

# FINNISH MEDIA EDUCATION POLICIES

✕ approaches in culture  
and education



Finnish Society  
on Media Education

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# Participation and Wellbeing

## - THE BEDROCK OF FINNISH MEDIA EDUCATION

Finland has been called the promised land of organisations. The strength of Finnish media education stems mainly from the efforts of state and municipal backed organisations and regional municipalities. The longest running organisations concerned with media education have been active in the field for over 50 years.

Today, these organisations continue to play a significant role in media education work. Mediakasvatusseura (Finnish Society on Media Education) was founded in 2005 in conjunction with researchers and those working in the practical field of media education. The Society is a joint committee that produces and distributes information about events, research and policy, bringing forward the voice and expertise of the media education field while also developing international contacts. One of the Society's main functions is also the development and maintenance of a web portal for Finnish media education ([www.mediaeducation.fi](http://www.mediaeducation.fi)).

There are many interesting phases pertaining to the history of media education in Finland. The mass media education model developed in the 1970s by Finnish Broadcasting Company's researcher Sirkka Minkkinen (Head of Programmes for the Finnish Broadcasting Company's TV1) generated much interest within UNESCO. Minkkinen was subsequently commissioned to create a General curricular model for mass media education, which was based on the varying practices of different countries. The model was published in 1978.

During the early 1980s, media education was taken in a different direction with the advent of Music Television, cable networks and video workshops, which allowed children and young people to get acquainted with "light", portable video equipment and make their own videos and films. The annual Minun elokuvani (My Movie) -event caught the fancy of scores of filmmakers under the age of 20, among them the artist now better known as Mr. Lordi, the winner of the 2006 Eurovision Song Contest.

The increasing interest in media research in Finland at the turn of the nineties also brought about a new perspective toward media education, moving away from the traditional mass communications and mass media perspective.

New media, video games and the internet have, most of all, generated newfound and widespread interest in media education since the beginning of the 21st century. The focus of national me-

dia education guidelines is on media protection and a safe media environment. Another key measure involves promoting active and committed citizenship and securing sufficient media and digital literacy. The protective and empowering aspects of media education work go hand in hand. This is apparent, for instance, in the media education work aimed at children under school-age. An extensive project called Mediamuffinssi (Media Muffin), which was carried out in Finland during 2006-2008, resulted in the production of media education support materials and guidelines consistent with the early childhood education and care strategy.

Because media education has not gained a strong foothold in the universities, there are still deficiencies in the basic research in media education in spite of the significant advances. While there are no academic chairs the education of teachers remains incomplete, which in turn is reflected on schools. The only professorship in media education is in the University of Lapland.

Media education is, however, included in research in many different subjects and the number of final projects written on the field is increasing. Changes in the media environment of children and young people have been acknowledged in youth work and in libraries, which has led to increased activity in the sphere of media education. Cooperation happens across boundaries between representatives of different fields and media. Functions and projects are developed in both official languages, Finnish and Swedish.

This publication takes a review of the recent guidelines and practices in the media education field in Finland. The object of this publication is to reveal those areas of media education that are subject to development and to create a basis for more extensive international cooperation.

Due to rapid changes in the global media environment, there exists a need for both protective and critical media education work within all groups of individuals and in wider and wider fields.

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## MEDIA LITERACY IN EDUCATIONAL AND CULTURAL POLICY

For several years, the Finnish government has paid attention to media literacy and the question of safe media environment. The various administrative sections of the different ministries promote media education from different points of view, yet supportive of each other.

The prerequisites for children and young people's cultural activities, arts education and safe media environment are to be improved in accordance with the strategy of Matti Vanhanen's second Cabinet. The government will also pay special attention to the position of children and young people as citizens of the information society, aiming at a digital environment that is safe for all. In addition it is committed to the promotion of creativity, diversity of abilities and innovation from early childhood on, as well as to supporting the development of online education and educational institutions' projects dealing with the information society.

The Government Information Society Programme (2007-2011) and the Policy programme for the wellbeing of children, youth and families feature objectives and measures involved in,

