health aims to support and promote the health and wellbeing of children under school age, school children, and children at the age of study and young people. The working group includes four young people from student organizations. (<http://www.stm.fi/stm/neuvottelukunnat/lapset>). Two members of the National Working Group for Structured Dialogue are young persons. According to the Finnish Government’s Child and Youth Policy program (2012-2015): “The participation of youth in decision-making concerning social and environmental issues will be increased and activated.(Ministries of Education and Culture, Social Affairs and Health, Justice and Environment).”

	<p>It has not been evaluated whether young people have had or could have a political impact through the forums mentioned above in the future. Such an evaluation should be done, but there are no actual plans to do so. According to <i>Child and youth participation in Finland. A Council of Europe policy review</i> (2011, 17, 21, 23) “children feel they have ‘little’ or ‘no influence’ over decisions made in their home town and by their local or national government...It is recommended, that local and national authorities need to make an effort to inform children about their work and its impact on children and young people and involve these individuals in decisions that affect them...A total of 704 children between the ages of 7-17 filled in the survey.”</p>
<p>25. to encourage use of already existing, or development of, guidelines on youth participation, information and consultation in order to ensure the quality of these activities?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, such measures have been taken, but there is still room for improvement. According to the Youth Act (72/2006) section 8§: “Young people must be given opportunities to take part in the handling of matters concerning local and regional youth work and youth policy. Further, young people shall be heard in matters concerning them.” According to the Finnish Government’s Child and Youth Policy program (2007-2011): “ By the end of 2010, all municipalities will be actively implementing an impact and hearing system for 5-17-year-olds, which functions in accordance with the various requirements and prerequisites of different age groups. This aim is supported by the development of eDemocracy tools. The prerequisites of hearing children and young people placed outside the home concerning the construction of their living environment and everyday life will be consolidated. Student unions are actively heard in matters concerning them.” According to the Finnish Government’s Child and Youth Policy program (2012-2015): “ Procedures to improve hearing children and young people and their opportunities to participate and have an impact will be developed in cooperation with children and young people...The amount of youth councils or equivalent action groups will be increased and their impact will be made more effective.</p>

In feedback received from young people, the need to clarify the section on hearing (§8) of the Youth Act has been particularly considered (more information about the consultation process, see the answer to question 17). The young people express the hope that their opportunities to be heard and have an impact could be recorded and highlighted in some way in each municipality's binding documents. Suggestions for both separate hearing and impact strategies as well as for including such issues in the Child and Youth Well-being Plan in the Child Welfare Act or in municipal strategies have been received. The Regional State Administration evaluates the quality of youth participation structures regularly (since 2008) at municipal level as part of the evaluation of basic services. The evaluation is based on questionnaire answers from officials and also from youth councils (at least since 2010). The evaluations have pointed out that there still exists a need for ensuring the quality of youth participation activities in the municipalities. (For more information about this consultation process, see the answer to question 17). According to Myllyniemi (2009, 42, 50-51) young people are often limited to the role of participant also in NGOs. (N=1201 telephone interviews of 10-29 year-old young people). (Sami Myllyniemi 2009 *Survey on youth leisure time* . Publisher Youth Research Network/Youth Research Association & National Advisory Council for Youth.) In *Child and youth participation in Finland*.

A Council of Europe policy review (2011, 50) it is "recommended that municipalities need to support local associations, NGOs and child/youth civil society in the development of child and youth participation structures." In *Child and youth participation in Finland*. A Council of Europe policy review (2011, 7-8) it also is said that "the 'formal' structures ensure that child participation very much involves a 'top-down' approach, where activities are pre-planned, instead of a 'bottom-up' approach. Children themselves are not involved in the development of participation methods, and new methods are not sufficiently tried. There is a need for new instruments and tools to improve the participation of children and young people in all aspects of life and society."

26. to support politically and financially youth organisations, as well as local and national youth councils and promote recognition of their important role in democracy?

YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.

Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

There are 140 financially supported organizations funded via a budgetary appropriation (national youth associations, youth work service organizations and youth work associations). In addition, such organizations receive funding from other sources and the number of associations requiring funding is actually closer to 150. Such associations include political youth associations, youth representation organizations, and youth pastime and culture associations, religious youth associations, child associations and youth work service and development centers. According to Child and youth participation in Finland. A Council of Europe policy review (2011, 114, 116) "Finland supports youth-led organisations. ..NGOs, civil society and religious institutions are always a crucial part of policymaking and involving children and young people in Finland. Non-governmental organisations have a firmly established status in Finnish democracy and are almost always consulted when important political programmes and documents are being drawn up." Over 120 statements were received during the preparation of the Child and Youth Policy Development Program (2012 - 2015), of which the majority came from associations. The uncertain economic situation decreases subsidies received by youth organizations.

The government program included at least 7 % in cuts to the total amount of subsidies allocated to youth work over a period of four years. According to information received from Youth Organization Subsidy Committee, when the budget for 2012 was in the process of being compiled, many child and student organizations contacted the ministry as the subsidies for organizations were to be cut by two million euros. Such activeness was rewarded when the size of the cuts for the current year diminished by half. The Youth Organisation Subsidy Committee, whose members are nominated by youth organisations, annually submits a proposal to the Ministry for state subsidies to be allocated to national youth organisations. It also evaluates and develops the subsidy system.
(http://www.minedu.fi/OPM/Nuoriso/nuorisoasiain_neuvottelukunta/?lang=en).

27. to promote the participation of more and a greater diversity of young people in representative democracy, in youth organisations and other civil-society organisations?

NO, but we plan to take concrete measures in this field in 2012.

Finland

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>According to Child and Youth Participation in Finland. A Council of Europe policy review (2011, 116-117) marginalised groups (children under 13 and all disadvantaged children and young people) are still not able to participate fully in matters affecting their living circumstances. According to the Finnish Government's Child and Youth Policy Programme 2012-2015, the Ministry of Justice and Ministry Education and Culture will, through information and resource guidance, support the development of student council work content allowing higher accessibility of children with a minority linguistic and cultural background and children with sensory impairment.</p>
<p>28. to make effective use of information and communication technologies to broaden and deepen participation of young people?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, such measures have been taken, but there still room for improvement. The field of traditional youth work has been expanded with the development of online youth work. Municipal youth workers have been trained to work in social media favoured by young people. The focus of youth work is on social, preventive action, even though the Youth Act amendment that took effect at the beginning of 2011 also emphasises multidisciplinary cooperation between the authorities as well as outreach youth work. E-democracy (for example channels of youth impact and being heard and youth work in the internet) and the role of young people's information and counselling services has been mentioned in The Finnish Government's Child and Youth Policy Programme 2007-2011 and 2012-2015. The Ministry of Education and Culture has funded the national information and counselling service centre for young people since 2006. The objective is to offer support services for people working with youth information and counselling and to ensure as the best availability of information and counselling services. Internet-based municipal youth information and counselling services currently encompass over 230 municipalities and c. 90 % of young people aged 13 to 24. A youth initiative channel and hearing system have been developed and included with these services.</p>

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Young people can suggest initiatives concerning their living environment to the municipality and central government. This system is available in nearly 100 municipalities and it encompasses 56% of Finnish youth. Support has also been given to the Finnish Children's Parliament, which has (child) representatives from some 240 municipalities. The Children's Parliament works electronically online. Even if there have been efforts to broaden the use of information to increase and deepen the participation of young people, the availability of information concerning the opportunity to be heard and participate at a local level is poor according to young people. According to the evaluation of basic services carried out by local government, almost 80 % of the young people who responded to the survey felt that municipal information sharing poorly met or met to a satisfactory level, the needs of young people. The young people felt there was less information sharing than the local government officials had given to understand in their answers to the same questions. The municipalities disseminated information mainly via their Internet pages and own paper, local newspapers, youth clubs, school notice boards and via youth work or youth information web pages or newspapers. The young people hoped that social media, e.g. Facebook, would be used more in the future to keep them informed. At this point it is worth mentioning that the young people who had responded to the survey were those already involved in impact groups whom the municipalities would have been expected to keep informed of youth related affairs.

