



Country profile **FINLAND** V4.0



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Overview

MEDIA LITERACY DEVELOPMENT					
Little consideration is given to the ML skills in the educational curriculum and life-long learning.					Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system.
Hardly any basic teacher training given.					ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers.
Non existent ML evaluation systems.					ML is evaluated not only in an educational context, but as a basic life skill.
Scarce access to and production of didactic resources.					Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis.
Systems for guidance and orientation on ML doesn't exist.					Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts.
Stable ML campaigns doesn't exist.					There are important, large-scale and far-reaching ML initiatives and events
Specialised government or public departments on ML doesn't exist.					Organised centres exist that bring together different areas of public administration
Almost none Involvement of civil associations with ML.					There are important and influential associations involved with ML which unite different entities and promote relations between different institutions.
They are hardly any regulatory authorities involved in the area of ML.					Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy.
Media barely broaches ML programmes and initiatives.					Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities.
Media industry's mediation towards citizens is not well developed					Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers.
Very sporadic and incoherent visibility and public debate on ML					Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens.
Incentives for creative production by citizens hardly exist.					Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people.
Research rarely deals with ML subjects.					There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks.
Rare participation in international cooperation initiatives.					Leadership and international reference. Centres with international links.
Participation of families.					Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level.
Few Commercial communication initiatives.					Specific centres and initiatives.

General situation

Strategy and communication skills in the Finnish Knowledge Society

Media education and digital literacy have been central in the Finnish educational approach to deal with new technologies and communication skills in the 21st century. In the early 1996 the Finnish Ministry for Education published a Report by a small committee on cultural and media literacy. It emphasized the importance of the new civil and professional skills and competence in the use of the media and nets. The report, among other things, pointed out that the field of the media is integrating and becoming interactive while audio-visual communication becomes a central issue. This cultural change requires transforming traditional literacy into media literacy, or in broader terms into cultural literacy where it is of central importance to understand how the images and significance is being created

In the past 2–3 years Finland has seen strong economic growth and positive employment trends. Simultaneously, Finland has continued to open up to international trade. Globalisation seems to have progressed hand in hand with positive domestic economic trends. Hence, the fears expressed over global competition leading to massive transfer of jobs (off-shore) from Finland to China or other developing countries have not materialised, at least not in the aggregate economy.

Finland's competitiveness strategy, emphasising skills and innovation policy, remains as the solution to globalisation challenges. A country like Finland can succeed in international competition only through continuous innovation based on solid skills, and through increased productivity. Many of the concrete reforms in the economic strategy proposed in the Finland in the Global Economy report, two years ago under the headings, "competence", "openness" and "renewability" have proceeded well.

Three key sets of issues arise in the area of enhancing competences, which clearly call for further attention: (1) combining investment in excellence with the strengthening of the broad skills base, (2) the education system's ability to produce the capabilities required in working life and Finland's ability to attract international experts and form international networks and (3) the shaping of resources as required by the competence strategy.

Media Literacy in the curriculum

Since 2002 the curriculum reform has strengthened the role of media education both in the primary and secondary stage. The new approach speaks of "media and communication." In the primary stage, the values on which the curriculum is based include support of the construction of the student's own cultural identity and his or her participation in national and global culture. Communication and media skills are regarded as central among the goals of learning and teaching. These skills emphasize participatory, interactive and community-oriented communication and competence to acquire and compare knowledge and have influence in the society. Media skills are expected to be studied both as a receiver and as a producer of messages.

The goals include the student:

- becoming a many-sided and responsible communicator and user of the media;
- learning media criticism and identify ethic and aesthetic values in communication;
- learning participatory, interactive and influencing communication;
- becoming skilled in technical aspects of the media and communication.

The principal contents of media and communication studies include:

- expression of ones own thoughts and emotions, different languages of expression and their use in different situations;
- the meaningful use of the media, analysis and interpretation of the form and contents of the media messages, and their aesthetic and ethic aspects;
- the impact of the media, dependence on the media, and network ethics;
- practical work with media skills and many-sided use of the means of the media expression in different situations and environments as well as practice in the use of the technical means of the media;
- the concepts and vocabulary of communication and media.