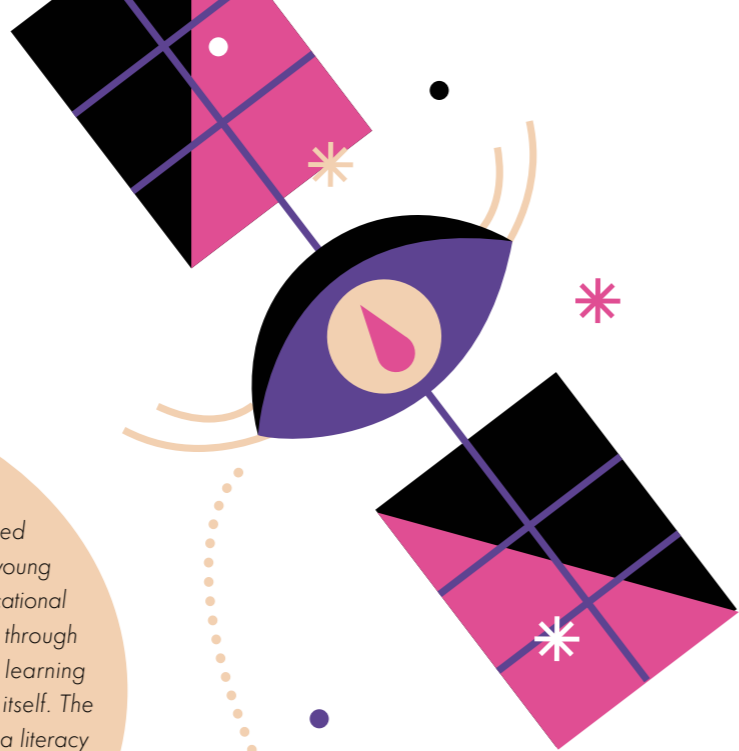
among others, the safety of media environments, media literacy and online services. The action plan of the Ubiquitous Information Society Advisory Board (2007 - 2011) also incorporates related objectives.

### Administrative Section of the Ministry of Education

Media education issues are dealt with by both departments of the Ministry of Education: the Department for Education and Science Policy and the Department for Cultural, Sport and Youth Policy. The Finnish National Board of Education, the national agency in charge of education, plays an especially important role in the education sector.

The 2003 Government Programme of the first Cabinet of Prime Minister Vanhanen proposed a resolution with the aim of limiting entertainment directed at children based on the showing of violence. In 2003 the Ministry of Education initiated a wide-reaching project, the Children and Media programme, in

\* In the Finnish language, *Mediakasvatus* (Media Education) is an established term that stands for work performed by educators in supporting the learning of children, young people and adults involving different media. This educational work may include both teaching about the media and through media, which means that media can be involved as a learning object or teaching tool as well as educational content itself. The objective of media education is an individual with media literacy skills who is able to utilize as well as produce media, to understand media production and expressions of media, to reflect on his personal relationship with media and to apply critical thinking as well as embrace self-expression.



order to chart the different areas and required developments in children's media environment. A number of authorities were consulted in the programme. A programme assessment published in 2004 identified nine separate areas from which operational conclusions were drawn. The areas included legislation protecting children from harmful material and criminal content, new aspects of media education, developing the distribution of information and promoting research, encouraging the production of quality content, the responsibilities of the media industry and supporting parents and the family.

Many of the actions detailed in the programme have already been taken or are being continuously implemented. Assessments of the programme showed that broader implementation of media education was generally thought to be a priority. The first project initiated by the Ministry of Education focused on the development of media education for small children.

Since 2005 the different focus points have come together in the Children and Media programme, which involves projects

dealing with children's and educators' media literacy as well as consolidating the position of media education. Central themes of the programme include the promotion of media education in the instruction of young children, supporting the distribution of information and the effects of media on the development of children and young people. In 2009 the specific focus is on the development media education in libraries.

The administrative section of the Ministry of Education also supports organisations promoting media education and media educational projects in youth work, provides assistance for the acquisition of media equipment for municipal youth departments' media centres, and promotes web-based youth work. The section also encourages the development of media-related arts education for children and assists libraries in acquiring media equipment.

The development of legislation for the protection of minors towards a more accurate reflection of the current media environment is another relevant plan of action. This could entail a reor-

#### CHILDREN AND MEDIA ACTION PLAN - PROJECT EXAMPLES

**Media Muffin Project (2006-2007)** focused on the development of media education for small children by producing training, materials and a national guide to media training within early childhood education. The project was coordinated by Kerhokeskus - Centre for School Clubs, Koulukino - School Cinema, and Media Education Centre Metka.

**Media Education in Public Libraries** aimed at improving the media education readiness of library professionals and developing media educational models for libraries, especially as a part of children's literature work. The project was carried out in 2009 by the Finnish Library Association, the Helsinki City Library and State Provincial Offices.

**National Media Education Portal** at [www.mediakasvatus.fi](http://www.mediakasvatus.fi). The portal brings together actors in the field of media education and offers information and materials for professional educators, librarians, workers within the social services and health care as well as parents. The portal is coordinated by the Finnish Society on Media Education.

**Media Education Models in the Sámi Language and for the Sámi Culture.** The aim of this undertaking is to develop media education models. The project is coordinated by the Sámi Parliament.

**The Effects of Media on the Development of Children and Young People - a review.** To support the work in media education, a large research review was conducted in 2007 to compile international and domestic research data on the effects of media. The survey was coordinated by the Finnish Society on Media Education.

ganisation of the duties of The Finnish Board of Film Classification towards a more education-centred emphasis of activity, wider-reaching awareness activities and follow-up monitoring of the market. The current duty of the Finnish Board of Film Classification consists of inspecting all audiovisual content - such as films - that is distributed in Finland and exhibited to under-18s, determining relevant age limits and registering all unclassified audio-visual programmes, such as games.