However, as the results indicated, they also felt that they were not kept sufficiently informed. Additionally, it must be noted that even though the youth initiative channel and hearing system had been developed, just over half of the youth action groups felt that they had not received feedback from the municipality concerning their initiatives. (Evaluation of Basic Services in Youth Work 2010.)

29. to support various forms of learning to participate from early age through formal education and non-formal learning?

YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.

Finland

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>The Government adopted Finland's first Government Child and Youth Policy Programme (2007-2011) on 13 December 2007. One of the focus areas of the Programme is the promotion of citizenship, leisure pursuits and participation for children and youth. This includes the development of systems enabling children and young people to exert an influence and be heard, as well as e-democracy functions and student body activities and a reorganisation of the electoral system and democracy education. One aim is that by the end of 2010, all municipalities will have implemented a participation and hearing system for the 5-17 age group that respects the requirements and prerequisites of children of different ages (Government Child and Youth Policy Programme 2007-2011). According to Government Child and Youth Policy Program (2012-2015):" The ways that children and youth can participate will be promoted in everyday operational environments in early-years education, schools and educational institutions" and "Youth facilities are for supporting the voluntary activities of young people and the increase in youth participation in the planning , implementation and evaluation of activities."</p>
<p>30.to further develop opportunities for debate between public institutions and young people?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, such measures have been taken but there is still room for improvement. There exist several debate processes between public institutions and young people: - non-governmental youth organisations have been consulted for example during the writing processes of the Finnish Government's Child and Youth Policy programs (2007-2011, 2012-2015) and of Youth Act (72/2006) - The Ombudsman for Children in Finland has its own advisory youth group as a dialogue partner (since 2010) - local youth councils were asked in 2010 about the quality of local opportunities for youth participation by the Regional State Administration as a part of a (national) Evaluation of basic services - then there are discussion days in about 70 municipalities, where young people first evaluate municipal services and then discuss the development possibilities of such services with local decision-makers (since 2008) See the answer to question 24.</p>
<p>Additional comments on participation (for example references, web-links, project examples).</p>	<p>The organising of an annual discussion day at a municipality level (60 municipalities already organise such days) - such a structured dialogue at a local level is a Finnish innovation (since 2008). During the discussion day, first young people evaluate municipal services and then discuss the development possibilities of such services with local decision-makers. More information anu.gretschel@youthresearch.fi</p>

SECTION 3: ON VOLUNTEERING and the implementation of the Recommendation on the mobility of young volunteers

31. To create more opportunities for mobility of young volunteers?	NO, we do not have any current plans to carry out measures in this field.
Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.	To clarify it must be said that due to the voluntary work model based on the Scandinavian Civil Society model the implementation of the recommendation on the mobility of volunteers (implementation of the operational model according to the recommendation) has not been considered necessary here in Finland and therefore has not given rise to any actions except for information on the opportunities (also cross-border) of voluntary work. It must be also acknowledged that in Finland voluntary work is mostly carried out by non-governmental organisations under conditions created by the government. European and international mobility for young volunteers is supported by the EVS strand of the EU Youth in Action Program. This is administered in Finland by CIMO, an organization operating under the Ministry of Education and Culture. CIMO's main task is to offer services and expertise to encourage international co-operation in education, culture, at work and among young people. (www.cimo.fi). There is no additional national funding in addition to EU-funding to support European voluntary service.
32. To raise awareness about opportunities for mobility of young volunteers?	NO, we do not have any current plans to carry out measures in this field.
Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.	See the answer to question 31. Mobility was not named as an aim in the Finnish European Year of Volunteering 2011 scheme. The main objectives of the Year of Volunteering in Finland were the following: -Strengthening the prerequisites, removing the obstacles, and increasing the appreciation of voluntary and organisational activities. - Strengthening the attraction of voluntary and organisational activities; increasing the amount of volunteers and voluntary activities. - Thanking the volunteers; the volunteers themselves will be conscious of the value of their voluntary activities. - Emphasising voluntary activities as a way to learn; increasing the appreciation of what has been learnt in the voluntary activities. (http://www.tuntitili.fi/fi/in+english)
33. To assure quality through the development of self-assessment tools?	NO, we do not have any current plans to carry out measures in this field.

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<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>The Education Committee's statement (16/2008) states that instead of monitoring the implementation of consistent quality norms, the development of criteria and tools supporting self-assessment should be considered. Such development work is not yet to commence in Finland and such themes did not arise in the activities of the Year of Volunteering. The Youth in Action program has a Youthpass certificate. The wider use of this certificate beyond the program is under discussion. This discussion is only in its initial stages and mainly carried out amongst YIA operators.</p>
<p>34. To promote cross-border mobility of youth workers and young people in youth organisations?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>See the answer to question 31. European and international mobility of youth workers and young people in youth organisations is supported by the Youth in Action Programme. NORDBUK funded by the Nordic Council of Ministers supports the mobility of young people between the Nordic and Baltic countries' youth.</p>
<p>35. To give particular attention in this context to young people with fewer opportunities?</p>	<p>NO, we do not have any current plans to carry out measures in this field.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>The Education Committee's statement (16/2008) states that the youth program evaluation 2000 - 2006 indicated that a more significant tool of integration than voluntary activities for disadvantaged young people would be low threshold youth exchanges. It is crucial to create local working models and basic structures to support voluntary work. Young people with fewer opportunities is one of the main priorities of the Youth in Action Programme supported by its inclusion strategy, which has been successfully implemented in Finland. The inclusion strategy and the supportive approach in the programme implementation are the key to provide access to the programme for all young people.</p>
<p>36. To promote the recognition of skills acquired through voluntary activities through instruments such as Europass, Youthpass and Member State instruments?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>See the answer to question 33. CIMO is the Euroguidance Centre in Finland. Euroguidance Finland is financed by the European Commission’s Lifelong Learning Programme LLP, the Finnish Ministry of Education and Culture and the Finnish Ministry of Employment and the Economy In addition, one of the main objectives of the Finnish European Year of Volunteering 2011 scheme was “Emphasising voluntary activities as a way to learn; increasing the appreciation of what has been learnt in the voluntary activities.” (http://www.tuntitili.fi/fi/in+english)</p>
<p>37. To promote intergenerational solidarity through voluntary activities?</p>	<p>NO, we do not have any current plans to carry out measures in this field.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here. According to Youth Act (72/2006) youth work means the promotion of active citizenship in young people's leisure time, the empowerment of young people, support to their growth and independence, and interaction between generations... European theme year 2012: “Active Aging and Intergenerational Solidarity”. Some EU program projects have supported this theme, e.g. the YIA youth initiatives and voluntary service.</p>
<p>Additional comments on volunteering (for example references, web-links, project examples).</p>	

SECTION 4: On the implementation of the additional fields of action of the EU Youth Strategy

<p>38. To support the development of youth work and other non-formal learning opportunities as a way of addressing early school leaving?</p>	<p>YES, such measures/initiatives were taken after the EU Youth Strategy came into force in January 2010.</p>
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Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

According to the Youth Act (72/2006), local youth work and youth policy should consist of educational guidance, facilities and leisure opportunities, information and advisory services, support to youth associations and other youth groups; sports, cultural, international and multicultural youth activities; young people's environmental education; and, where needed, youth workshop services and outreach youth work (Amendment 693/2010) or other forms of activity suited to local circumstances and needs. According to the Youth Act (72/2010, this following section has been amended as 693/2010) cross-sectoral cooperation should be developed with the purpose of improving the inter-operability and impact of services geared at young people, a guidance and service network shall, for example, promote the coordination and impact of services geared at young people with the aim of planning and enhancing joint procedures in guiding young people to services and, where necessary, for transferring young people from one service to another.