As a separate goal, the new 2002 Curriculum also speaks of technology and human beings. Consequently, the importance of technology and the human dependency on modern technology is a separate goal from media and communication.

In the second stage of the 2002 reform media and communication skills are further developed and a more

demanding competence is expected. The curriculum speaks of clusters of subjects that are socially important educational challenges. In practice, these principles cross subjects and integrate teaching because they deal with the whole set of life styles. The general goal is that the students can observe and analyse contemporary issues and environments, present well argued views of the desirable future, assess their own way of life and dominant trends from the point of view of the future, and to make choices and move towards that desirable future.

The following areas are presented as common subjects fields for all second stage level schools:

- active citizenship and entrepreneurship;
- welfare and security;
- sustainable development;
- cultural identity and awareness of cultures;
- media competence;
- technology and society.

In addition to these subject fields, the school can also decide on its own subject fields.

Media competence is aimed at giving the student teaching and practice that can deepen his or her understanding of the central role of the media in our culture. The second stage school should strengthen the active relationship of the student to the media and his ability to interact with the media. The student will learn to understand the effects and impact of the media, the role of the media as an entertainer and emotion creator, conveyer of knowledge, and provider of models of behaviour and community level experiences, as well as a former of world view and self-image.

The goal is that the student:

- is provided with sufficient competence for the interpretation and reception of the messages: he or she learns to make critical media choices, and the social information and skills needed as consumers;
- can deal with aesthetic and ethical issues: he or she learns to be responsible in the production of media content, use, and behaviour;
- becomes more competent in interaction, communication and influence;
- is capable of producing media texts: his or her skills of expression become broader when he himself produces contents and mediates them;
- becomes accustomed to use the media as a means of learning and learning environment: he becomes accustomed to use the media in relation to learning in interactive situations as well as in information search and transmission;
- receives knowledge of the media field and media production in general from the point of view of his career, working life and entrepreneurship: his knowledge of the professions in the media field, the practical and economic structures of the field and intellectual rights become wider.

Media competence in the second stage schools is learning both skills and knowledge. It is both a subject of studies and a means to study. Media education is the development of verbal, visual, auditive, technical and social skills and learning skills. It requires cooperation between different subjects and also with different media and learning in authentic environments. The different subjects of the second stage schools have to define and construct their relationships with the media and the communication with the media, as much in technical, contents, materials, and media culture terms. The contents of teaching include both the traditional media as well as computer-based, interactive new media. In future media competence the emphasis is on multimedia and visuality.

Media competence is dealt with in a more detailed way among the different subject fields in subjects like mother tongue, rhetoric and art, especially in modern art. The mother tongue core syllabus is quite demanding in its focus on strategic literacy skills. Teachers, however, are free to choose their methods. In this, Public libraries play an important role.

Media competence is not made very explicit in subjects like religion, history, social studies and music although these subjects obviously deal with many aspects of the media. The national and local media are actively supporting literacy campaigns at schools. Newspapers are delivered every morning directly to homes and the many foreign television programmes are only subtitled, not dubbed. Finnish culture appreciates reading and literacy skills and competences in general. One of the recent characteristics in the Finnish schools is the fact that media culture is more accepted as an area of study.

As to the online-sources of media education designed to assist the teachers and learners, Finland has media associations (Newspaper and Magazine Associations) and the public broadcaster, the Finnish Broadcasting Company YLE, which support the production, dissemination and literacy of these materials. The Ministry of Education has published a plan for digital content production for learning and teaching for the years 2003-2007.

The strategy approaches digital content production from an international point of view but emphasizing strong national content production. The cluster of content production is made of general content competence, training and research, a general thematic framework as well as conditions for business and finance. The media cultural

content production is viewed as part of national system of innovations and the key element in it is public-private-partnership.