In 2007 The Ministry of Education set up a committee to chart the current state and development needs of media literacy in Finland. The result of the Committee's work was the Proposal for an action programme for developing media skills and knowledge as part of the promotion of civil and knowledge society. The committee proposed a number of actions designed to promote media literacy.

The proposals of the Committee involved changes related to laws concerning civil rights, core curricula and teacher training. The development of a national media education institute and a

web portal dedicated to the field were considered a priority, because they would provide support for charting, assembling and promoting the production of learning materials. The Committee also proposed establishing and funding a multidisciplinary research programme in media education as well as promoting international cooperation.

Several of the proposals in the Committee's action plan have been incorporated as part of the Ministry of Education's policy guidelines. For example, according to the Education and research 2007-2012 Development Plan, the Ministry of Education will take steps to promote the development of methods and materials for the advancement of media education and media literacy for use in schools and educational institutions. Media literacy will be taken into account when developing the core curricula, and development initiatives to guarantee equal availability of media education and improvement of the media education skills of teachers will be put into place. As the agency in charge of development of education, the Finnish National Board of Education

## AGE LIMITS

The duties of the Finnish Board of Film Classification include inspecting all audiovisual media content – such as films – and determining the appropriate age limit of either 18, 15, 13, 11 or 7. Media content is considered harmful to the development of children when it is likely to have a detrimental effect on the development of children through its violent, horrific or sexual content.

Interactive media content such as computer games fall within the Pan-European PEGI system, according to which games are registered with recommended age categories and content markings warning of potentially harmful content. Support services such as a website with information on the content of games are planned for the use of parents.

TV channels have signed a separate agreement of self-regulation concerning TV programmes based on child protection legislation. So called watershed times are implemented in relation to TV programmes. According to the watershed rules, programmes with an age limit of 11 are only shown after 5 pm on weekdays, programmes with an age limit of 13 only after 7 pm, programmes with an age limit of 15 only after 9 pm, and programmes with an age limit of 18 are only shown after 11 pm.



## TEACHING AND LEARNING MEDIA EDUCATION

is responsible for designing the foundation for the core curricula and qualifications and in its part the organisation of continuing education and staff training.

### Collaboration Between Different Administrative Sections

The Ministry of Education has begun to contemplate the question of national coordination of media education and the protection of minors. Different administrative sections, predominant representatives of media, organisations for the protection of children and scientific authorities in the field of media education and protection are involved in the wide-ranging discussions. Legislative work for the promotion of media literacy and a safe media environment is carried out, with the cooperation of media producers.

Media literacy and the promotion of a safe media environment are naturally connected to different administrative sections. For instance, the minister Suvi Lindén set up a media forum for children and young people operating under the Ministry of Trans-

port and Communications. The forum brings different representatives of the field together, facilitating a dialogue on current issues. Various governmental bodies, representatives of the media, local organisations and authorities participate in the forum. A report on national development needs in education, which took a look at the then situation of media education and development needs, was drafted in 2005 as a result of The Government's Citizen Participation Policy Programme, coordinated by the Ministry of Justice.

In the changing media environment it is all the more important to make media education a part of everyday life. Parents and educators require support in their educational work. The emphasis is on informing and educating about the effects of media – both the risks and the possibilities –, the production of information relating to the media consumption of children and young people, and scientific research in the field. Developing the content of teacher training is also considered a priority ●

Media education is an important part of the Finnish teaching and education system. It is carried out in day-care centres, elementary schools and upper secondary education. Media education is not a subject but a point of emphasis in teaching and education. The training of people in the education and teaching field is constantly being developed because of the evolution of media and the need for new media skills.

Media education research is a recent endeavour in Finland. By nature, the research is multidisciplinary: related research is being done for instance in the departments of humanities, social and educational sciences and information research. In Finland, universities emphasize the different points of view of various sciences and media education centres, which offer studies as a minor subject or as separate courses, have originated within universities. The challenge of developing media education study modules is the fact that they are often project-financed.

Some universities of applied sciences offer media education

studies as courses and as specialized studies programs. The HU-MAK University of Applied Sciences and the Diaconia University of Applied Sciences offer, for example, a functional media education specialized studies course of 30 academic credits that is directed at people working in the field of media education.

### Media Education in Universities and Teacher Training

Teacher training in Finland is of high quality and teaching studies aim at a master's degree. Although the amount of media education in teacher training has been increased over the years, it is still possible to graduate without completing a course in media education. Usually the media education content can be studied as a minor subject or a stand-alone course. Many media education courses, most of which deal with technology teaching, are available in post-graduate studies programmes. A study published in 2007 stated that also in teacher training the emphasis is clearly on the use of media equipment in teaching and educational

work whereas the content-related themes are given less attention.

