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Media Literacy Education Policy in Finland

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Media Literacy Education Policy in Finland

Leo Pekkala, Iina Helenius, Julia Alajärvi, Outi Laiti, Saara Salomaa

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Abstract

The Media Literacy Education Policy in Finland is a policy document produced by the Ministry of Education and Culture (MEC) with the aim to promote media literacy and to carry out and improve media education throughout Finland. This document aims to update and expand on the policy published in 2019: Media literacy in Finland: National media education policy.

The vision in this new policy is that media education will improve the critical media literacy, education and wellbeing of all those who live in Finland, as well as their participation in society. Media education is equal, high-quality, up-to-date and sustainable. It is a key part of Finland's comprehensive security, strengthening democracy and building trust and hope in society. Media education promotes a good life.

This policy sets three objectives: strengthening agency, competence development and promoting sustainability. To achieve these goals, several measures based on hearings, expert statements and assessment data on the current state of media education and media literacy will be presented.

The implementation of this policy will be divided between the public, private and third sectors. The Finnish Arts and Culture Agency is in charge of coordinating and monitoring the implementation of this policy.

Keywords	media education, media literacy, media skills, media use, cultural policy		
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Kansalliset medialukutaidon ja mediakasvatuksen linjaukset

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Tekijä/t	Leo Pekkala, Iina Helenius, Julia Alajärvi, Outi Laiti, Saara Salomaa		
Kieli	englanti	**Sivumäärä**	64

Tiivistelmä

Kansalliset medialukutaidon ja mediakasvatuksen linjaukset on opetus- ja kulttuuriministeriön (OKM) linjausasiakirja medialukutaidon edistämiseksi ja mediakasvatuksen toteuttamiseksi ja kehittämiseksi koko Suomessa. Asiakirja päivittää ja laajentaa vuonna 2019 julkaistuja linjauksia, Medialukutaito Suomessa – Kansalliset mediakasvatuslinjaukset.

Näiden linjausten visio on, että mediakasvatus vahvistaa kaikkien Suomessa asuvien kriittistä medialukutaitoa, sivistystä ja hyvinvointia sekä osallisuutta yhteiskuntaan. Mediakasvatus on yhdenvertaista, laadukasta, ajantasaista ja kestävää. Se on keskeinen osa kokonaisturvallisuutta, demokratian vahvistamista sekä luottamuksen ja toivon rakentamista yhteiskunnassa. Mediakasvatus edistää hyvää elämää.

Linjaukset asettavat kolme tavoitetta: toimijuuden vahvistamisen, osaamisen kehittämisen ja kestävyyden edistämisen. Tavoitteiden saavuttamiseksi esitetään joukko toimenpiteitä, jotka perustuvat kuulemisiin, asiantuntijalausuntoihin sekä selvitystietoon mediakasvatuksen ja -lukutaidon nykytilasta.

Näiden linjausten toimeenpano jakautuu julkisen, yksityisen ja kolmannen sektorin kesken. Toimeenpanon koordinoinnista ja seurannasta vastaa Taide- ja kulttuurivirasto.

Asiasanat	mediakasvatus, medialukutaito, mediataidot, mediankäyttö, kulttuuripolitiikka		
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Nationella riktlinjer för medieläskunnighet och mediefostran

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Författare	Leo Pekkala, Iina Helenius, Julia Alajärvi, Outi Laiti, Saara Salomaa		
Språk	engelska	**Sidantal**	64

Referat

De nationella riktlinjerna för medieläskunnighet och mediefostran är undervisnings- och kulturministeriet UKM:s riktlinjedokument för främjandet av medieläskunnighet samt genomförandet och utvecklingen av mediefostran i hela landet. Dokumentet uppdaterar och utvidgar riktlinjerna som gavs ut 2019, Mediekunskap i Finland – Nationella riktlinjer för mediefostran.

Visionen i dessa riktlinjer är att mediefostran ska stärka den kritiska medie-läskunnigheten, bildningen, välbefinnandet och delaktigheten i samhället hos alla som bor i Finland. Mediefostran ska vara jämlik, högklassig, aktuell och hållbar. Den är en central del av den övergripande säkerheten, stärkandet av demokratin samt byggandet av förtroende och hopp i samhället. Mediefostran främjar ett gott liv.

Riktlinjerna sätter upp tre mål: stärka aktörskapet, utveckla kompetensen och främja hållbarheten. För att uppnå målen presenteras ett antal åtgärder som grundar sig på höranden, expertutlåtanden samt utredningsdata om mediefostrans och medieläskunnighetens nuläge.

Verkställandet av riktlinjerna fördelas mellan offentliga, privata och tredje sektorn. Konst- och kulturmyndigheten ansvarar för att koordinera och följa upp verkställandet.

Nyckelord	mediefostran, medieläskunnighet, mediekunskap, medieanvändning, kulturpolitik		
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MEDIA LITERACY EDUCATION POLICY

When the previous national media education policy was published seven years ago, it emphasised the large and constantly growing role that media and media literacy play in people's lives. Now, in 2026, we can see that this role has continued to grow this entire time. The political situation in the world, the fragmented media and the role that smart devices now occupy have taken us – and the challenges faced by media education – into a new age.

Media literacy is a key civic skill that we need in our daily lives and which helps us promote democracy. At the same time, more extensive security thinking and societal resilience have gained a larger role. We can strengthen these by looking after our critical media literacy.

Finland has worked to promote media literacy for a long time, and we want to cherish and develop this work. Other countries are interested in the work that we have done to promote media literacy for decades. There is a long tradition of media education in our national core curricula, and we have been at the forefront of drawing up a national policy. We need a shared policy based on proven data, as well as the latest research and application.

It is important to us that media education, just like all our other education and the entire Finnish society, is equal and that we can reach people in a comprehensive way, regardless of background. We need wide-ranging collaboration between different administrative sectors to promote media literacy. The Finnish Arts and Culture Agency, our authority in charge of media education, will publish an implementation and monitoring plan for the Media Literacy Education Policy, which will be our invitation to all to join us in this work.