Statistics

With a population of 5, 276,955 inhabitants, Finland occupies the 11th place in the Human Development Index (HDI). 96% of the Finnish in school age is studying in a free and inclusive system.

97% of households have at least one television and every home has phone access. The 66% of households have at least one computer, 65% of these have internet access. 53% of homes have broadband currently access. With regard of media consumption 13.9% of the Finnish population watches TV more than 3 hours a day, while 19.3% listen to radio 83.4% reads newspaper, even if for less than one hour a day.

1. Media Literacy-related policies and actions

1.1 Government and authorities

Kangaroo

www2.edu.fi/kenguru/fi/



Key reason

Provides educational resources and courses and continuous training for primary and secondary school teachers.

Definition

Website promoted by the Finnish National Board of Education (under supervision of Ministry of Education in Finland), Governmental Organization.

Kangaroo is a web-based learning resource including standardized learning process for teachers' in-service training. Material for teachers' in-service training in ICT in education and in media literacy (The Finnish original name: Kenguru).

Kangaroo will be used in the national in-service training process for 40,000 Finnish teachers working in primary and secondary schools, in high schools and in the institutes of vocational education. Kangaroo follows the National Information Strategy.

Media Literacy-related campaigns or initiatives

The material is based on the very same pedagogical methods that teachers should use when teaching their students. The material consists of four modules:

- ICT-skills – ICT literacy and the logic of ICT applications,
- Media-skills.
- Information skills and
- Designing of learning process that utilizes ICT.

Target groups

Finnish teachers of primary and secondary schools.

1.2 Civil society

The Hiiripiiri –project

www.pela.fi/hiiripiiri/



Key reason

It supports the primary teaching curriculum and the minimum conditions set by the National Board of Education for practicing ICT skills and acquiring information society skills.

Definition

Promoted by Save the Children Finland, TIEKE, Finnish Information Society Development Centre, Safer Internet programme of EU.

Hiiripiiri is a children's information society learning resource that grew out of joint work between Save the Children Finland and TIEKE, Finnish Information Society Development Centre. The project has received funding from the EU's Safer Internet programme. It is therefore part of the EU's international safer Internet network, which operates in about 20 EU countries. A dynamic national development group started working with the project in January 2005.

Media Literacy-related campaigns or initiatives

- Hiiripiiri contains **learning tasks plus instructions and tips for educators**. It is especially aimed as a support for education and instruction in schools, and to encourage natural and versatile benefits of ICT in teaching and learning. The common purpose is to encourage children's multiple skills in the information society.

With Hiiripiiri, pupils learn media and interactive skills creatively and diversely with others.

In using Hiiripiiri they learn various technical skills, such as the use of information and communications equipment. They also learn to surf the Internet safely and constructively.

Target groups

Children between 6-12 years. The learning base also acts as an IT educational resource support for teachers.

Interactive Technology in Education (ITK) – Conference

www.hameenkesayliopisto.fi/itk04/info_en.html



Key reason

ITC introduces current issues and topics of the field of ICT in educational use, such as digital literacy and social media.

Definition

Hämeen kesäyliopisto (Summer University of Häme) collaborating with Tampereen yliopiston (University of Tampere), Hämeen ammattikorkeakoulun (HAMK University of Applied Sciences), The Ministry of Education, The National Board of Education, Luokanopettajaliitto ry (The union of class teachers) and Matemaattisten Aineiden Opettajien Liitto MAOL ry (a pedagogical subject organization which works for the advancement of mathematics and natural sciences in Finnish society).

Media Literacy-related campaigns or initiatives

- **Interactive Technology in Education –conference** is the largest conference in Finland about information- and communication technology in educational use. The conference, first held in 1990 has been held 18 times.
- The Conference is held in the Hotel Aulanko in Hämeenlinna, Finland, and it is preceded by versatile workshop-days, common lectures, forums and studios. This year ITK provided a full two days programme in English. ITK'08 is being organized for: 16.-18.4.2008

Target groups

People working in the educational field or in business, students and everybody interested in using ICT in education.