According to The Finnish Government's Child and Youth Policy Programme 2007-2011 attention is paid to the number of youth workers in youth facilities, their level of education and the length of their employment contracts. Co-operation between municipal administrative sectors is developed in order to reach young people in danger of being excluded from educational communities through youth centres. The implementation of the social guarantee for young people will begin in 2012 and will be fully completed by the end of 2013: all young people under 25 and all recently graduated people under 30 will be provided with a job or training, study placement, workshop or rehabilitation placement no later than three months into a period of unemployment. A total of EUR 60 million will be allocated annually to the implementation of this guarantee, of which a few millions will be allocated to on-the-job training of young people and youth outreach work, aimed at identifying young people at risk of exclusion as early as possible and offering them individualised, low-threshold services. According to the Europe 2020 - Strategy. Finland's National Programme..." (page 31): "From the beginning of 2011 anyone aged under 25 who is without vocational qualifications and who is living on income support may have their support cut by 20% if they refuse without good reason to study or discontinued their studies so that they are not eligible for unemployment benefit. This is to encourage young people in difficult circumstances to find an education, bring them a sense of empowerment and integrate them into society.

Finland

	<p>Any cut in income support shall not jeopardise a person's immediate subsistence level." (Europe 2020 - Strategy. Finland's National Programme, Spring 2011. Ministry of Finance publications 14c/2011. Available in http://www.vm.fi/vm/en/04_publications_and_documents/01_publications/02_economic_surveys/20110406Europe/name.jsp).</p>
<p>39. To strengthen the use of the range of tools established at EU level for the transparency and validation of skills and the recognition of qualifications?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>In Finland the Board of Education is responsible for the implementation of tools and principles pertaining to the freedom of movement in Europe (e.g. Europassport, recognition of professional qualifications), promoting them and their use: http://www.oph.fi/koulutus_ja_tutkinnot/tutkintojen_tunnustaminen In Finland is currently preparing a national qualification framework according to recommendations by the European Qualification Framework, (EQF). The European vocational education credit transfer system developed by the EU (ECVET) promotes mobility and the comparable qualifications. In Finland it is aimed that the ECVET will be in use in all vocational qualifications by 2014</p>
<p>40. To promote learning mobility of all young people?</p>	<p>NO, we do not have any current plans to carry out measures in this field.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>No national action will be taken. Where training is concerned, it can be stated that the Training and Research Development Plan 2011 - 2016 will aim to make the education system more international and increase mobility: -The number of schools participating in European school teaching cooperation projects will be increased. The aim is to increase the number of schools participating in mobility schemes (e.g. Comenius and Nordplus Junior) by 10 % -The mobility of vocational students, graduates and teaching staff will be increased further. The aim is to increase long-term student mobility by 30 % by the year 2016.</p>
<p>41. To make the broader public aware of the value of non-formal learning?</p>	<p>YES, such measures/initiatives were taken after the EU Youth Strategy came into force in January 2010.</p>

Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

Life-long learning is one of Finland's education system's guiding principles (see transcript in italics below taken from "Training and Research in the years 2011-2016, Development Plan, Page 12). The idea consists of the development of counseling and information services that are linked to the recognition of competence acquired in different ways, and development work in this area is ongoing. Life-long learning and guidance will be promoted Life-long learning means learning at any age and in all areas of life. In order to implement life-long learning it is important to ensure that knowledge and skills are made visible and that competence is fully valued regardless of where, when and how it has been acquired. The identification and recognition of competence acquired in different ways increases the effectiveness of the education and qualification system and an individual's motivation and progress during training and working life. Education legislation enables the identification and recognition of competence and skills not acquired through formal training. However, the procedures and effects of such identification and recognition vary. The assessment of competence is considered to be difficult and laborious or recognition does not have any effect on the student's studies.

The identification and recognition of competence acquired in different ways also requires that qualifications are defined according to competence. Only when the target competence is sufficiently well defined can an individual's competence in terms of the target competence, be evaluated. Schools and universities and several other operators provide counseling to support study progress and training and career choices and they also provide information concerning job and training options. However such counseling still requires development and there is still uncertainty as to how it should be carried out.

Additional comments on education & training (for example references, web-links, project examples).

[- Education legislation, guidance and funding will promote the identificatio](#)

A municipal/regional guidance and counselling plan to support the co-ordination and implementation of local and regional guidance services was also included. The aims of the development project were: -to develop guidance and counselling as a local and regional activity -to improve young persons' possibilities of making well-informed decisions about their lives and to offer them the opportunity of finding alternative paths (work experience) -to provide multi-professional and local support for young people in their various paths to independence and responsibility. A government subsidy was received by 151 municipalities and 24 private education providers. An evaluation of the project was conducted by the University of Eastern Finland. For example different interest groups (counsellors, principals, teachers, parents, pupils, development team members) were interviewed.
http://www.oph.fi/kehittamishankkeet/oppilaanohjauksen_kehittamistoiminta

B. HEALTH & WELL-BEING

42. To follow up the Council Resolution on the health and well-being of young people and encourage youth fitness and physical activity by applying the EU Physical Activity Guidelines?

YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.

Finland

Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

The Finnish government's policy program 2007-2011 called "The policy programme for the well-being of children, youth and families" included aspects of Health policy in its youth dimension that were also included in The Finnish Government's Child and Youth Policy Programme 2007-2011. Then there was the Government resolution on policies promoting sport and PA (2008) and the Government resolution on development guidelines for HEPA (Health-enhancing physical activity) & nutrition" (2008). In the new Finnish Government's Child and Youth Policy Programme 2012-2015 this theme forms a part of strategic objective number 8: "The wellbeing and health of children and youth will be maintained by implementing preventive measures." The promotion of wellbeing amongst young people is also included in the National Development Plan for Social Welfare and Health Care 2012-2015 (Kaste Programme) (http://www.stm.fi/en/strategies_and_programmes/kaste). Municipalities and organizations can apply for state funding for projects in the above mentioned program. A new cross-sectoral health-enhancing physical activity steering group (appointed 14.12.2011) is developing new strategic guidelines during the year 2012.

43. To encourage healthy lifestyles for young people via physical education, education on nutrition, physical activity and collaboration between schools, youth workers, health professionals and sporting organisations?

YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.

Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

Health Knowledge is taught during the period of basic and upper secondary education. The aim of this subject is to promote competence to support pupils' health, wellbeing and safety. The point of departure is an understanding of health as the capacity and ability to function physically, mentally and socially. The course develops knowledge and skills concerning health, life-style, and health related habits and illness and develops skills in taking responsibility and operating in a way that promotes the pupils' own health and the health of others. See e.g.

(<http://www.edu.fi/perusopetus/terveystieto><http://www.edu.fi/perusopetus/terveystieto>). Since the year 2000, Finland has organized a sports programme for children and young people (€ 5 500 000/year 2012) comprising various supportive and development measures to encourage young Finns to engage in sports daily. The aim is to increase physical activeness amongst young people and children. Among others, the programme supports sports clubs which arrange physical activities for schoolchildren, with a special focus on physically inactive children and teenagers.

(<http://www.minedu.fi/OPM/Liikunta/kansalaistoiminta/?lang=en>)

In the Finnish Government's new Child and Youth Policy Program 2012 - 2015, chapter 8 it is stated that the Ministry of Education and Culture, the Ministry of Agriculture and Forestry and the Ministry of Health and Social Affairs support sports and exercise, youth and other organizations in order to reinforce health promoting life-styles amongst youth and children, including good nutrition, no intoxicants and exercise. The Ministry of Education and Culture supports schools in the endeavors to promote a healthy and active life-style amongst pupils according to the Liikkuva koulu (Moving School) (€ 2 000 000/year) and Terve koululainen (Healthy schoolchild) models. Parents and families are encouraged to include exercise in their life styles and to form health eating habits. (MEC, MHSA, MAF). The armed forces also impact the life-style choices of military service conscripts and their life management skills. (Ministry of Defense). The Council of State decree (VN 338/2011) concerning maternity clinics and school and student healthcare includes the obligation to promote exercise amongst children, young people and families with children through health advice and counseling and to promote the physical capability of school pupils and students in particular. The University of Jyväskylä has developed at the request of the Ministry of Education and Culture and the Finnish National Board of Education a national physical capability monitoring system, which is designed to support school healthcare amongst other functions.