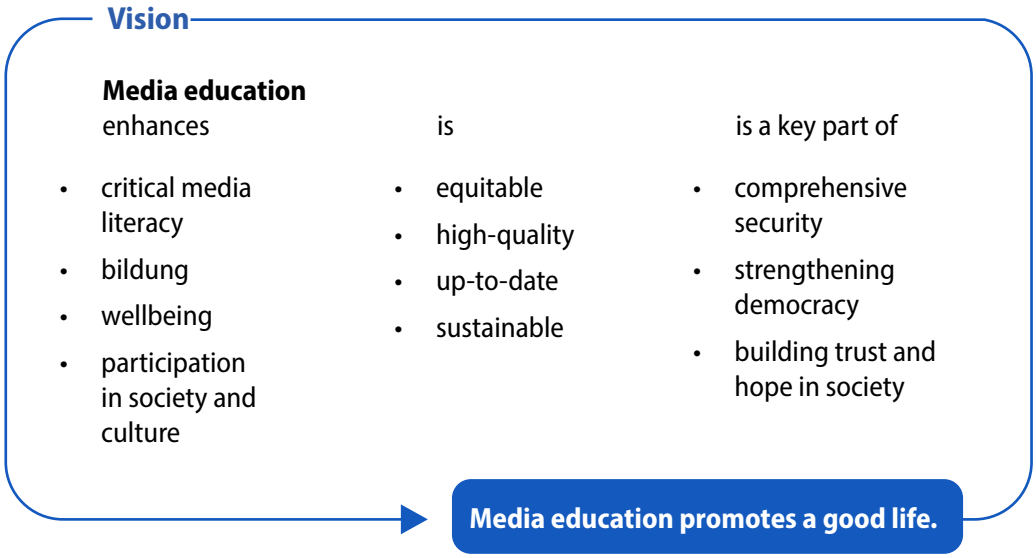
The rapid digitalisation demands continuous learning in setting boundaries that create security, and educators will need a particular ability to understand the world our children and young people live and grow up in. In addition to media literacy, both Finland and the EU have also taken measures to protect minors from the downsides of a digital world: addictive algorithms as well as unsuitable content. This work must proceed at a much faster rate.

A prerequisite for media literacy is good general literacy. Our nationally accessible library network supports literacy development and maintenance. Libraries are a key organisation carrying out literacy work, and they also have a key role in media education. In Prime Minister Petteri Orpo's Government, we have strengthened literacy by consolidating the Book Bag to Every Baby Born in Finland model, which means that every family receives a book bag from the child health clinic. We have also increased the lessons in Finnish/Swedish and literature in primary schools to ensure that every child and young person will gain sufficient knowledge and skills.

In a world that is constantly changing, strong literacy skills are a key basic skill, and we must not forget their importance. It is what we build other skills on, such as media literacy or digital information literacy.

May 2026

Mari-Leena Talvitie
Minister of Science and Culture


Vision
Media education
enhances
critical media literacy
bildung
wellbeing
participation in society and culture
is
equitable
high-quality
up-to-date
sustainable
is a key part of
comprehensive security
strengthening democracy
building trust and hope in society
Media education promotes a good life.

Objectives and Measures

Strengthening agency *Media education increases agency, inclusion and wellbeing.*	**1** Promote local and regional media education **2** Provide support for balanced everyday media use **3** Increase the diversity in media education **4** Strengthen diverse approaches to media education **5** Promote ethical and safe media use **6** Strengthen trust in society **7** Promote organisations' active participation in the international collaboration in media education
Competence development *Competence is generated and strengthened through education, research, working life and experience.*	**8** Strengthen the position of media literacy in teaching, guidance and other frontline work with clients **9** Increase the teaching of media education in higher education **10** Media education is based on research **11** Provide continuing education and adult education in media education **12** Promote media literacy as part of lifelong learning **13** Deepen expertise and understanding of new technologies and societal phenomena **14** Strengthen national resilience through extensive public service announcements and material communicated to homes
Promoting sustainability *The economic, cultural and ecological sustainability of media education is strengthened.*	**15** Raise the profile of media education and support structural development **16** Diversify the funding base and methods of funding **17** Strengthen the coordination of media education **18** Develop ecologically, socially and culturally sustainable media education **19** Promote openness **20** Develop assessment practices **21** Strengthen Nordic collaboration

1 Introduction

The Media Literacy Education Policy consists of guidelines drawn up by the Finnish Arts and Culture Agency[1] (Kuvi) and the Ministry of Education and Culture for carrying out and improving media education in Finland. The first national media literacy policy was published in 2013 under the name *Good Media Literacy: National Policy Guidelines 2013–2016. The policy was updated in 2019 when Media literacy in Finland – National media education policy* was published.

The 2019 policy states that KAVI will assess how the policy is carried out and when it needs to be updated in collaboration with the Ministry of Education and Culture and other stakeholders. This assessment was carried out in spring 2025. This updated policy has been drawn up based on that assessment. The policy was drawn up in extensive collaboration with experts and organisations in the field.

There was a clear need to update the policy due to changes in the media industry and in society. The last policy already stated that media literacy is a civic skill that is important for all, and the developments of recent years have highlighted its importance even more. The algorithm and AI based media content has quickly changed the ways in which content is produced and consumed. A media environment which is based on increasingly more common recommendation algorithms and generative AI requires new kinds of skills and an understanding of its impact on the actions of individuals, communities and societies. Technology companies have become significant wielders of power, as well as collectors and users of data on both individuals and communities. As the use of AI technologies has increased, so has their environmental impact. The ways in which people consume news have also changed: studies[2] show that social media, particularly Chinese-owned TikTok, has become the most followed news channel among

1 The National Audiovisual Institute (KAVI) and the Arts Promotion Centre Finland (Taike) merged to form the Finnish Arts and Culture Agency on 1.1.2026. This reform is part of the Ministry of Education and Culture's Education and Culture Administration 2030 administrative reform project.

2 Many reports and studies have been published in the last few years on young people's relationship with news, see e.g. News Media Finland (2026).

young people, and using social media as a source of news is becoming increasingly common among people of all ages. On the other hand, many Finns state that they actively avoid the news[3].

In the last few years, the European Union has taken more serious measures to curb the power of Big Tech and protect EU citizens. One example of EU regulation is the Digital Services Act (DSA), which includes restrictions and responsibilities to make the largest companies in particular reduce disinformation and protect children. The impact that digital and social media have on the safety and wellbeing of children and young people, and various new forms of cybercrime have also become key worries and topics. At the time of writing, the European Parliament, the European Commission, and many member states, including Finland, are preparing potential restrictions for children and young people's social media use. In Finland, the Institute for Health and Welfare and the National Agency for Education have published national recommendations for the recreational use of digital devices for ages 0–13, and the plan is to later extend these to include everyone under the age of 18. The purpose of the restrictions is, among other things, to limit children's screen time to much less than it has been.