MindTrek Media Week

www.tmc.tampere.fi/



Key reason

Introduce current issues and topics in the field of digital media and the information society.

Definition

MindTrek Association is a non-profit umbrella organization for societies working in the fields of digital media and Information Society.

The association consists of university partners, non-governmental organizations and companies. It is unique in the sense that it does not only cover the field of commerce but also science, research and citizens.

Media Literacy-related campaigns or initiatives

- **MINDTREK Festival**
- **MINDTREK Awards**
- **Interactive Future and Man Conference**
Conferences on important themes in the field.

Projects of MindTrek Association:

- **ACTeN (Anticipating Content Technology Needs — Market Monitor & Know-How Transfer):**
Aims at stimulating the international development of a European multimedia content industry. It looks

for technology needs in the vast marketplaces of the EU and the NAS (Newly Associated States in Eastern Europe.

- **NAME (Nomenclature Analytique du Multimédia Européen)** NAME Project meets the need for the training organizations and the European companies in the multimedia sector to harmonize an international dictionary of the qualifications and competences in the multi-media sector.

Target groups

Digital media professionals, all citizens.

1.3 Commercial communication

We could not find specific initiatives in Finland those providing actions which help people to acquire the necessary skills to decipher and evaluate advertising and other forms of commercial communication.

1.4 Audiovisual works

opettaja.tv (teacher.tv)

www.opettaja.tv



Key reason

Offers audiovisual and online material for teachers

Definition

Yleisradio (Finnish broadcasting company) and the Finnish National Board of Education. (National / Governmental project). Opettaja.tv offers teaching material for class work as well as serving the further education and professional development of teachers.

Media Literacy-related campaigns or initiatives

- **Opettaja.tv** is a service for teachers both on TV and on-line. In August 2007 digiTV-channel YLE Teema will start broadcasting opettaja.tv for a few hours on several days of the week, offering teaching material for class work as well as serving the further education and professional development of teachers.
- The web site offers a great amount of **audiovisual teaching material and tools** for use in class. Most opettaja.tv TV programmes will be made available online. The web site also serves as a discussion forum for teachers and as a platform for the exchange of teaching material.

Target groups

Teachers.

1.5 Online environment

Tunne

www.mll.fi/in_english/projects/tunne/



Key reason

Its objective is to empower Finnish families to use the Internet and other information and communication technologies safely and responsibly.

Definition

TUNNE is the Finnish representative in the European Safer Internet network INSAFE, which organises the Safer Internet Day 2007.

Media Literacy-related campaigns or initiatives

The awareness raising project TUNNE pursues empowering Finnish families to use the Internet and other information and communication technologies safely and responsibly. In line with the goals of the EU programme [Safer Internet Action Plan](#) it provides families with information and online materials encouraging constructive, ethical use of online information and communication technologies. What is new in the approach is the empowerment of young people as actors and even teachers of older generations as well as younger children in media related issues. In this work the Peer Student network, established in Finnish schools by the Mannerheim League for Child Welfare (MLL) and trained by the MLL officers, is utilized.

- **Trainer network for media education for school classes, teachers and parents.**

In order to correspond to the urgent needs by schools on the area of safe internet use and the possibilities of new media, a training network is being created for awareness campaigns targeted at school pupils of 7th to 9th grades, as well as their teachers and parents. The campaign will be carried out in several pilot areas (Helsinki and the surrounding area, Central and Northern Finland), in collaboration with local Universities and Polytechnics.

The campaign consists of three elements: lessons in school classes (daytime), briefings for teachers (afternoon), and information and conversation events for parents (evening). Training is carried out by training teams consisting of a student of media education and 1-3 MLL Peer pupils of the specific school.