<p>44. To increase knowledge and awareness of youth workers and youth leaders of health issues?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, such measures have been taken, but there still room for improvement. The Youth Act (72/2006) states that local youth work and youth policy shall comprise for example educational guidance of young people and youth information and advisory services. Health issues are included in both. Health issues and methods of promoting health issues for and with young people are part of youth worker education. It must be acknowledged that this theme is not actually apparent in the basis of the University of Applied Sciences curriculum but is included in some subjects (e.g. preventive intoxicant abuse work). The theme is not a core competence in the Bachelor's Degree in Civic Activities and Youth Work and it is not therefore a central theme.</p>
<p>45. To encourage peer-to-peer health education?</p>	<p>NO, we do not have any current plans to carry out measures in this field.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>There exists a need for improvement but there are no current plans to do so. Peer-to-peer health education is not named as a measure in The Finnish Government's Child and Youth Policy Programme 2007-2011 or 2012-2015. Even if peer to peer health education is not pursued in the Child and Youth Policy Programme the method is used at grass-roots level to some extent. The Finnish government has supported projects using the above methodology. According to Child and youth participation in Finland. A Council of Europe policy review (2011, 63) children and young people take part in various peer communication projects relating to youth communication, media education, preventive drug education and the promotion of children's and young people's opportunities to exert influence. Peer communication projects have been arranged, inter alia, by municipal youth departments, schools, children's parliaments and youth councils, both locally and nationally.</p>
<p>46. To facilitate access to existing health facilities by making them more youth friendly?</p>	<p>NO, but we plan to take concrete measures in this field in 2012.</p>

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>There are major regional differences in access to pupil and student welfare services. It can, for example, be difficult to get to talk to a school social worker or school psychologist for the simple reason that many municipalities do not offer these services. (The Finnish Government’s Child and Youth Policy Programme 2007-2011, 69.) School and student health services are more easily accessible, for example, the services of school health nurses have improved during the last few years. However, there is still a lack of physicians in school health care. In answer to such critique The Finnish Government’s Child and Youth Policy Programme 2012-2015 states that “the involvement of children and youth will be increased in the assessment of municipal services” and “Pupil and student services will be developed and assessed in cooperation with children and young people. In recent years, in several municipalities, young people have started to criticize the fact that even if there are some health services available, the quality of the services has not been evaluated and developed from a youth perspective in cooperation with young people. Such criticism was voiced when a discussion day methodology was tested. The discussion days were organised about 80 times in 60 different municipalities from 2009 - 2011 and involved 2500 young people. The aim of the discussion days were to provide young people with the opportunity to voice their opinions of public services and to discuss the development of such services with the decision makers present.</p>
<p>Additional comments on health & well-being (for example references, web-links, project examples).</p>	<p>The School Health Promotion Study monitors the health and wellbeing of children and young people every second year in primary and secondary schools, high schools and vocational colleges. (http://info.stakes.fi/kouluterveyskysely/EN/index.htm). The new Healthcare Act (1326/2010) and the previously mentioned Council of State decree (VN 338/2011) regulate school and student healthcare services. The National Institute of Health and Welfare is the monitoring body while the National Supervisory Authority for Welfare and Health (Valvira) monitors the implementation of legislation. According to the outcomes of such monitoring services have already somewhat improved and regional differences have become narrower. The Ministry of Education and Culture is in the process of preparing a new Student Care Act in cooperation with the Ministry of Social Affairs and Health (will cover pupil and student care).</p>

C. SOCIAL INCLUSION

<p>47. To realise the full potential of youth work and youth centres as means of inclusion?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
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Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

Yes, such policy initiatives have been taken, but there is still room for improvement. According to the Finnish Government's Child and Youth Policy Programme 2012-2015, if the child and youth policy is to promote equality, children and young people must be seen as a diverse group. In Finland, the risk of discrimination and unfair treatment amongst children and young people is particularly high in immigrant groups, the Roma, indigenous Sámi people, sexual minorities and those with disabilities. The child and youth policy must pay particular attention to these groups. In addition, it is crucial in preparing and implementing child and youth policy to understand the effects on different genders...." According to the Finnish Government's Child and Youth Policy Program 2012-2015, the implementation of municipal youth services as required by law should promote gender equality, the implementation of language legislation and the opportunity for young people to travel to the above services using public transport when required. Youth services will also pay special attention to opportunities for minorities to participate and impact youth related operations.

The Ministry of Education supports for example social empowerment training given by the nationwide network of Youth Centres and social empowerment activities for girls given in youth organisations and in local youth centres. However, the extent of social inclusion e.g. in municipal youth centers (youth facilities which are open evenings and weekends) operations, is still uncertain. Discrimination is not only directed at different minority groups but is also apparent amongst insiders (young people who already visit youth centres, for example) and outsiders (young people not visiting the youth centre) when outsiders try to drop in the youth centre. (See observations by several researchers (Gretschel, Kiilakoski, Kivijärvi etc.) e.g. in Määttä, Mirja & Tolonen, Tarja (eds) 2010. Given, Taken and Self Made: The Leisure Time of Young People in Contemporary Finland. Finnish Youth Research Network, pages 57-91). In the recent year the focus has been in developing young people's information and counselling services, outreach youth work and multidisciplinary youth work and in contrast the development of youth centres (1100 youth leisure time facilities, open evenings and weekends) has been forgotten in terms of supporting social inclusion.

	<p>According to <i>Child and youth participation in Finland. A Council of Europe policy review</i> (2011, 37, 40) it is recommended that the opportunity for children of different ages to meet and learn from each other, for example on shared activity days, be guaranteed. Children do not have much opportunity to meet other children of different ages. The number of theme days or shared activity days could be increased, so that younger and older students would be able to meet, learn from each other and help each other to be heard. The opportunity to meet was also seen as significant in terms of increasing mutual respect and tolerance. (The recommendation is based on data documented in a focus group meeting of 18 children between ages 7-17.)</p>
<p>48. To adopt a cross-sectoral approach when working to improve community cohesion and solidarity and reduce the social exclusion of young people, addressing the inter linkages between e.g. young peoples education and employment and their social inclusion?</p>	<p>YES, such measures/initiatives were taken the EU Youth Strategy came into force in January 2010.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>See the answer to question 38.</p>
<p>49. To support the development of intercultural awareness and competences for all young people and combat prejudice?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>In the Finnish Government’s Child and Youth Policy Programme 2007-2011 “Diversity and equality” is one of the strategic objectives. And the work is still ongoing: one main strategic objective of the Finnish Government’s Child and Youth Policy Programme 2012-2015 is “To advance the theme of equality.” The Ministry of Education and Culture has supported antiracism and activities to promote tolerance as part of its funding for civic activities over a period of many years. According to the Youth Act’s value base the promotion of multiculturalism and equality have been one funding criteria when the subsidies for youth organizations are decided. The Ministry has supported the equality promotion work of Finnish Youth Cooperation - Allianssi for several years. In addition other antiracist projects and schemes to remove prejudice have been regularly supported. Youth attitudes have also been influenced through different campaigns, the most important of which was the national All Different - All Equal youth campaign in 2006 - 2007 as part of the Council of Europe’s European campaign against racism and intolerance.</p>
<p>50. To address the issues of homelessness, housing and financial exclusion with a particular focus on young people?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>According to The Finnish Government’s Child and Youth Policy Programme 2007-2011 (page 45): “Young adults have an opportunity to start a family with regard to housing arrangements, level of family services, livelihood as well as reconciliation of studies, family and working life...The availability of alternative housing arrangements for young people and families in different life situations is ensured...” The addressing of these issues will be further developed during the following years. According to The Finnish Government’s Child and Youth Policy Programme 2012-2015: In order to improve the living conditions of young people at the brink of independence, sufficient investment funding will be ensured and the amount will be maintained at least at the same level as it is currently. The focus will be on youth homelessness and the prevention of marginalization (exclusion) as well as reinforcing social skills. (Ministry of the Environment) - The availability of student accommodation will be improved starting where the situation is poorest. (Ministry of the Environment, Ministry of Education and Culture). - The implementation of an accommodation program aimed at disabled persons, particularly young people will be continued and speeded up.</p>