#### The Teaching System:

- Those studying to become subject teachers complete a Master's degree programme at the university. The pedagogical studies of a teacher can be completed alongside the major studies or after them. Visual arts teachers complete their Master's program in arts universities.
- Those studying to become class teachers complete a Master's programme at university. The programme includes multi-disciplinary studies in subjects that are taught in school. A media based class teacher programme was initiated in the University of Lapland in 1997.
- Those studying to become kindergarten teachers have completed a Bachelor's degree programme since 1995.
- Those studying to become guidance counsellors usually complete a Master's degree in education, which includes both guidance and pedagogic studies.
- Those studying to become vocational school teachers or polytechnic school teachers need to complete a degree programme from a respective area and possess work experience in the field. The pedagogical studies are completed in schools of vocational teacher education that operate as part of the universities of applied science.

#### Media Education in Early Childhood Education and Care

Finnish early childhood education and care (ECEC) covers both the day-care arrangements offered to families and the goal-oriented early childhood education open to children. All children under the compulsory school-age (7 years) have an unconditional right to day care. The system consists of public and private services. Over 90% of services are provided by municipalities. Early childhood education also includes free of charge pre-school education for children one year before they start compulsory education. Almost all children take part in pre-school education for six-year-olds.

Media education in early childhood education has advanced considerably in the 21st century. It is focused on developing a child's capacity to live within the media culture and the understanding of the child's own relationship with the media, taking into account the age and developmental stage of the child. Additionally, it furthers well-being and the child's participation

in the information society. Media education is based on events, experiences and learning as a form of playing. The results that are generated by the activity are made available, studied and discussed. Media education is integrated into other early childhood education, enriching and deepening its function. It can be implemented in a goal-oriented fashion in separate activity sessions or as a part of daily care, teaching and education. The Ministry of Education's Media Muffin -project, which was carried out in 2006-2007 in co-operation with The National Institute for Health and Welfare produced a national guideline for media education. The guideline was published as a guide booklet that was mailed to all day-care centres in Finland. In 2009, a guide describing the media education themes for pre-primary and pre-school education was also published.

#### Technology in Schools

Finland is regarded as one of the model countries when it comes to education. The school system which guarantees all children and young people an equal opportunity for free of charge basic education near one's home has been listed as a key factor behind the success. Also, the high educational standard of teachers, the high authority of the individual schools and teachers in the implementing of teaching and the significant role of the co-operation between home and school are all considered important factors that benefit the learning of students.

Students in Finnish schools have ranked among the top entries in the international PISA-study for years. PISA is an assessment program coordinated by OECD. The program generates information on the skills level of 15-year old people in areas of literacy, mathematics and natural sciences. Although the results are good, the developers have been concerned about the varying level of information technology equipment in schools and the use of information technology, as the use of technology in schools has decreased while home use is increasing. To further the use of technology, a considerable amount of both free of charge and commercial digital teaching materials have been developed by several parties that specialise in developing education.

National and regional development projects have been initiated and continuing education has been increased to activate the use of technologies in schools. In 2008, the Ministry of Transport and Communications, the Ministry of Education and the Finnish National Board of Education started a project to utilise information and communications technology in teaching and

AGE	UPPER SECONDARY SCHOOL The subject teacher can choose the appropriate tools and content of media education. Elective courses may include for instance photography and videography. The student can complete an upper secondary school media diploma program	VOCATIONAL SCHOOLING AND APPRENTICESHIP TRAINING The teacher can utilise media education content and tools in teaching.	
13 - 16	SECONDARY BASIC EDUCATION	The subject teacher can select the appropriate tools and content of media education. The school can provide, for example, an elective media course.	COMPULSORY SCHOOLING
7 - 12	PRIMARY BASIC EDUCATION	The class teacher can select media education tools and content suitable for the class working methods. The students can be offered, for example, after school media club activities.	
0 - 7	EARLY CHILDHOOD EDUCATION AND CARE	Media education is carried out via conversation and as a form of playing.	

studies. The vision of the "Information and communications technology in everyday school work"-project is that in the year 2011, schools in Finland will be equipped with innovative and creative operating models and practices that can be used in teaching information and communications technology and the utilisation of digital media.