- **Peer education among the MLL Peer student network**

The MLL Peer Students are used to promote safe and responsible use of Internet in their schools. The MLL has about 10,000 Peer Students in 90% of secondary schools all over Finland. With the help from the Guiding Teachers, the Peer Students will give lessons and arrange different events for younger pupils on internet safety. The TUNNE project will provide the Guiding Teachers with an educational package and training.

- **Online services and printed materials**

The (Mannerheim League for Child Welfare) MLL Youth Net (<http://www.nuortennetti.fi>) is a new self-help web portal aimed at young people in Finland. The TUNNE project will provide the portal with an internet awareness section. The website will be marketed with several campaigns.

A Parents' guide to safer internet use will be published and updated on the [MLL website](#). The guide includes information on the potential risks of the internet, as well as concrete means to empower the parents to support and supervise their children's internet use. The Parent's website aims also at encouraging the positive opportunities of the web: developmentally stimulating content for children of different ages.

The project will publish and market several items of printed material: leaflets for maternity clinics, day-care centers, schools and parents, discussion material for parental groups, educational package for the Peer student network and a handbook for media education.

- **High profile events and seminars**

The TUNNE project will organise MLL's annual seminar on the Universal Children's Day in 2007. The seminar will be devoted to internet safety and other related new media issues.

TUNNE is also an active member in organising the annual Finnish Safer Internet Day as well as the Children and the Information Society Seminar in Tampere and Oulu.

Additionally, other seminars and workshops for different target groups (parents, children and teachers) are organized in collaboration with the Finnish Parents' Association, Save the Children organisation and the Media Education Centre.

Target groups

Children and young people aged 11–16, parents, teachers and other professionals working with children and families.

1.6 Media production skills

Mediakompassi¹

<http://mediakompassi.yle.fi/>



Key reason

Is a combination of Internet material and TV programmes about Media education. It is based on “learn by doing” –ideology and it has a section focusing on advertising for youth, parents and teachers.

Definition

Media Compass is a media education aggregate for schools and homes. It has material in the Internet, TV programmes and also a ‘Media Buss’, which brings current media education to schools and educational institutions.

Media Literacy-related campaigns or initiatives

TV-series:

- 2005 A series for adults based on questions, which teachers and adults have about children as media users - (10 x 15 minutes)
- 2005 A series for school children on classes 0-3 about understanding media and developing media skills (5 x 15 minutes)
- 2006 A series for adults about the phenomena of Media Compass (10 X 15 minutes)
- 2006 A series, “Picture schools of Media Compass”, for school children on classes4-6 (5 x 20 minutes)
- 2007 A series about media criticism for youth on school classes 7+

Media Buss

The ‘Media Buss’ was launched to bring high quality media education to also the more remote part of Finland, and it was on the road for 17 weeks during autumn 2006. The idea was that the schools invite Media Buss for a visit, and two specialists instruct both students and teachers, completely free of charge. It was possible to choose from 12 educational packages which dealt with multimedia, animation, documentaries, cinema, sound and light expression, gameworld, investigative journalism, programme recording and trick photography. The Media Buss visited 52 schools in 30 different towns, providing education for about 3500 pupils and hundreds of teachers. In 2007 the media buss continues instructing students and their teachers.

Target groups

Children, parents, adults and teachers

¹ An introduction video about Media Buss in English:

http://www.yle.fi/media/asxgen.php?file=oppiminen/kulttuuri_ja_yhteiskunta/mediakompassi/Mediabussi2007_english_trailer_hi.wmv

2. Media literacy in the curriculum

2.1 Media literacy in education

Cross-curricular thematic entities in the core curricula

The basic and upper secondary core curricula stress communication and media skills (media literacy). In the core curricula for initial vocational education and training, media education is included in the objectives for core knowledge common to all fields.

Still, the implementation of media education requires support and new solutions, the concretisation of media education in local curricula and its integration into school practices and culture and into teacher education. For that, a committee of experts has made a "Proposal for an action programme for developing media skills and knowledge as part of the promotion of civil and knowledge society", published by the Ministry of Education.