	<p>- Sheltered housing for young people and social housing management will be developed and the availability of such services will be ensured. - The safety, level of comfort of student accommodation and the development of leisure opportunities and other guidance services will be taken into account (Ministry of Education and Culture, Ministry of the Environment, Cooperation between regional and local operators). - In order to facilitate the availability and access to rented accommodation for the young, the focus will be on speeding up rent guarantee decisions. (Cooperation between regional and local operators).</p>
<p>51. To promote access to quality services e.g. transport, e-inclusion, health, social services?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Since 2008 there have been efforts to develop a methodology of how to evaluate the quality (including accessibility) of public services in co-operation with young people to ensure evaluation from a genuinely youth point of view, both at a local and national level. Such work is still in process: As stated in the answer to question 46, The Finnish Government's Child and Youth Policy Programme 2012-2015 says, that the involvement of children and youth will be increased in the assessment of municipal services" According to the results of 80 discussion days (structured dialogue between young people and local decision-makers) organised in Finnish Municipalities during 2009-2011, all the services mentioned in question (transport, e-inclusion, health, social services) need developing from a youth point of view. As a result of the discussion days the development of different public services has started in hundreds of cases. (Gretschel, Anu & Kauniskangas, Eija. 2012. Young people evaluate local services. Developing the Evaluation of Basic Services project, Final Report. Finnish Youth Cooperation , Allianssi.)</p>
<p>52. To promote specific support for young families?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>See the answer to question 50.</p>

53. To engage young people and youth organisations in the planning, delivery and evaluation of European Year of Combating Poverty and Social Exclusion in 2010?

YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.

Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

Youth organisations were actively involved in the planning and implementation of the theme year. Most of the theme year's projects were implemented by organisations and associations.

Additional comments on social inclusion (for example references, web-links, project examples).

D. CREATIVITY & CULTURE

54. To support the development of creativity among young people by following up the Council conclusions on promoting a Creative Generation: developing the creativity and innovative capacity of children and young people through cultural expression and wider access to culture?

YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, such measures have been taken, but there is still room for improvement. According to the Finnish Government's Child and Youth Policy Programme 2007-2011 (page 29): "Non-governmental organisations and communities arranging cultural, art and science education for children and young people are supported. New creative activities for young people are supported. These measures are directed at making education and learning environments and teaching methods more varied..." However, it must be added that there is little evaluation data available concerning the level of implementation of the activities mentioned above. The second strategic aim of the Finnish Government's Child and Youth Policy Programme 2012-2015 is "children and young people can participate equally in culture, sports and leisure activities." One way to do this is to strengthen the status and operational requirements of children's and youth culture. Municipalities and organizations can apply for state funding for schemes included in the program. In addition the Ministry of Education and Culture provides long-term funding for example for -Taikalamppu - Aladdin's Lamp. A Finnish network of regional Art Centres for children and young people.</p> <p>- Young Culture -activity, which is a special method of youth work in which young people are empowered and encouraged to participate in artistic activities regardless of their educational, ethnic, geographical or socio-economic back ground. The Young Culture organization coordinates around 20-25 regional and one national festival each year, aimed at young people between the ages of 10 to 25. Each year the theme varies, it could be dance, theatre or music. The first ever festival of this kind was organized in 1970 and the program has run continuously ever since. It must be added that cultural youth work is part of youth work and youth policy in many cities.</p>
<p>55. To make new technologies readily available to empower young people's creativity and capacity for innovation, and attract interest in culture, the arts and science?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>

Finland

Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

Yes, such measures have been taken, but there still room for improvement. According to the Finnish Government's Child and Youth Policy Programme 2007-2011 (page 29): "The development of creative thinking is supported by developing education and learning environments, new teaching technologies and different ways of learning. The importance of creative thinking is increasingly emphasised in a technology-oriented society. A skilful combination of different subject matters, for example art and mathematics, will be crucial in the future and fundamental with regard to sustainable development and innovation...." However, it must also be added that there is little evaluation data available concerning the level of implementation of the activities mentioned above in this case. The promotion of creativity and innovation is not immediately apparent in the curriculum of youth workers' training at universities of applied sciences, however the themes do arise during practical implementation e.g. the points of departure of the training in question provide youth workers (their qualification name is community educator) the skills to motivate and include young people, and to support young peoples' creative and innovative growth.

56. To provide access to environments where young people can develop their creativity and interests and spend a meaningful leisure time?

YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Leisure time facilities for young people (for example 1100 youth centres which are open evenings and weekends) have existed in Finland for over 60 years. The need for free premises for unstructured leisure time is emphasized in many youth surveys, which indicates that the importance of free facilities for young people is also extensive in terms of realizing their creative potential. Leisure time premises such as youth centers and public libraries serve this function. The strong role of libraries in the lives of young people is evident in many ways. According to the Finnish Government’s Child and Youth Policy Program 2012-2015: “The Ministry of Education and Culture will develop functions to increase an understanding of the presence and activities of children in public spaces and facilities in cooperation with other operators... Cooperation will be increased at a local level between different bodies of ownership (municipalities, parishes, associations, companies) in the use of facilities for youth and children’s leisure activities... The Ministry of Education and Culture supports the development of methods for youth work carried out in shopping malls. The Ministry of Education and Culture will support the construction of youth and leisure facilities...”</p> <p>The Ministry of Education and Culture supports the development of methods for youth work carried out in shopping malls. The Ministry of Education and Culture will support the construction of youth and leisure facilities... Supporting the construction of and investment in and leisure facilities requires planning in cooperation with the young people involved.” Despite the current developments in “access to environments” in the Child and Youth Policy Program, the creativity, richness and versatility of leisure time environments as informal learning environments is still missing.</p>
<p>57. To promote specialised training in culture, new media and intercultural competences for youth workers?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>They are included in the university of applied sciences curriculum’s different themes. e.g. cultural youth work, web based and multicultural youth work. These are important themes for youth workers and cannot be overlooked in training.</p>

<p>Additional comments on culture & creativity (for example references, web-links, project examples).</p>	<p>The regional differences in opportunities to receive high quality teaching or guidance in cultural activities are relatively large in a country with great distances, such as Finland. For example the Myrsky -project (The Storm) which was started in 2008 by the Finnish Cultural Fund has financed youth art projects run by professional artists. During 2008-2011 over 14 000 young persons have participated. The objective of the Myrsky-project is to offer young people artistic activities also in rural areas. It is especially targeted at young people under threat of social exclusion (marginalization). In the spring of 2011 Myrsky became a part of the Finnish Children and Youth Foundation's activities. http://www.myrsky.info/in-english/</p>
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E. YOUTH & THE WORLD

<p>58. To raise the awareness of young people about global issues such as sustainable development and human rights?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, such measures have been taken, but there is still room for improvement. According to The Finnish Government's Child and Youth Policy Programme 2007-2011 (page 26-27): "Responsible global citizenship is founded on respect for human rights and preservation of our joint environment. Global and tolerance education varies widely with regard to both its content and methods and it includes perspectives of global, human rights, diversity, development and peace education. Children and young people are introduced and directed towards internationality and an appreciation of diversity and equality... Education for global responsibility and tolerance has a role in early education, school education and education taking place outside the school, which is supported. The gender equality perspective is included throughout..." According to The Finnish Government's Child and Youth Policy Program 2012-2015: "Democracy, global and environmental education takes place in schools, institutes of education and youth workshops..."</p>

The *statement of the Ombudsman for Children to the Ministry for Foreign Affairs 9.12. 2011* pertains that the Ministry of Education and Culture should take responsibility for managing the sharing of information and for developing human rights education according to the proposal in the national rights of children communication strategy... In addition to disseminating information concerning the rights of children, human rights education should be integrated into basic and early-years education. In addition human rights education should be delivered during the training of professionals working with children. There has been a lack of human rights education material in Finland. The ombudsman for children together with the Ministry of Education and Culture and certain organizations has published the European Council's human rights education COMPASITO at the end of year 2011. The ombudsman for children and the ombudsman for minorities' recommendation to decrease marginalization (exclusion) published in spring 2011 presented actions with which the marginalization experienced by children and young people could be decreased. One of the most important actions is value and attitude education aimed at adults and children, which will help to accept otherness and advance tolerance amongst children and young people. In addition the statement contends that the system for monitoring basic and human rights is scattered and partially overlapping. It is difficult for young people and children and also for their parents to perceive the current system as a whole.