There is a tension between restrictions and the promotion of media literacy. On the one hand, safeguarding the well-being of media users – particularly children and young people – is a widely shared objective. Many risks associated with media use are recognised as real, and content produced with the aid of artificial intelligence is further intensifying issues such as online hate speech and information influence activities. On the other hand, limiting digital interaction, the freedom of speech, social and cultural participation and learning opportunities in the name of protection is also a cause for concern. Media education organisations justifiably have varying opinions and perspectives on how potential restrictions will impact their work and the people in their target groups.

In addition to developments that are directly linked to media, the impact of the pandemic, the Russian invasion of Ukraine and the climate crisis have not only impacted the lives of children and young people, but also the wellbeing of adults throughout Europe. At the same time, the status of democracy has weakened all over the world. Even though the democratic system in Finland is strong, it is challenged by the increased inequality and cumulative nature of social participation, the differentiation of trust, information influence activities and the increased political polarization. When it comes to media education, it is also known

3 Newman, N., Ross Arguedas, A., Robertson, C. T., Nielsen, R. K., & Fletcher, R. (2025).

that skills and the opportunity to increase them are not distributed equally in society. Changes both in the information and media environment and in society as a whole emphasise the importance of media education and critical media literacy to both strengthen democracy and increase people's wellbeing. At the same time, it is obvious that media education or the media literacy of individuals alone cannot solve the critical issues in society; instead, several structural solutions are needed. In an unstable information environment, the importance of reliable journalistic media is highlighted. However, the financial operating viability of journalistic media has been weakening for some time, and in Finland the strong concentration of media has caused concern in particular for the withering of local media.

In Finland, the promotion of media education has a strong foothold in state administration. The statutory duty of the Finnish Arts and Culture Agency is to promote media education, media literacy and a media environment that is safe for children[4]. For a long time, media education and media literacy have been included in the policies of several different administrative branches[5]. They have also been included as a mandatory element in the national core curricula from early childhood education all the way through to secondary education. Among the key policies of the last few years, one example is the programme of Prime Minister Petteri Orpo's Government[6], which links critical media literacy to strengthening social resilience as follows: "We will improve the capabilities of teachers to boost students' critical media literacy and awareness of cyber risks in order to reinforce broad social resilience." In the Security Strategy for Society (2025)[7], the critical media literacy and digital competence of individuals are also seen as key factors in strengthening democracy and increasing psychological crisis tolerance. The Cultural Policy Report (2024)[8] emphasises the importance of digital information literacy and critical media literacy in the consumption and production of art and culture.

The European Union's Audiovisual Media Services Directive[9] places a legal media education duty at the statutory level on member states, as the directive states that "Member States shall promote and take measures for the development of media literacy skills". In addition, improving media literacy in all member states and regulating large online platforms to ensure a safe and accessible online

4 The Act on the Finnish Arts and Culture Agency 511/2025.

5 Palsa, L., & Salomaa, S. (2020).

6 Finnish Government (2023).

7 The Security Committee (2025).

8 Ministry of Education and Culture (2024).

9 Directive 2018/1808.

environment is an important focus for the European Commission during its current term. Finland also has a strong obligation to promote media education through international conventions, such as the European Convention on Human Rights and the Convention on the Rights of the Child, because effective realization of rights relating to the freedom of speech requires media competences.

What does media education and media literacy mean in this policy?

Media education refers to goal-oriented interaction which aims to promote media literacy.

Media literacy refers to skills, knowledge and critical understanding which allow anyone to produce, use and assess media content and act in various media environments purposefully, responsibly and safely. One part of media literacy is understanding the media's mode of operation and the mechanisms and logic of media technologies, as well as critical thinking skills, which are needed for using one's own judgement, analysing complex facts, and identifying the difference between opinions, fiction and facts.

This policy uses the broad definition of **media**, meaning communication which is transmitted through different technologies. Media technologies, i.e. media tools, include both traditional means of communication and mass media, and new digital communication technologies. Media content includes all the messages that are produced using media tools, such as photos, videos, news, advertisements, social media posts and conversations on apps. Media can also refer to the professional media production industry, such as news desks.

When the Media Literacy Education Policy was drawn up, it was identified that the work to promote media literacy is multisectoral and includes many different perspectives. The work is carried out with diverse target groups and with various emphases. The media education produced by the public sector is mainly carried out in education and cultural services: media literacy has been included in a systematic way in the national core curricula from early childhood education through

pre-primary and basic education, all the way to secondary education. Media literacy teaching is more sporadic in higher education institutions and liberal adult education, but it is offered in different parts of the country. Libraries reach people of all ages and different life situations, and media education fits well with the aims of the Libraries Act[10]. In terms of other cultural services, a number of museums and arts organisations actively offer media education[11].

However, media education is carried out in many different fields, such as the social welfare and healthcare services, communications, or duties related to safety in society, such as the work of the police. Other important and active organisations who work with media education include many NGOs and other third and private sector organisations, many of whom have decades of experience of this work. If it were not for the cross-cutting work to promote media literacy in society, it would not be possible to offer media education in such an extensive way and reach as many different groups as what has been achieved in Finland. It is also important to recognise the completely informal teaching and learning that people are doing every day on their own or with others, e.g. in families. All in all, media education has a vital cultural and educational role in today's society.

Media education is for everyone, and in this policy, it covers the work to improve the media competences of all kinds of target groups of all ages, from early childhood to later life. In practice, organisations can describe their work using other terms than media education which describe their activities in a more precise way. The media education work described in this policy can also include both direct interaction with target groups and communication aimed at a wider audience.

Media literacy is also a term which has almost as many definitions as it has users[12]. This policy examines media literacy from a wide perspective as competences which are needed in a media-saturated world that is constantly developing and changing. As media and the way in which it operates change, new aspects must be included in media literacy. At the same time, it is also identified that all significant traditional media are still part of people's media use, and the skills related to these are still needed, just as they were in the past. As an example, journalistic media, regardless of the media technology used, has an important task in society and role in people's

10 The Act on Public Libraries (1492/2016, 2 §) includes the aims to promote varied literacy skills, active citizenship, democracy and freedom of speech.