#### Media Education in Basic Education

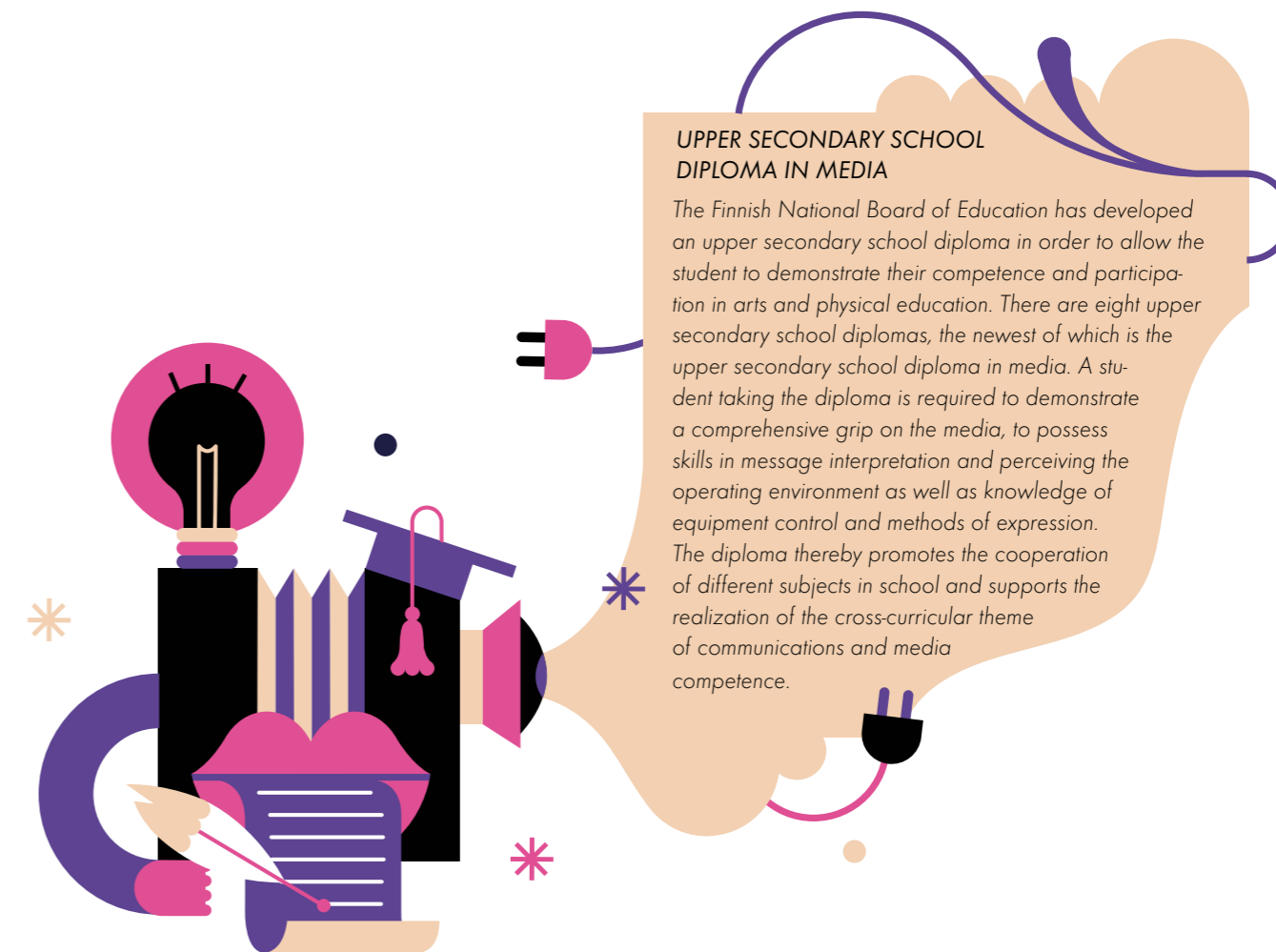
In the compulsory or upper secondary school curriculum ratified in 2004, media education has been integrated into one cross-curricular theme. Cross-curricular themes are points of emphasis in teaching and education that include content which is connected to many different subjects. They are unifying themes in teaching and education. The themes are also used to meet the contemporary educational challenges. When drafting school and

municipality-specific curricula, these themes are to be included in common and elective subjects and they are to be visible in the operating culture of the school.

In basic education the cross-curricular subject media education is called communications and media skills. The other cross-curricular themes in basic education are called growing as a human being, cultural identity and internationality, committed citizenship and entrepreneurship, responsibility for the environment, well-being and a sustainable future, security and traffic and man and technology.

The media education content of the upper secondary school curriculum is part of a cross-curricular theme called communication and media competence. In addition to that theme, the cross-curricular themes common to all upper secondary schools are active citizenship and entrepreneurship, well-being and security, sustainable growth, cultural identity and cultural knowledge and

BASIC EDUCATION	GENERAL UPPER SECONDARY EDUCATION
<p>Cross-curricular theme: Communication and media skills</p> <p>The goal of education is to develop expression and interaction skills, to advance the understanding of the status and significance of media and to develop an operating knowledge of the media. In communication skills, the emphasis is on committed, interactive and communal communications. Media skills are practiced both as recipient and originator of messages</p>	<p>Cross-curricular theme: Communication and media competence</p> <p>Media competence in upper secondary school consists of learning both skills and knowledge. Media is both a subject and a means of studying. Media education is the development of verbal, visual, additive, technical and social skills and studying skills. It requires cooperation between subjects and cooperation between different media and learning in authentic operating environments. The different subjects in upper secondary schools should define and construct their relationship towards the media and its internal communications, its techniques, contents, materials and the media culture created around it. Media competence emphasizes visuality and the ability to utilise multiple devices.</p>
<p><b>OBJECTIVES</b> The student will learn to</p> <ul style="list-style-type: none"> <li>• express oneself comprehensively and responsibly and interpret the communications of others,</li> <li>• develop one's information management skills and compare and utilise the information gathered,</li> <li>• critically view the content conveyed by the media and to ponder the ethical and aesthetic values related to the content,</li> <li>• produce and convey messages and use the media in a purposeful manner,</li> <li>• utilise the communication and media devices in the gathering and conveying of information and in different interactive situations.</li> </ul>	<p><b>OBJECTIVES</b> The student will</p> <ul style="list-style-type: none"> <li>• receive sufficient skills to interpret and receive messages: the student will learn to be critical of the media in his choices and the interpretations of media texts, and learn the social knowledge and skills necessary for a consumer;</li> <li>• know how to deal with ethical and aesthetical issues: the student will learn responsibility in media content production, utilisation and media behaviour;</li> <li>• be equipped with better interaction, communication and influencing skills,</li> <li>• be able to produce media texts and diversify one's expressional competence when producing content for media texts and conveying them,</li> <li>• become familiar with using media as a means of studying and as a studying environment,</li> <li>• develop their skills in using media in interactive situations related to studying and improve their skills at gathering and conveying information,</li> <li>• be familiar with economic and social factors that affect the operation of the media,</li> <li>• be informed about the communications field, media production and copyrights.</li> </ul>