The role of different operators is unclear, which leads to a situation where it is not really known who should complain when something goes wrong (e.g. the roles of the social and patient ombudsman, state administrative offices, the ombudsman of parliament, the council of state's legal office and the ombudsman for children). (<http://www.lapsiasia.fi/nyt/lausunnot/lausunto/view/1574696>)

59. To provide opportunities for young people to exchange views with policy-makers on global issues (e.g. via participation in international meetings, virtual platforms/fora etc.)?

NO, but we plan to take concrete measures in this field in 2012

Finland

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>According to the Finnish Government's Child and Youth Policy Programme 2012-2015:" The Ministry of Foreign Affairs of Finland supports the growth of international responsibility."</p>
<p>60. To encourage young people to participate in green volunteering and "green" patterns of consumption and production (e.g. recycling, energy conservation, hybrid vehicles, etc.)?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>According to The Finnish Government's Child and Youth Policy Programme 2007-2011 one of the aims (page 31) was that " Every child and young person will grow up to be a responsible citizen committed to a sustainable way of life with a consciousness of the significance of their own choices on their well-being as well as on that of others. They will be environmentally aware and understand the connection between consumption and the biodiversity of nature. A sustainable development action plan will be drawn up for all educational organisations by 2014. The aim is that 15% of all nurseries, schools and educational institutions will have received external recognition or a certificate for their activities for sustainable development by 2014." In The Finnish Government's Child and Youth Policy Programme 2012-2015 it is said that supporting networking between organizations that provide environmental education (Ministry of the Environment), nature and environment schools, youth organizations and operators enables children and young people to become active and socially aware and responsible citizens (Ministry of Education and Culture).</p>
<p>61. To promote entrepreneurship, employment, education and volunteering opportunities with countries or regions outside of Europe?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>

Finland

<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>See the answer in to question 62. The North-South-South Higher Education Institution Network Programme (North-South-South) 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. The programme is funded by the Finnish Ministry for Foreign Affairs. The programme has a budget of 4 million euro in 2010-2012. (http://www.cimo.fi/programmes/north-south-south) 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.</p>
<p>62. To encourage young people to participate in development cooperation activities either in their country of residence or abroad?</p>	<p>YES, such measures had already been taken before the EU Youth Strategy came into force in January 2010, no additional initiatives were necessary.</p>
<p>Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>According to the Finnish Government's Child and Youth Policy Programme 2012-2015 (page 12):" Development cooperation projects of organizations will be supported (Ministry of Foreign Affairs) as well as regional development projects that promote environmental education and awareness (Ministry of the Environment). The Junior Experts in the Delegation of the European Union (JED) programme aims to provide qualified University graduates from EU Member States with invaluable experience in the European Union's External Service Delegations situated in particular in developing countries. The initiative is sponsored by the European Commission and the Member States of the European Union. In Finland application for places takes place through CIMO every second year. The number of vacancies varies according to the member country. Each country has two vacant seats financed by the commission. In addition to these the member countries can fund places themselves. In Finland, the Ministry for Foreign Affairs fund EU youth expert places from development cooperation funding. (http://eeas.europa.eu/delegations/jed/index_en.htm; http://www.cimo.fi/ohjelmat/tyoskentely_asiantuntijana_eussa_ja_ykssa/jed)</p>
<p>Additional comments on youth & the world (for example references, web-links, project examples).</p>	

SECTION 5: EVALUATION OF THE STRUCTURED DIALOGUE

63. Has your government carried out any specific measures in this field. NO, we do not have any current plans to carry out measures in this field. planning to do so based on the conclusions from the European Youth Week, which presents a number of recommendations on how the structured dialogue can be improved at the national and the European levels?

Please elaborate on your answer, if necessary. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.

The government has not implemented any specific measures according to the recommendations of the structured dialogue. They even asked the working group to mention at the beginning of every report “These questions are answered by the National Working Group of Structured Dialogue in Finland, appointed by the Ministry of Education. However, the contents of these answers may contain views that are not necessarily the views of the Ministry.” On the positive side, the government has given free hands to the working group and has also appointed some members. They have even promised financial support for its work, but this has not been needed. It can also be mentioned that in questions of youth participation and employment, the government has taken many active and positive measures, but probably not many related to the structured dialogue process. Young member from National Working Group writes: The conclusions from the European Youth Week are quite extensive, with some suggestions that are not so relevant to the National Working Group in Finland. The measures that I feel could contribute to the work of the National Working Group and that should be carried out are the following (from the Conclusions of the Structured Dialogue Exercise of the Fifth European Youth Week 2011):

	<p>- A continuous process of consultation throughout each cycle of Structured Dialogue; as well as continuity in National Working Groups and in their representation at EU Youth Conferences, should be ensured - National Working Groups should use a wide range of communication channels to reach out to different target groups of young people - National Working Groups should have ongoing activities and regular consultations with all relevant stakeholders at national level in order to ensure a permanent dialogue on the implementation and follow-up of the results of the Structured Dialogue - National Working Groups should ensure that young people and their representatives have a voice at all stages of the consultation process, including its design, implementation and evaluation - Member States should provide adequate financial support or resources for the activities of National Working Groups to reach a broader range of young people from different backgrounds and to enable the National Working Group to compile, analyse and synthesize the results of their consultations.</p>
<p>64. Has your Government supported the establishment of a National Working Group?</p>	<p>Yes</p>
<p>Please explain the reasons for your answer. If yes, how has this been supported? If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here</p>	<p>The National steering group for “Youth In Action” also works as a National Working Group for the structured dialogue. The work of the group is financed by the Ministry of Education and Culture. The working group was appointed by the government, and so far the costs are only meeting costs. In the future, there are some plans for operations which may require some other financial support other than meeting costs, but this has not yet been discussed.</p>
<p>65. Does the National Youth Council play a leading role in the National Working Group?</p>	<p>Yes</p>
<p>If your answer is NO please elaborate and indicate who plays a leading role. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, the National Youth Council (Finnish Youth Cooperation - Allianssi) plays a leading role. Allianssi has appointed the chairperson of the group and also handles the secretarial duties related to writing reports, sending out questionnaires, etc.</p>

<p>66. Does the competent national ministry play an active role in the National Working Group?</p>	<p>No</p>
<p>Please explain the reasons for your answer. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>The Ministry finances the working of the group and a representative of the ministry belongs to the working group. The ministry has supported the work of the group and has appointed one person to the group, but has not really played an active role in its work, nor in implementing the results.</p>
<p>67. Given the cross-sectoral character of the EU Youth Strategy, have other national ministries played an active role in the National Working Group?</p>	<p>No</p>
<p>If your answer is YES please elaborate and indicate who plays an active role. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>The representative of the Ministry of Social Affairs and Health, but has not played a really an active role. No contacts with other ministries.</p>
<p>68. Does your Government provide financial or other support for the National Working Group?</p>	<p>Yes</p>
<p>If your answer is YES please elaborate (maximum 300 words) If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>We (National Working group) have never asked for any other financial support other than meeting costs (provided by the National Agency). But we have some plans to expand the questionnaires to be answered by European Youth Card holders, so this may bring some extra costs which have not been discussed yet.</p>