11 Some museums and art education organisations are public services; some operate in the private or third sector.

12 The various definitions of media literacy have been discussed in studies by W. J. Potter (2022), among others.

lives, and also in improving people's understanding related to media. As the media landscape expands and society changes, the skills requirements also expand to new areas.

Finnish education and cultural policy has in recent years emphasised several concepts closely related to media literacy, in particular multiliteracy and digital competence, to which media literacy is linked especially in formal education and literacy work[13]. The Cultural Policy Report (2024) also mentions digital information literacy alongside critical media literacy in promoting the same social goals. Strengthening critical media literacy[14] has also been set as a goal for the Finnish Arts and Culture Agency in the performance agreement between the Agency and the Ministry of Education and Culture. Each organisation's focus, however, shapes what aspects of media literacy are emphasised[15], and for this reason it is not possible in these guidelines to provide an exhaustive list of all the skills that may fall within media literacy or be promoted through media education.

This policy is particularly outlining goals and measures on the national level and for the work of organisations carrying out media education. The aims of the practical media education work, e.g. what should be taught and learned in schools, libraries or liberal adult education, will be outlined in greater detail in the specific media education or media literacy policies of each sector and organisation or other strategies that tie into these themes[16].

13 In e.g. the national core curricula for early childhood education and basic education and in the National Literacy Strategy 2030 (The Finnish National Agency for Education 2021), media literacy has been included in the umbrella term multiliteracy, while it has been included in digital competence in the descriptions of the digital competence required of pupils and teachers working in pre-primary and basic education, among others. In addition, the Government's report on Finland's digital compass (Finnish Government 2022) includes media literacy in the basic digital skills.

14 Here, critical particularly refers to a curious, questioning, truthful and societal approach to media (see Herkman 2007).

15 E.g. in the library sector, the term information literacy is often used alongside media literacy, while the visual sector often refers to visual or audiovisual literacy. In their work, organisations can also focus on particular media or technologies, in which case they may talk about game or film education or aim to promote AI literacy.

16 E.g. for early childhood education, pre-primary education and basic education the promotion of media literacy has been described in a fairly detailed manner in the Finnish national descriptions for digital competence (The Finnish National Agency for Education & The National Audiovisual Institute 2022), which are meant to support the implementation of the national core curriculum. A large number of municipalities have included these descriptions in their own guidelines (Salomaa 2024).

2 The current state of media education

The description of the current state of media education is based on an assessment survey carried out in spring 2025, personal interviews, and statements on the draft policy. The implementation of the previous media literacy policy from 2019 and the funding for media education will be covered in more detail in appendices 1 and 2.

According to the organisations and experts who took part in the assessment, media education in Finland is varied and of a high quality. The group of organisations who carry out media education is extensive, and the variety in media education is a positive result of this. It is a clear strength that the media education work is carried out by different organisations but shares a common set of values based on human rights and common goals. Through varied methods of implementation, the organisations can reach a larger number of different target groups whose media literacy can be improved.

It was noted in the assessment that the fact that media literacy is included in the national curricula is a key strength. During the public consultation, some participants also highlighted municipalities' cultural education plans as a good example of structural promotion of media education at a local level. Finland also has a strong international reputation as a forerunner in media education, and Finnish media education organisations have an important position in international networks. In the assessment survey for the media literacy policy, several respondents reported that international collaboration is a significant part of their work, and the international work was seen as key to sharing best practices and responding to global challenges.

There are, however, plenty of challenges in the media education field. Updating this policy strengthened the understanding of how quickly the situation for the teaching of and research into media education has changed at universities. As early as the 1990s, media education was taught at several universities either as full minor subjects or as modules. In the 2010s, media education was taught as a major subject on a master's or doctoral level at two universities and as modules at universities of applied sciences. Now media education has practically been run down as a major subject, and there are generally no opportunities to choose it as a minor subject or complete extensive modules on this subject.

The reduction of university-level teaching is a significant concern: if it is no longer possible to study media education as a major subject, there will be no new master's graduates. And even though there are individual courses available, comprehensive training in media education has weakened as it is no longer possible for students who are becoming professionals in different fields to study the subject in depth. Those working with media education already say that the skills shortage among professionals is a major challenge. Experts who studied media education previously are currently working at many key organisations. This is not, however, sufficient to guarantee the future workforce, especially as the importance of media literacy has been identified and acknowledged in the strategies of most administrative branches. Who will carry out media education, support people's skills or strengthen the resilience and comprehensive security through media literacy if no new experts are being trained?

The lack of funding and resources is seen by media education professionals as one of the main challenges. According to media education organisations, the challenges are related to reduced and uncertain funding, which makes it difficult to plan and carry out long-term work. As an example, the Finnish National Centres of Expertise which played a central role for media education, the Centre of Expertise for Digital Youth Work in Finland Verke and the Centre of Expertise for Youth Information and Counselling Koordinaatti, both closed down in 2024, as the Youth Work Centres of Expertise tied to the new government were selected and the funding ended for the previous Centres of Expertise. Public sector fiscal adjustment measures directly affect the resources available for media education, for example in education and training, and the activities of non-governmental organisations. At the same time, the importance of other sources of funding, such as the EU, increases.

Even though the number of organisations carrying out media education, and therefore also the number of target groups reached, is large, it was identified in both the assessment survey and the comments on the draft policy that targeting specific groups with media education is a major challenge. People in a lower socioeconomic position or in a vulnerable situation, as well as different age and language groups, have so far not been reached on an equal basis. The statements particularly highlighted that media education should better reach the people who are not part of the education system or the established services of society. The knowledge base for media education and media literacy is also lacking: comprehensive statistical research data on the implementation of media education in practice in Finland has never been systematically collected. There is also little

information on the level of the population's media literacy, and their skills needs[17]. With the exception of basic education, it has not been defined on a national level what media literacy skills people should primarily have[18].

According to media education organisations, the increased social and regional inequality poses further challenges to the impact of media education. When the realities that people experience are differentiated both ideologically and physically, it becomes more difficult to build a shared understanding. The public debate is also impacted by polarisation, an escalation of discussion culture, and a lack of dialogue. At the same time, a general weakening of literacy levels makes it more difficult to improve and develop media literacy. Because of this, media education would need to also be able to produce the kind of socially orientated competence that helps people identify, understand and encounter different developments in society and influence them. As part of protecting democracy, media education also needs to have an even stronger role in promoting critical thinking, empathy and dialogue. Efforts to promote media literacy and general literacy should also be seen as mutually beneficial. After all, media education is not only a reaction to threats, but equally an everyday civic skill, and also a strategic investment in people's wellbeing and agency, as well as the stability and functioning of society.