**UPPER SECONDARY SCHOOL DIPLOMA IN MEDIA**

The Finnish National Board of Education has developed an upper secondary school diploma in order to allow the student to demonstrate their competence and participation in arts and physical education. There are eight upper secondary school diplomas, the newest of which is the upper secondary school diploma in media. A student taking the diploma is required to demonstrate a comprehensive grip on the media, to possess skills in message interpretation and perceiving the operating environment as well as knowledge of equipment control and methods of expression. The diploma thereby promotes the cooperation of different subjects in school and supports the realization of the cross-curricular theme of communications and media competence.

technology and society.

The media education responsibility has been divided between all teachers, all subjects and as a part of the entire school culture. In practice, the implementing of media education is unevenly distributed in schools. The media skills of the teachers, the state of media equipment and the emphasis on media education vary around the country. The largest, most unified responsibility is shouldered by Finnish language teachers and visual arts teachers who have media education targets set in their respective subject curricula. Each teacher plans, either as part of a team or by themselves, the content of instruction for their students to support the educational targets. In order to facilitate the media education work of schools, various innovation projects have been implemented. For instance, the Elävää Kuvaa (Living Picture) -project based in Sodankylä strives to develop a model based on film and moving pictures where the different subjects are taken into consideration.

To support the media education work, many free and commercial materials have been produced for different age groups, different classes and related to different subjects. The producers include the Finnish National Board of Education, numerous organisations and commercially operating parties. The media and their oversight organisations also produce materials for teachers. The Finnish Newspapers Association organizes "the newspaper as part of teaching" activities around the year and the Finnish Periodical Publishers' Association hosts "Periodical Day", the purpose of which is to increase the use of printed media as teaching materials.

The club activity in schools is being developed by national measures. The aim is to develop models for school club activity which would allow students to familiarize themselves with the media in clubs ●



# SUPPORT FOR MEDIA EDUCATION BEYOND SCHOOL

Finnish Children and Young People as Media Consumers

Finnish children and young people are active users of various media. Their parents also spend a large amount of time with different kinds of media: the average Finn spends 8-9 hours a day dealing with different media.

The Internet has risen to the centre of media consumption in the 21st century. It is the most important and the most significant medium for young people. Almost every young person spends time browsing the web on a regular basis, and over 90% of young people have access to the internet from home. Over 50% have a computer in their own room. Girls and boys are almost equally active as web users. Out of all children and young people, those under 14 years of age are the most active TV viewers, whereas those over the age of 14 spend more time online than in front of the tube.

Finnish young people spend on average a few hours a week playing video games. Video game sales are rising fast, and a quarter of Finnish homes are equipped with a video game console. 85% of children between the ages of 7 and 9 own a mobile telephone, with older children the percentage approaches 100.

The newspaper as a medium does not hold a similar significance to young people compared to the internet and television, although newspapers are still quite commonly read. Reading habits are inclining more towards browsing online editions of newspapers, but the paper version is still holding its own. The consumption of print media increases with age. Young people spend an average of three hours per week reading magazines and approximately twenty minutes per day reading newspapers.