<p>69. Is the competent national ministry aware of the process of consultations, and subsequent results, undertaken by the National Working Group in response to guiding questions issued by the European Steering Committee for the structured dialogue with youth?</p>	<p>No</p>
<p>Please explain the reasons for your answer. If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>They are aware of the consultations and the results, but it's difficult to estimate how much they have been taken into consideration.</p>
<p>70. Has your Government taken any initiatives to follow up the points that were raised as priority areas in the conclusions of the structured dialogue on youth employment, as outlined in the Council Resolution on the structured dialogue?</p>	<p>No, we do not have any current plans for a follow-up</p>
<p>Please elaborate If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>A lot of action has been taken to fight youth unemployment, but they are more a result of national action plans, and the effect of the structured dialogue is difficult to estimate. But it certainly helps if good messages come from different directions. Young member from National Working Group writes: The results from the previous cycle of Structured Dialogue have not been very visible in Finland. The issue of youth employment or youth unemployment was already on the agenda before the Council Resolution. This is one weakness of the Structured Dialogue - the process was very long and slow and the results actually came too late to influence the national actions taken regarding youth unemployment and once the conclusion reached us the momentum had already passed. The conclusions were also not very definite which made them easier to ignore or just correct some small measures in order to fulfil the resolution.</p>

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<p>71. Would your Government support a structured dialogue with young people and youth organisations in other fields than those covered by the overall thematic priorities, and individual Presidency priorities, agreed at European level?</p>	<p>Yes</p>
<p>Please explain the reasons for your answer</p>	<p>Perhaps it depends on what these new themes would be. But if they were something important from joint European co-operation, they would probably be approved.</p>
<p>72. Does your Government consider the National Working Group already established in your country to be sufficiently inclusive in its composition to ensure a participatory process open to all young people?</p>	<p>Yes</p>
<p>If your answer is NO please elaborate</p>	<p>I think they do consider it sufficiently inclusive. And that is also the opinion of the National Youth Council.</p>
<p>73. What are the methods of consultation with young people that have been applied within the structured dialogue in your country?</p>	<p>In the beginning of the structured dialogue, due to many reasons mainly due to time limits, between the launching and the deadline of the questionnaires, only discussions in the working groups were used to formulate the answers. Later they were also sent to youth organisations and also to members of the international committee of the national youth council. Now with the questions of the Danish presidency, they have been sent to European Youth Card holders in Finland. The answering time is not yet finished, but we expect to get thousands of answers from youth card holders. As this way of consulting young people through the European Youth Card, also used in many other countries, seems to be so successful, we intend to continue this practise also in the future rounds to get the opinions of young people.</p>
<p>If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	

<p>74. Do youth researchers and those engaged in youth work play a role in carrying out the structured dialogue in your country?</p>	<p>Yes</p>
<p>If your answer is YES please elaborate If young people or other stakeholders who are consulted as part of finalising this National Report have a different opinion than that stated by the Government (above), their opinions can be stated here.</p>	<p>Yes, the youth researchers and youth workers are members of the national working group, and co-operation with them is normal practice. Young member from National Working Group writes: Yes, a very strong role.</p>
<p>75. Would your Government support efforts to enhance the visibility and transparency of structured dialogue at national level?</p>	<p>Yes</p>
<p>Please explain the reasons for your answer.</p>	<p>Yes, it is suppose so.</p>
<p>76. Based on the experiences gained since 2010, does your Government feel that the format and working methods employed at EU Youth Conferences contribute to a successful conduct of structured dialogue?</p>	<p>Yes</p>
<p>Please explain the reasons for your answer.</p>	<p>The EU Youth Conferences are developing in a positive direction. It is important that continuity is ensured and that the youth participants are experienced in the field of European policy and that they represent the opinions of the youth population at large, not just themselves. It is also important that their opinions and ideas are taken seriously before, during and after the Youth conferences. Young member from National Working Group writes: The EU Youth Conferences must be a way to build bridges between representatives for young people and Governments, not enforce stereotypes and discourage communication. The EU Youth Conferences must ensure the full participation of all participants though a clear agenda, a common language and professional working methods that are equal for everyone.</p>

77. Based on the experiences gained from the first two cycles of the structured dialogue, does your Government have particular recommendations for the further development of the structured dialogue?

Yes

Please explain the reasons for your answer.

1. The opinions of the national working groups should be taken seriously and analysed both at a national and European level. 2. All the national reports should be published (on the internet) in order to ensure the transparency of the procedure. 3. While the National Youth Councils and youth organisations have and should have a leading role in the Structured Dialogue, also new methods should be used to reach a larger number of young people, e.g. to consult the European Youth Card holders. Young member from National Working Group writes: There are many existing structures within the youth field that have a large outreach to young people. These structures for youth participation, like existing youth organizations and national youth councils, should also in the future be the backbone of the Structured Dialogue. This dialogue must not be a way of undermining the structures that have been built during the last 50 years, but it must build on and strengthen these in order to maintain a strong European civil society and democracy.

SECTION 6: ON EXAMPLES OF GOOD PRACTICE

Presentation of good practice # 1 MAST project: Developing Provincial Guiding Model The goal of the MAST project was to develop and establish a provincial guiding and counselling model and a network of experts in southwest Finland. Vocational schools, youth workshops and other actors working with young people in the provinces were involved in the project. The project began in 2009 and ended on December 31st 2011. It was financed by the European Social Fund, Centres for Economic Development, Transport and the Environment for Southwest Finland and by the organisations involved in the project. MAST was based on the Finnish Training Guarantee model developed in the VaSkooli project that was carried out within the EU EQUAL Programme in 2004-2007 in the Turku and Salo regions. Now good practices have been further developed and the field of operations has been extended to involve the entire region. The key concept of the provincial guiding and counselling model is flexibility, which is a part of all implemented measures. The operating model generated by the project is based on a) cooperation between schools and workshops and between basic and secondary education, b) development of a provincial youth monitoring system, c) implementing new pedagogic guiding models, d) cutting the number of dropouts and enhancing graduation in secondary education, e) enhancing the transfer of youth from school to working life and f) increasing cooperation between actors. The measures of the project can be divided into three themes:

1. Cooperation between schools and youth workshops
2. Transition phase from basic education to secondary education (including decreasing the number of drop outs and developing individual counselling and learning paths in secondary education)
3. Enhancing graduation in secondary education and transfer to working life.

Why MAST is a MUST? The MAST project has already generated many results. One of the most crucial is the cooperation agreements between schools and youth workshops in the province and generating and approving the operating models associated with them in the spring of 2010. The agreement defines the terms for studying basic vocational qualifications by working in youth workshops offered to students in need of individual assistance and guidance. The curricula of different professional fields have been revealed in cooperation with schools and youth workshops. Thanks to this, the professional skills demonstrated in workshops can be assessed according to the general criteria of the schools. There have been 39 youth study workshops during the first operating year and the results of the new operating model have been extremely encouraging. One of the central development targets of the project has been the transition phase support measures. A process description and model has been developed for counselling youth without a secondary education study place. According to this model, a person responsible for transition phase guidance has been defined in all the municipalities of the province. In addition to good practices connected with transition phases, the project has also developed vocational selection for those completing their basic education and special education in vocational basic training. According to the extended training guarantee model, the requirements of working life have been taken into account by enhancing the working life skills of the students at the final stages of their studies.

Each actor must commit to certain issues to implement the provincial counselling model. For example, regarding studies carried out in a youth workshop, the functioning of the model requires that the school is committed to offering students the opportunity to accomplish studies in different learning environments. Passing parts of a vocational basic qualification in a youth workshop is an example of a measure. The basis of the commitments and measures is the view that one of the central values of our educational system is equal opportunities for all young people. Material in this context also means operating models, as well as concrete materials. For example the workshop study materials include the workshop study implementation model and the agreements, forms, instructions, curricula etc. related to it. All developed materials are available on the project's internet site: <http://www.mastohjaus.fi/index.html>

Counselling model in a nutshell The provincial counselling model can be crystallised in four key points: Values, Commitments, Measures and Materials. The implementation of the model is guided by values, such as equality, fairness and accepting and respecting individualism and diversity.