17 The Finnish Education Evaluation Centre FINEEC has evaluated some skills related to media literacy among comprehensive school pupils as part of their learning outcomes evaluations, but these evaluations are not designed with the information needs related to media education in mind. A new joint Nordic initiative that was published in 2026 was the Nordic Media Literacy Survey (Bucht 2025), but there are no guarantees that the survey will continue. Assessing the level of media literacy among the population would require systematic monitoring and further development of the survey. An individual survey cannot directly show the impact of media education. Establishing the impact of media education on the population level would require extensive long-term measures to develop and assess indicators and carry out the research.

18 The Ministry of Education and Culture has published a framework for citizens' AI competence (in Finnish), but nothing similar has ever been done for media literacy.

Strengths of media education

- Media education in Finland is varied and of a high quality.
- Media education is included in the core curricula, and there are already other local structures promoting media education.
- The media education work shares the same set of values and aims for shared goals which align with the Media Literacy Education Policy.
- The group of organisations who carry out media education is extensive, and the varied media education is a result of this.
- The diverse ways of carrying out media education allows organisations to reach a large number of different target groups.
- Finland has a strong international reputation as a forefunner in media education.

Challenges of media education

- The comprehensive training in media education has declined, and in practice no universities now teach media education as a major subject. The scarcity of training reduces both the learning of the basics of media education and the acknowledgement of new learning needs.
- The lack of trained media education staff can already be seen in the field, and the situation is expected to get even worse in the future.
- The funding for media education has been reduced and is uncertain, which makes it more difficult to plan and carry out long-term work.
- People in a lower socioeconomic position have not been reached on an equal basis.
- Increased social and regional inequality, polarisation and an escalation of the discussion culture challenge the impact of media education.

3 Vision

Media education enhances critical media literacy, bildung[19] and wellbeing of all those who live in Finland, as well as their participation in society and culture. Media education is equitable, high-quality, up-to-date and sustainable. It is a key part of comprehensive security, strengthening democracy and building trust and hope in society. Media education promotes a good life.

19 Bildung is a German concept of holistic self-cultivation and cultural formation, closely corresponding to the Finnish concept of sivistys, which refers to broad intellectual, cultural, and civic competence developed through and beyond formal education.

4 Objectives

This policy sets three main objectives to achieve the vision and address the current challenges: strengthening agency, competence development and promoting sustainability. Several measures are proposed to achieve these objectives.

The objectives and measures are still based on the 2019 objectives of a comprehensive, systematic and high-quality media education. Appendix 1 describes how media education was carried out in 2019–2025 in line with previous policy. The objectives and measures have now been updated to better correspond to current needs and challenges based on the assessment survey, recent reports, expert hearings and comments on the draft policy.

The purpose of the objectives and related measures is to create a shared direction for the development of media education in Finland and support organisations in carrying out media education. The measures mention practices which have been found to work well, as well as areas where the media education could be improved. The authority responsible for each measure will be named in the implementation plan published at a later date. The same document will also include the assessment methods that will be used to monitor how well the objectives are met.[20]

20 The implementation and monitoring plan will be described in chapter 6.

Objectives

1. Strengthening agency. Media education increases agency, inclusion and wellbeing.

Media education that strengthens agency increases citizens'[21] inclusion and promotes equality in different communities and society as a whole. Regional and local media education becomes stronger and is more visibly reflected in policy documents alongside practical work. The duties and responsibilities regarding media education are identified better by individuals, families and professionals. The versatility of and international collaboration in the media education field improves.

2. Competence development. Competence is generated and strengthened through education, research, working life and experience.

Media literacy that strengthens agency and wellbeing is achieved through the media education skills of professionals, high-quality media education, and citizens' individual and joint learning. The role of research-based media education strengthens in different forms of education and working life. Media literacy is an objective of teaching at all levels of education, from early childhood education to upper secondary education, and its promotion is directed in a normative way through national core curricula. New and developing technologies are understood and utilised better, and key media phenomena are communicated directly to homes.

3. Promoting sustainability. The economic, cultural and ecological sustainability of media education is strengthened.

The economic, cultural, social and ecological sustainability of media education is strengthened when the work in the field is long-term and based on inclusion and environmental awareness. The sustainability is supported by flexible structures, a varied financing base, and strong coordination and collaboration which reflect the importance of media education in society.

21 In this policy citizens refer to all people in Finland who take part in media education and learning media literacy as private individuals, not in a professional role. The term does not refer to a person's official Finnish citizenship.

5 Measures

5.1 Strengthening agency

Agency is strengthened through the following measures:

M1 Promote local and regional media education.

Strengthen media education's scope for action on a regional and municipal level. Make the statutory and obligatory duties to promote media literacy and the opportunities for collaboration between different sectors more visible. Support and monitor the inclusion of media literacy promotion in existing municipal strategies and plans, such as literacy strategies or cultural education and wellbeing strategies. Support regional organisations in drawing up media literacy plans where necessary. Strengthen the work of local and regional networks, the formation of these and the implementation of best practice to support high-quality everyday media education work.

M2 Provide support for balanced everyday media use.

Draw on research-based knowledge on media use and its impacts, and develop cross-sectoral approaches to strengthen media practices that promote agency and wellbeing. Offer support for different kinds of media use for all ages e.g. at educational institutions, in homes, in leisure activities and within social welfare and healthcare services. Produce training related to the subject for professionals in different fields, particularly those who encounter people in a vulnerable position in their work. Emphasise the importance of community and collaboration in creating balanced everyday media use.

M3 Increase the diversity in media education.

Make inclusive media education the starting point of the activities, taking into consideration different age and language groups, identities, cultural and socio-economic backgrounds and challenges related to learning and different life situations. Plan the activities so that the participants can influence the content, and acknowledge that every target group includes different kinds of people. In addition to the official languages, also strengthen the position of national minority languages and other minority languages in media education. Create

content, events and communications with due consideration for plain language, accessibility, and inclusiveness. Communicate using images and words that as many people as possible can identify themselves with.

M4 Strengthen diverse approaches to media education.