Part 3 of the "Proposal for an action programme for developing media skills and knowledge as part of the promotion of civil and knowledge society":

ACTION PLAN FOR DEVELOPING MEDIA EDUCATION

1. The committee regards media skills as central skills in life management and active citizenship and also as a tool in the changing work life and free time. Therefore the committee proposes an extensive national and long-term media literacy programme to be started. The programme should be started in the next Development Plan for Education and University Research.

The aim of the programme would be to improve the prerequisites for media education in basic education, at the secondary level and in teacher education with a view to making media education an established part of day to day school activities.

Implementation: The media literacy programme will start during the years 2008-2011.

Functionaries: The Ministry of Education together with the Finnish National Board of Education, universities, polytechnics, education providers, municipalities, educational institutions and functionaries in the third sector.

1.1 Innovative methods of work

Measures: The field of media education has inspired activity and several projects by different functionaries in the field of media education. The innovative methods of work regarding media education shall be utilised and spread. With the help of coordination the resources of the functionaries would be directed towards a common objective. If necessary, national cooperation projects shall be started and the projects that are found successful shall be supported in order to keep them in progress. Core contents of media education in basic education and at the secondary level shall be developed. It is essential that a responsible and safe media environment is created to be able to utilise media literacy in the implementation of the citizens' liberty of speech.

Inspiring and encouraging media education is the premise for building a safe media environment. Schools, teachers and homes need diversified support to be able to create a safe media environment. The joint responsibility requires the development of functional operations models in cooperation with the media and the functionaries in the third sector, too.

Proficiency level descriptions shall be prepared for media education. They shall take into consideration the changes in the media field and in the uses of the media. A specialist group shall draw up concrete objectives from the general objectives and core contents of the cross-curricular theme "media" and draw up a more detailed scale of proficiency level descriptions for basic education.

1.2 Development of local learning centres and local cooperation

Measures: Educational institutions will be developed into learning centres which promote the development of media literacy, lifelong learning and active citizenship. The forms of cooperation between local operators are essential, but new ways of thinking and cross-administrative decisions are needed, too. Cooperation between home, school and the library is essential in the core contents of media and study skills and thus the activities of school libraries should be developed in the municipalities in cooperation between different school forms and administrations to meet the requirements of data management and media education.

1.3 Networking and information sharing

Measures: A portal to link the functionaries of media education and support teachers shall be developed. The field of media education needs a unifying internet-portal to support the work of the teachers. The portal should contain relevant curriculum support, information on the available materials, school projects, cooperation projects between the functionaries in media education and schools, contact information etc. Together with the functionaries in the media education field the Finnish National Board of Education will see to it that the portal will support the needs of the teachers and the implementation of the media theme (key skills in vocational education and training) in basic education, general upper secondary schools and in vocational education and training.

1.4 Technical equipments and access to materials

Measures: A plan shall be drawn up to support the schools in acquiring up-to-date equipments and materials so that they will be able to advance media education. The following issues shall be taken into consideration when drawing up the plan: the inadequate and inappropriate media education equipment, copyright questions of different sources and materials, the schools' and educational institutions' possibilities of acquiring materials, and the rights of displaying the pupils' own media productions, especially the music in the multimedia and recording productions. It is especially urgent to reach an agreement on the digital distribution relations.

1.5 Cooperation in development

Measures: A common forum for the development of media education shall be established during the programme with the view to plan and coordinate the activities, roles and cooperation of teachers, teacher trainers, researchers, the third sector and other functionaries in basic education, at the secondary level and in the field of media education.