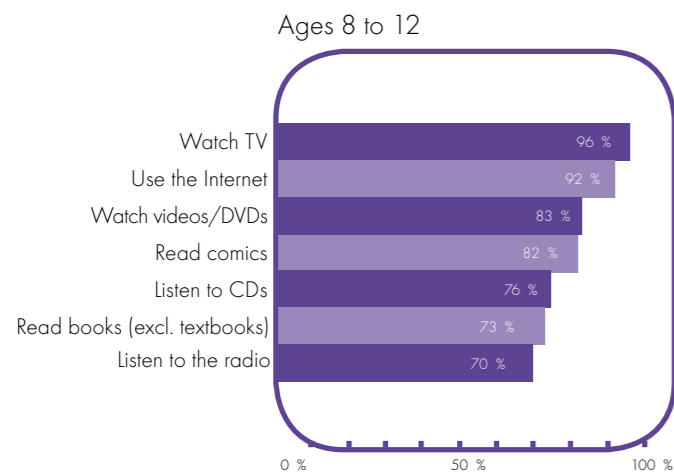
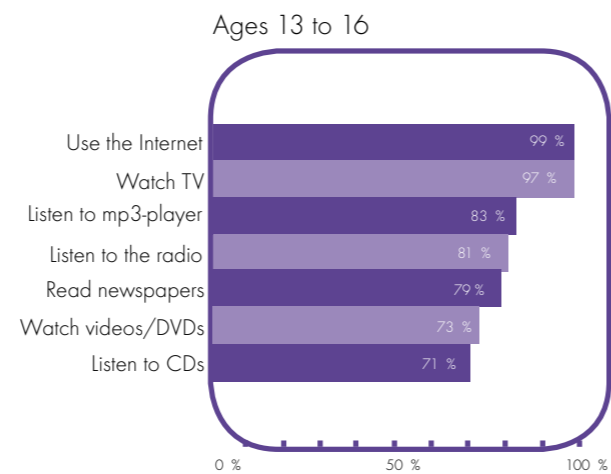
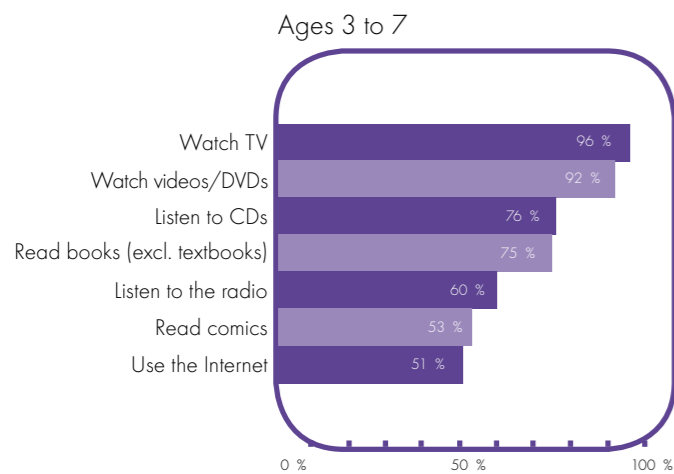


Table 1. Media popularity among children and young people (percentual shares). Source: TNS Gallup. Yippee-study 2008. N=1124.

### Cultural Media Education Work

In Finland it has been attempted to bring media close to the everyday life of children and young people in a safe and controlled environment. Activities related to developing media literacy have been organized all over the country in youth work, libraries, school clubs, museums, culture- and film centres and also by various organisations.

Finnish cultural media education work has long-standing traditions; a centre for film and television education was founded in Finland as early as 1958. The central themes of the media education tradition are learning by doing, hearing the voice of children and young people and the active development of media skills. Children in day-care centres and school classes are producing animation and short films in conjunction with film and

media centres. These projects have received awards at numerous international festivals.

Film is an important part of Finnish children's culture. Koulukino (School Cinema) was founded in 1996 to promote film education in schools. All cinemas and film distributors in Finland are committed to this activity. The target is to allow each student at least one trip to the cinema per year and afterwards to deconstruct the film experience with a teacher in class. Media and film centres and schools organize local media education activities such as film screenings and related workshops where the thematics of the film are deconstructed. The national audiovisual archive also promotes film culture by organizing film screenings for children and young people and by providing materials that deal with the films in question.

A number of culture centres and high-class museums operat-

### CAMPAIGN WORK AND SPREADING AWARENESS

Numerous campaigns with the objective of increasing parental awareness have been carried out in Finland, and most of these campaigns run from year to year. Nearly all of the larger non-governmental organizations, such as the Mannerheim League of Child Welfare and Save the Children Finland, as well as several governmental bodies have been involved in the effort to educate parents across the nation. Local campaign activities are organized in schools, where children's media consumption has been a major topic in parent-teacher meetings for several years.

Many Finnish online services provide information packages for parents on their websites. There are also updated online services available where parents can find further information about the media worlds of children and young people. Mannerheim League of Child Welfare provides the best-known of these services in their

*Children and Media* -website. Considerable resources have been allocated to online youth work directed towards young people, and forums for hearing and supporting parents are expected to be set up in the near future.

### YOUTH WORK ONLINE AND IN DIFFERENT MEDIA

There exists a national network of media centres run by youth work units in Finland, one in each of the 24 largest cities. The centres provide schools, day-care centres and affiliated groups with media equipment and content, such as videos.

Youth workers have been trained in online activities, and the proportion of virtual youth work performed by regular youth workers online is increasing. Netari.fi is a national virtual youth centre. The project has included the youth work units of as many as 18 municipalities. In each municipality, one or more youth workers perform web-based youth work part-time, as part of their job description.