Promote a media education field in which all actors feel welcome, regardless of organisational size, sector, or scope of activities. Strengthen networks which help to reduce overlapping work and find connections to existing plans and strategies. Invite new organisations particularly from fields that are not yet well represented in media education. Also acknowledge the cultural diversity of the organisations and the benefits it brings to the entire field. Organise and develop events where those who work in media education can meet, share ideas and learn. Communicate about new activities and opportunities for collaboration.

M5 Promote ethical and safe media use.

Provide information to citizens about rights and responsibilities related to ethical and safe production and use of digital media. Produce information, content and training on e.g. safe media use, privacy protection, copyright, and citizens' own responsibility in creating a safe media environment. Provide information on reporting inappropriate behaviour and violations of rights. Study the media use and practices of people of different ages and life situations and how their rights and safety could be improved through legislation and other measures. Take a stand on and influence large digital platforms' responsibility to make their services safer and more ethical.

M6 Strengthen trust in society.

Increase understanding, through media education, of reliable sources of information and the importance of trustworthy information for people's wellbeing, social stability, and the preservation of democracy. Strengthen media participation and civic engagement through media education, and provide information on the role of media literacy in maintaining national resilience. Increase collaboration with other organisations that are responsible for security.

M7 Promote organisations' active participation in the international collaboration in media education.

Reduce the threshold for new organisations to join in the international collaboration in media education, such as different working groups, projects and networks. Share knowledge and utilise ideas and solutions that have been developed elsewhere. Identify the global challenges in media education in terms of e.g. large digital platforms, artificial intelligence and sustainable development and be a part of solving them.

5.2 Competence development

Skills are improved through the following measures:

M8 Strengthen the position of media literacy in teaching, guidance and other frontline work with clients.

Media literacy should be clearly defined as an objective in all forms of education. Set objectives for the pedagogy in early childhood education and pre-primary education. Define objectives subject-specifically in the core curriculum for basic education, the core curriculum for general upper secondary education and the qualification requirements for vocational education. In addition to formal education, also strengthen the role of media education in non-formal education and in other frontline work with clients carried out in different sectors and with different target groups. Continue to develop the practices and activities in high-quality media education work. Strengthen the position of media education as part of everyday activities, as well as the employees' competences and job descriptions.

M9 Increase the teaching of media education in higher education.

Strengthen the position of media education in the course selection of higher education institutions. Study and improve the collaboration models between higher education institutions to ensure that every student who will need media education in their future profession has the opportunity to gain deep knowledge on media education beyond just individual courses. Strengthen media education's position in teacher training. Every new teacher who graduates has at least basic knowledge and pedagogical competences to teach media literacy.

M10 Media education is based on research.

Media education is based on research, and the theoretical knowledge offers conceptual tools e.g. to structure, assess and critically develop the objectives of media education. Encourage media education researchers to combine research and practical training and to participate in the public debate. Consistent development of terminology in the national languages supports the effectiveness, long-term impact, and efficient use of resources in media education work.

M11 Provide continuing education and adult education in media education.

Strengthen both employers' and employees' understanding of the importance of media literacy and media education skills as working life competence. Through continuous education the competence of working teachers and other professionals promoting media literacy in particular can be strengthened. Continuing education is provided both alongside work, through separate courses, and as part of higher education. In the public sector, media literacy training is offered as part of in-service training. Employers offer training themselves and also create opportunities for participating in media literacy training. Focus on the target groups' needs and the quality of the implementation when planning and carrying out training. Offer opportunities for adult learning in media education for all adults, e.g. as part of the liberal adult education, media education in libraries and integration training.

M12 Promote media literacy as part of lifelong learning.

Support media literacy and the prerequisites for being an active citizen by strengthening the key skills in lifelong learning[22]. In addition to wide-ranging literacy work, e.g. digital competence is also seen as one of the basic requirements for improving media literacy in all age groups. In addition to skills that develop in childhood and youth, also support adults, particularly older people and those outside work and formal education, to develop their digital competence, which will also improve their ability to participate in society by digital means. Support collaboration between the public sector and non-governmental organisations, and also identify the importance of voluntary work and the skills of people who do this work in supporting the lifelong learning of media literacy.

22 Council of the European Union (2018).

M13 Deepen expertise and understanding of new technologies and societal phenomena.

Strengthen the competence of professionals who promote media literacy in their work in relation to new and emerging technologies, game education and societal phenomena that are relevant for media education. This is achieved by providing training, workshops, and up-to-date information that supports continuous learning and development.

M14 Strengthen national resilience through extensive public service announcements and material communicated to homes.

Produce media education material sent to homes and out-of-home care, e.g. foster care, that explain current phenomena in an accessible way – e.g. how artificial intelligence is changing the way information is created and used, how to identify misleading content on the internet, or what issues should be taken into account in media education for children.

5.3 Promoting sustainability

Sustainable and continuously stronger media education is promoted through the following measures:

M15 Raise the profile of media education and support structural development.

Emphasise the key role of media education in fostering bildung, democracy and media culture and in improving comprehensive security. Continue to strengthen the role of media education as part of the national education, cultural and security policy, the public debate and decision-making in society. Promote the inclusion of the term media education and its objectives not only in the national core curriculum, but also in strategic documents in different fields in a cross-cutting way. Promote the creation of sustainable operating models and the kind of project and business activities related to media education that strengthen regional vitality and competence.

M16 Diversify the funding base and methods of funding.

Map out the sources of funding for media education and strengthen the funding through cross-sector collaboration. The aim is to enable long-term work and extensive projects, and to promote the use of EU funding and funding from other international sources among organisations of all sizes throughout Finland. Increase

the share of private funding in media education and emphasise the importance of corporate responsibility in developing media education. Utilise existing funding programmes in areas such as education, culture, digital inclusion, wellbeing, regional development, sustainable development, national security and resilience.

M17 Strengthen the coordination of media education.

Strengthen the role of the public sector in the field of media education. Offer media education organisations regular communications, coordination support, guidance and information about the field. Support organisations in preparing funding applications for both national and international projects and create conditions for carrying out long-term activities throughout Finland.

M18 Develop ecologically, socially and culturally sustainable media education.

Strengthen the understanding of the media's impact on the environment, the economy and on social and cultural sustainability. Utilise existing concepts and tools, such as the UN's Agenda 2030 goals and the national strategy for sustainable development. Take the sustainability perspective into account e.g. in media education content, technologies, acquisitions, event types and pedagogical solutions. Carry out more extensive collaboration with the creative sectors, the arts, and local and regional cultural organisations. Promote the preservation and development of Sámi culture and other national minority cultures. Strengthen social sustainability by promoting equality, accessibility, inclusion and safe media agency.