Presentation of good practice # 2

Turku's Youth Counselling Model Ilona Varjonen and Taina Laaksonen (2012) describe the Turku Youth Counselling Model that was created towards the end of 2010 and during spring 2011 with the contribution of the MAST project. The aim of the model was to define an official body responsible for youth at different stages of their path in life. The counseling model begins with students ending their basic education and continues until they reach the age of 29. It is based on cooperation and agreed procedures where the main idea is young people are offered a service as the situation demands but each young person decides whether or not to use the service. The development of the Turku Youth Counseling Model was funded by the operators involved. According to the model, upper secondary education organizers provide the contact information of young people who drop out of their studies (lightening dropout, unmanaged dropout, accepts study place but does not arrive when the studies are about to begin) to Turku's youth outreach. In a 'managed dropout' situation the college's own counseling staff direct the young person in question to the necessary services. The above operational model was 'rehearsed' in spring 2011 and in the autumn the information share model was in full operation within vocational education. The development of the Turku counseling model in cooperation with high schools is just beginning; however an understanding of the model and a willingness to take action exists.

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During the 'pilot' stage in spring 2011, 68 names were received. The educational institutions send the name, address and telephone number, and in some cases the email address, of those students who drop out of their studies. Youth outreach workers contact the young person by phone and if this is unsuccessful, a letter is sent with information on youth outreach. Contacting the young people whose names the educational institutions have given has proved to be especially challenging for youth outreach since a first meeting by telephone is not perhaps the most natural way to approach someone. In many cases the given telephone number are no longer in use or there is no reply to the call. New models to combat these problems will be explored in spring 2012 and tested in either one or two upper secondary educational institutions. The Turku Counseling Model does not cover young people who are older than the cohorts ending their basic education and who participate in (or do not participate in) the joint application procedure but do not obtain a study place. The names and information concerning those who do not manage to obtain a study place remain with the Board of Education. If and when information about such young people is obtained they could be directed through counseling to take part in the second round of the joint application procedure, or the supplementary application process or in some form of practical training as well by directing them to use other services e.g. social and healthcare services. Another challenging group of young people are those who do not participate in any form of joint application procedure and who are not covered by any form of social services e.g. as income support clients with social services.

Youth outreach discovers such young people 'by chance': parents or friends inform them that they can be found doing street work etc. Now concrete operational agreements are required in accordance with the amendment to the Youth Act that came into force in January 2011. Turku Youth Outreach received 173 names of student dropouts during autumn 2011. 80 % of the young people were from the Turku area.

Work carried out with military service conscripts is extremely valuable because male representatives from the same cohort can be reached. The Time Out operational model has been developed in cooperation with the military service and youth outreach already takes part in conscription events. This form of action will begin in Turku during spring 2012. With the new organizational changes, closer cooperation with social youth work has arisen where the development of counseling and youth guidance work center is concerned. The aim is a smooth transfer of information between services and a provision of service in cooperation to avoid moving young people from service to service. A further aim is the 'work partner' scheme for the coordinator of youth counseling to avoid leaving workers to cope alone with large amounts of clients. (Varjonen, Ilona & Laaksonen, Taina (2012) Review of the Implementation of the Turku Youth Counseling Model 2011. Youth Services. Turku City Youth Affairs Center.) For more information see www.mastohjaus.fi

3 Presentation of good practice # Flexible basic education activities According to the Basic Education Act, a local authority may organize flexible basic education activities provided as part of grades 7-9 of basic education to the extent decided by the local authority. In the year 2011 state subsidies for flexible basic education were received by 84 municipalities for a total of 1176 pupils = 3 942 893 euros. According to the Basic Education Act the objective of flexible basic education activities is to reduce dropping out and to prevent exclusion. Flexible basic education activities refer to instruction and support for learning and growth provided in accordance with the National Core Curriculum for Basic Education. Instruction is provided in small groups at school, at workplaces and in other learning environments, making use of multidisciplinary cooperation and support and counselling services. Flexible basic education activities are intended for those pupils in grades 7-9 with issues relating to underachievement and school motivation and for those who appear to be at risk of exclusion from further education and employment. In exceptional cases, a pupil receiving special support may also be admitted, if the pupil is capable of following the curriculum used in flexible basic education activities and if the arrangement can be considered to serve the pupil's best interests overall. Admission to the activities is based on an application submitted by a pupil or his or her parents or guardians. The education provider decides on the criteria for pupil admission and on the admission procedure. When admitting pupils to the activities, they must be subject to equal admission criteria.

Flexible basic education activities, hereinafter referred to as „flexible basic education“, aim to reinforce pupils’ study motivation and life skills in a holistic manner. In addition to completing the basic education syllabus, the objective is to support pupils in their transition to upper secondary level and to provide capabilities for coping with studies. Special attention is focused on working approaches that consolidate the common educational work of parents and guardians and everyone working within flexible basic education. The activities are to be carried out in compliance with the general statutes governing basic education and the objectives and contents of the National Core Curriculum for Basic Education. The school’s operational culture, operating methods and teaching methods are developed to meet the individual needs of pupils admitted to flexible basic education. In particular, attention must be paid to cooperation, pupil welfare services and guidance and counselling that nurture pupils’ well-being and safety. Instruction is provided as direct contact teaching at school and, to some extent, as supervised studies at workplaces and in other learning environments. The objectives set for pupils, learning environments and support measures are to be planned and implemented so as to correspond to the objectives of basic education. Flexible basic education emphasizes action-based and work-oriented study methods. The activities highlight multidisciplinary cooperation and cooperation between different administrative sectors and organizations, which may involve parties such as vocational institutions and general upper secondary schools, liberal adult education institutions and youth workshops.

It is possible to set up a steering group to plan and organize activities. Pupil admissions are based on an administrative decision, which is prepared in multidisciplinary pupil welfare work. Each pupil in flexible basic education is provided with a learning plan or the existing learning plan is revised for this purpose. The plan describes organization of flexible basic education for the pupil at school and in other learning environments, multidisciplinary cooperation, the support and counselling services required and monitoring of the activities. Pupils in flexible basic education may receive the general or intensified support that they need. If a pupil has been granted a decision on provision of special support, implementation of flexible basic education is to be described correspondingly in the individual educational plan. In the event that flexible basic education activities are terminated for an individual pupil before completion of basic education, this requires an administrative decision. Flexible basic education is implemented in small groups, which generally requires setting up a specific teaching group. Instruction may also be provided partially or fully integrated with another group.

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Learning in other learning environments, such as workplaces, forms an integral part of flexible basic education. It is designed to match the objectives and contents of the curriculum. Studies should include a sufficient amount of interactive instruction provided by a teacher during teaching periods implemented in other learning environments as well. Pupils are given learning assignments for these periods according to curricular objectives. Performance and learning assignments are assessed as part of pupil assessment. The school needs to produce a written agreement on the responsibilities of teachers or individuals supervising studies outside the school and how the work is to be divided between them. Teaching periods to be implemented in other learning environments will be planned in understanding with pupils and their parents or guardians. Pupils are also entitled to receive the guidance and counselling and support for learning and schooling that they need during these periods. The education provider is responsible for ensuring that all learning environments have attended to occupational safety and prepared for accidents. The education provider must orient individuals working within flexible basic education, including those outside school, into statutes relating to data security and secrecy. Multidisciplinary provision of instruction requires that, in addition to the teacher, activities involve one or more individuals with expertise in supporting young people's social growth, cooperation with families and other support and counselling work, appointed by the education provider.

Formulation of the local curriculum The key objectives, provision and operating methods of flexible basic education activities, as well as cooperation, responsibilities and division of work among different parties are to be determined in the local curriculum. The curriculum must include the pupil admission criteria for flexible basic education activities and a description of admission procedures. (More information: aija.rinkinen@oph.fi)

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