2. The development of teacher education and the strengthening of media education research

- The contents of media education shall be increased and diversified in teacher education taking into consideration the changes in the media field and media use.
- Media education shall be established as a theme in the multidiscipline virtual studies in teacher education
- Distance teacher training and distance learning in teacher education will be developed and the synergy benefits with the development of the field school network will be utilized.
- The state-funded resources of the in-service training for teaching personnel funded will be directed so that at least 1000 participants are able to join the in-service training of media education each year. In-service training of the administrations of educational institutions is essential.
- New and more efficient forms of in-service training shall be developed in order to find concrete ways to support teachers to integrate media education into day to day school activities. Forms of in-service education which train the whole school personnel in its own working environment shall be developed.
- Media education research, assessment and the networking of media education researchers shall be promoted and supported.
- The extent to which the media education has been implemented as a cross-curricular theme and in different subjects shall be evaluated. The implementation and efficiency of media literacy programme shall be followed by a research.

Functionaries: The Ministry of Education together with the Finnish National Board of Education, universities, polytechnics, education providers, municipalities, educational institutions and the functionaries in the third sector.

2.2 School enrolment and attainment

Net primary enrolment ratio (%) (2004)	99
Net secondary enrolment ratio (%) (2004)	94
Pupils and students (2004) (Total)	1,206.3

Youth education attainment level – total (%) (2005)	83.4
Lifelong learning- total (%) (2005)	22.5

3. Country statistics

3.1 General data

Population (2006)²	5,276,955
Human Development Index HDI (2004)³	0.947 (11 th place)
Life expectancy at birth (years) (2004)	78.7
Adult literacy rate (% ages 15 and older) (2004)	99
Combined gross enrolment ratio for primary, secondary and tertiary schools (%) (2004)	100
GDP per capita (PPP US\$) (2004)	29,951

3.2 Information society data⁴

Television (%) (2006)		Telephone lines (%) (2006)	
Households with at least one television	97	Households with access to a telephone line (landline, IDNS or mobile)	100
Households with no televisions	3	Households with access to a main landline, but not to a mobile telephone line	7
		Households with access to a mobile telephone line but not to a main landline	47
		Households without access to a landline or a mobile line	0
		Mobile phone subscriptions (2004)	96

Internet	
Level of Internet access – households (%) (2006)	65
Share of households with a broadband connection (%) (2006)	53
Broadband penetration rate (%) (2006)	24.9

² See:

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996.39140985&_dad=portal&_schema=PORTAL&screen=detail_ref&language=en&product=Yearlies_new_population&root=Yearlies_new_population/C/C1/C11/caa10000

³ See: <http://hdr.undp.org/hdr2006/pdfs/report/HDR06-complete.pdf>

⁴ Computers, television and telephone lines households http://ec.europa.eu/public_opinion/archives/ebs/ebs_249_fr.pdf
Information society data.

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996.45323734&_dad=portal&_schema=PORTAL&screen=welcomeref&open=/C/C7&language=en&product=Yearlies_new_population&root=Yearlies_new_population&scrollto=0

Total time on average weekday (%) ⁵	Television	Radio	Newspaper
None to 1 hour	26.0	59.8	83.4
From 1 hour, to 3 hours	60.03	20.9	16.0
More than 3 hours	13.9	19.3	0.4

Personal Computer (%) (2006)	
Individuals' level of computer skills - Low	15
Individuals' level of computer skills - Medium	29
Individuals' level of computer skills - High	29

Personal computers (%) (2006)	
Households with at least one computer	66
Households with a desktop computer but not a laptop	45
Households with a laptop but not a desktop computer	8
Households with a laptop and a desktop computer	13
Households with no computers	34

Internet (%) (2006)	
Individuals who accessed Internet at home	65
Individuals who accessed Internet at place of work (other than home)	39
Individuals who accessed Internet at other places	16
Individuals who accessed Internet at place of education	18
Percentage of individuals regularly using the Internet	71
Percentage of individuals using the Internet for interacting with public authorities	40.5
<i>(obtaining information) (downloading official forms) (sending completed forms)</i>	28.7
	15.0
Share of individuals who ordered/bought goods or services for private use over the Internet in the last three months	29

⁵Average media consume: <http://ess.nsd.uib.no/webview/index.jsp>

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