M19 Promote openness.

Document and publish the media education work in an accessible way. Share materials produced with public funding under open licences and on open platforms for non-commercial use. Utilise accessible and environmentally conscious solutions and ways of working, such as remote and hybrid events and recordings. Promote the open sharing of best practices between organisations. Support organisations in documenting and assessing media education projects and sharing results so that these can become resources for new activities and forms of collaboration.

M20 Develop assessment practices.

Create, develop and share assessment models that support the quality, continuity and efficacy of media education. Strengthen the qualitative impact assessment. Offer training on assessment methods and utilising results. Share assessment data openly on websites, in networks and at workshops.

M21 Strengthen Nordic collaboration.

Promote Nordic collaboration in media education by supporting the exchange of information, joint development projects and networks between organisations in different countries. Collaboration strengthens the understanding of regional and cultural diversity, acknowledging the Sámi perspective and sharing best practices across borders. Support joint projects, seminars and competence development that increase the visibility and impact of media education on a Nordic level. Nordic collaboration can also strengthen the funding opportunities, the mobility of expertise and the role of media education in regional vitality and comprehensive security.

6 Implementation and monitoring

6.1 Implementation

The implementation of this policy is divided between the public sector, private organisations and the third sector. A more detailed implementation plan will be drawn up and published once these policy guidelines have been finalised. When this policy was being drafted it became evident that the difficult state of public finances will mean very limited funding for the promotion of media education in the coming years. Achieving the objectives in this policy will require investment from other organisations as well, and will require cross-sector collaboration and strategic alignment for the work.

Identifying the objectives of this policy and linking them to the work in different fields strengthens the significance of media education and supports the monitoring of the implementation of this policy. Media literacy has often been included e.g. in documents relating to digital skills or security, even though its role is not always clear at the headline level. The Media Literacy Education Policy should also be taken into account in other policies, recommendations, programmes, projects and documents that concern or touch on media literacy and media education.

Responsible ministry

Ministry of Education and Culture

In the administrative branch of the Ministry of Education and Culture, promoting media literacy is included in the duties of several policy areas and agencies. The Ministry's Department for Art and Cultural Policy is tasked with the strategic management of the cultural policy and developing art and cultural policy, including the promotion of audiovisual culture and media education. The Department for Early Childhood Education, Comprehensive School Education and Liberal Adult Education, the Department for General Upper Secondary Education and Vocational Education and Training, and the Department of Vocational Education and Training are in charge of promoting media literacy on all levels of education. For instance, in 2025–2027, the Ministry is creating descriptions of digital skills for teachers in pre-primary and basic education. These will ensure that the teaching staff have sufficient digital and digital pedagogy skills and knowledge to be able to guide pupils in how to learn and work in an increasingly digital society, and teach

pupils responsible media use, critical media literacy and understanding artificial intelligence. The Department for Youth and Sport Policy supports media education e.g. through general grants and the national programme for youth work and youth policy.

The statutory duties of the **Finnish Arts and Culture Agency (Kuvi)** include promoting media education and media literacy, a media environment that is safe for children, and a knowledge of audiovisual culture, as well as awarding government grants for the promotion of art and culture. Kuvi is tasked with coordinating the implementation of the Media Literacy Education Policy and acts as expert agency in developing media education and monitoring the media education field. Kuvi provides and offers training and free learning and communication material for media education. As part of its duties in promoting audiovisual culture, Kuvi organises film screenings and public lectures and supports and carries out film education particularly for children and young people. Its Elonet service offers free access to archive material for education and other non-commercial use. Through government grants, Kuvi has also funded media education projects aimed at children and young people and related to cultural diversity, as well as a regional network of film centres which also has duties related to media education. The Agency coordinates the regional networks and promotes equality, sustainability and cultural wellbeing. Kuvi also represents Finland in several international working groups and networks for media education.

The Agency also coordinates the Finnish Safer Internet Centre (FISIC), which collaborates with the Mannerheim League for Child Welfare and Save the Children. FISIC is a partly EU-funded project which promotes media literacy and children and young people's safe and responsible internet use in Finland. The Media Literacy Education Policy is part of the guidance for the special grants for media education and media literacy that the Agency awards. The website Media Literacy in Finland that Kuvi maintains is used to implement and monitor this policy.

The Finnish National Agency for Education is responsible for drawing up and updating the national core curricula for early childhood education, pre-primary and basic education, upper secondary education and vocational education. It also develops media literacy as part of this work and offers guidance through information and expert lectures to promote media education. The descriptions of digital competence that concretise the national core curricula for early childhood, pre-primary and basic education are used by education providers and support updating local digital plans and strategies and carrying out the teaching. Completing the upper secondary school diploma in media is supported when the upper secondary school diploma system is improved.

The Finnish National Agency for Education collaborates with different media literacy organisations and maintains a variety of collaborative networks where skills related to media literacy can be promoted. The Finnish National Agency for Education's literacy programme promotes multiliteracy, including media literacy, as part of the implementation of the national literacy strategy. The literacy programme collaborates with the digitalisation framework for early childhood, pre-primary and basic education and liberal adult education in order to promote things like critical literacy.

The Finnish Heritage Agency is an expert and advocate of cultural heritage. Its duty is to ensure that the cultural heritage is treated in a responsible, accessible and critical way, including in digital environments. The audience engagement activities will be expanded at the National Museum of Finland, which has recently reopened after an extensive renovation, which will allow for more varied audience engagement. The work will have a strong focus on inclusion and cultural sustainability. The Finnish Heritage Agency will ensure that the principles for allocating government grants will continue to enable cultural heritage organisations to carry out projects supporting media education. The Agency also shares information about the Media Literacy Education Policy to the field.

The role of the **National Archives of Finland** is to ensure that information and cultural heritage is accessible to all citizens. Their work emphasises accessibility, digital materials and the citizens' ability to assess information in a critical way so that media education supports learning and inclusion throughout society.

The Academy of Finland funds multidisciplinary research projects which produce research data on changes in the media environment, information influence activities, the impact of technology and citizens' skills requirements. In the implementation of this policy, the Academy can strengthen the interaction between research and practical work and support the spreading of information in the media education field, to decision-making and education.