As part of their work, youth workers are able to organize different media events as well as lend support to projects such as media produced by the young people. Media camps, courses and clubs are available for all ages. It is possible to incorporate dancing competitions using dance mats, singing contests with karaoke games and online gaming tournaments within everyday youth work. All youth centres do not have computers.

Cooperation between school, home, and youth work units as well as the creation of common standards is a trend that introduces media education and media presentations as a means of dialogue. Media performances by the young people are valued so highly that they are habitually presented in national print and television media - as part of news streams produced by grown-up journalists.

ing in Finland are making significant efforts in media education. With the technological progress of society, media education has risen to an important role in the pedagogic activity of museums. Taikalamppu - Aladdin's Lamp is a nationwide network of regional Arts Centres for Children. The aim of the network is to develop children's culture services throughout Finland. Aladdin's Lamp assists the Arts Centres for Children in their activities and provides aid in setting up regional culture services in locations where the services were previously unavailable.

In Finland, the public library is an important basic neighbourhood service for children and young people. In many small municipalities the library is the only cultural institution that provides culture for children and young people in the form of theatre, storytelling events, film screenings and exhibitions. Libraries provide access to new media and the Internet in a safe environment. Libraries actively promote children and young people's information retrieval skills, reading habits and the media literacy skills necessary in a changing media environment ●

## Organisations mentioned in the brochure

### Centre for School Clubs

<http://www.kerhokeskus.fi/en>

### Finnish Board of Film Classification

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

### Finnish Government and Ministries

<http://valtioneuvosto.fi/ministeriot/en.jsp>

### Finnish Library Association

<http://kirjastoseura.kaapeli.fi/etusivu/seura/international/english>

### The Finnish National Board of Education (FNBE)

<http://www.oph.fi/english/frontpage.asp?path=447>

### Finnish Newspaper Association

<http://www.sanomalehdet.fi/inenglish>

### Finnish Periodical Publishers' Association

<http://www.aikakauslehdet.fi/eng>

### Finnish Society on Media Education

<http://www.mediaeducation.fi>

### Koulukino - School Cinema

<http://www.koulukino.fi>

### Mannerheim League of Child Welfare

[http://www.mll.fi/in\\_english/](http://www.mll.fi/in_english/)

### Media Education Centre Metka

<http://www.mediametka.fi>

### National Audiovisual Archive

<http://www.kava.fi>

### National Institute for Health and Welfare

[http://www.thl.fi/en\\_US/web/en](http://www.thl.fi/en_US/web/en)

### Netari.fi - National Youth Centre Online

[https://www.netari.fi/index.php?option=com\\_content&task=view&id=437&Itemid=99](https://www.netari.fi/index.php?option=com_content&task=view&id=437&Itemid=99)

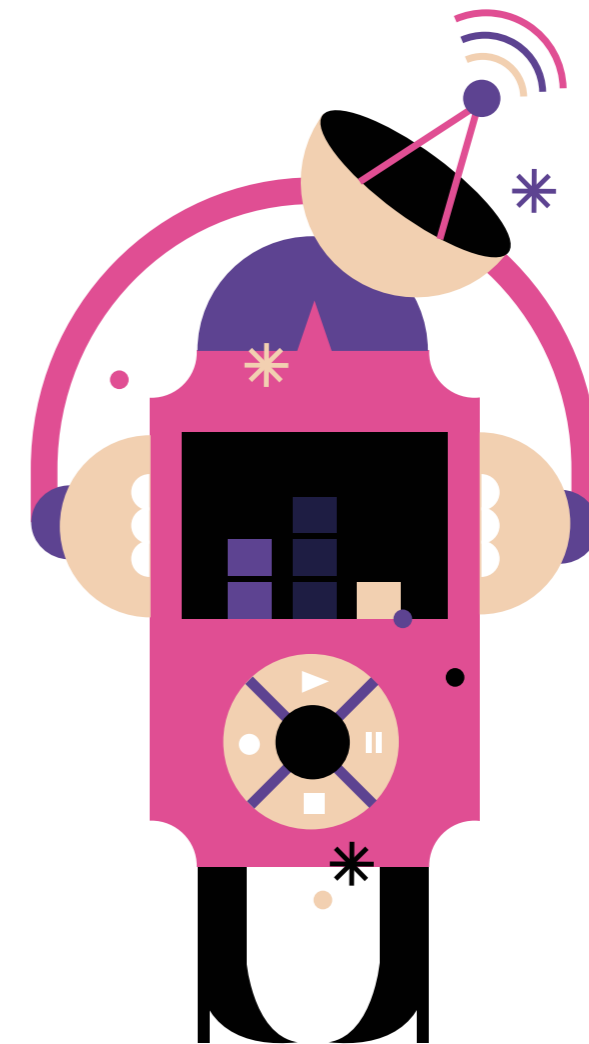
### Save the Children Finland

<http://www.pelastakaalapset.fi/en/home>

### Taikalamppu - Aladdin's Lamp -network

<http://www.taikalamppu.fi>

More information online: [www.mediaeducation.fi](http://www.mediaeducation.fi)



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