The Committee for Public Information (TJNK) and **the Finnish National Board on Research Integrity (TENK)** promote the implementation of this policy by strengthening the access to reliable information, critical media literacy and the position of research data by supporting the communication skills or researchers and experts. TJNK awards public information grants and proposes recipients for the State Awards for Public Information. This work promotes responsible public information.

Other ministries

Prime Minister's Office

The Prime Minister's Office monitors the implementation of the government programme and plans long-term societal policy. At least once a year, the Prime Minister's Office produces a review of information influence activities concerning Finland based on public sources. The review also has an educational purpose in teaching people to contextualise the threat narratives from Russia and explain why they may encounter misleading, threatening or otherwise disturbing communications from Russia. The Prime Minister's Office can support media literacy as part of security management.

Ministry for Foreign Affairs

The Ministry for Foreign Affairs implements the Media Literacy Education Policy from the perspectives of global responsibility, democracy and security. This includes communication about international conventions, human rights and sustainable development goals, and preventing information influence activities. Media literacy is also an important aspect of Finland's country branding. Media literacy is mentioned in Finland Promotion Board's theme calendar for 2026, which is a joint guidance document for organisations involved in country branding. Media literacy is also acknowledged as an important theme for Finland's country brand when international journalist visits are planned.

Ministry of Justice

The Media Literacy Education Policy was taken into consideration during the drafting of the National Programme to Promote Democracy and Participation for 2025–2027, which was outlined in Prime Minister Petteri Orpo's Government Programme. The programme mentions intensifying national-level cooperation, coordination and monitoring and connections with multiliteracy, including media education, in education for democratic citizenship and human rights education (chapter 3.3 and particularly policy goal 5).

Other objectives of the democracy programme are also to look for ways to increase voter turnout among young people in particular, to reduce the gaps in voter turnout detected between population groups, genders and areas and to halt the concentration of political participation (policy goal 1) and to increase access of children and young people to information about the importance of free elections and to opportunities to practise voting (policy goal 2).

The Government Resolution drafted according to Prime Minister Petteri Orpo's Government Programme also mentions improving the operating conditions of non-governmental organisations (NGOs) during the 2023–2027 term. An active and vital civil society with its NGOs is a key part of a functioning democratic society. The Government Resolution helps to promote the NGOs' own fundraising, develop government grants relating to NGOs, and dissolve bureaucracy which is putting a strain on NGOs.

The Sámi Parliament acts under the Ministry of Justice, but it is not a government body, but rather an independent juristic person of public law. The Sámi Parliament implements the Media Literacy Education Policy by creating Sámi learning materials and digital content, supporting Sámi cultural activities with cultural grants, organising the annual Sámi language week, and strengthening the inclusion of young people in media through things like events and collaboration with schools. Nordic and international collaboration continues to be a key part of this work in the future. In collaboration with other public authorities, the Sámi Parliament brings the perspective and needs of the Sámi into media education and supports the inclusion of the Sámi community in a digital society.

The Data Protection Ombudsman's Office is a national supervisory authority which monitors the adherence to privacy legislation and other legislation relating to the processing of personal data. One of the tasks of the Office is to promote awareness of the risks, regulations, safety measures, responsibilities and rights relating to the processing of personal data. The Office also processes requests for orders relating to the rights of the data subject and complaints about issues relating to the processing of personal data. The Office collaborates with other data protection authorities in the EU following a one-stop shop principle, and can escalate matters for assessment by the European Data Protection Board if needed. One of the duties of the European Data Protection Board is to issue instructions, recommendations and decisions that clarify the privacy legislation. The EU digital and data regulations also allocate duties to the Data Protection Ombudsman's Office.

The Ombudsman for Older People is an autonomous and independent authority whose statutory duty is to improve the status of older people and the realisation of their rights. The Ombudsman for Older People monitors legislative changes and implementation and decision-making in society, and assesses how these will impact older people, including the media environment.

The Ombudsman for Children is an autonomous and independent authority that promotes the realisation of the rights and best interest of children. The Ombudsman for Children ensures that the position and rights of children are

taken into account in legislation and decision-making. The Ombudsman for Children monitors and assesses the living conditions of children and young people, including changes in the media environment, and how these impact the lives of children and young people.

Ministry of the Interior

The Ministry of the Interior oversees the coordination of the National Action Plan for the Prevention and Combating of Violent Radicalisation and Violent Extremism 2024–2027 (2024–2027). The Action Plan includes a measure for boosting critical thinking skills and media literacy. The goal is for people of varying age living in Finland to have the ability to evaluate the information that they receive, to recognise propaganda material, misinformation and disinformation, and other forms of influencing, and to behave responsibly in media environments. The Ministry of the Interior also chairs the National Cooperation Group for the Prevention and Combating of Violent Radicalisation and Violent Extremism. This group has representatives from the Finnish Arts and Culture Agency, the Ministry of Education and Culture, the Finnish National Agency for Education, the third sector and research organisations, among others. The objectives of the national cooperation group are to share the latest information among the various parties involved, create a shared picture of the situation regarding violent radicalisation and violent extremism in Finland, and share best practices for prevention and countering these phenomena.

Ministry of Defence

The Ministry of Defence supports the Media Literacy Education Policy by developing teaching materials in collaboration with other administrative branches and by promoting the exchange of information, research, and sharing best practices in national and international security networks.

Ministry of Finance

The Ministry of Finance can implement the Media Literacy Education Policy by supporting the structural development of media education as part of the reforms, digitalisation and knowledge management in public administration. The Ministry oversees the planning of the public finances and the allocation of resources.

The Digital and Population Data Services Agency (DVV) actively supports organisations working in digital support in significant national reforms and changes e.g. by producing teaching and support material and actively sharing information

about changes through various events. DVV's Digital Security Services produce teaching and support material about security. DVV also produces information and situational analyses about Finnish people's attitudes towards and skills relating to digitalisation as part of the government programme projects.

The Finnish Supervisory Agency (LVV) is a multi-sectoral government authority. Its Department of Early Childhood Education and Care, Education and Culture oversees permit, supervision, guidance and funding tasks related to early childhood education, teaching, education, libraries, sports and youth. LVV can promote the implementation of this policy e.g. by funding media education projects and coordinating local collaboration with municipalities, schools, libraries and non-profit organisations.

Ministry of Transport and Communications

The Ministry of Transport and Communications is about to launch projects with the aim to balance the competition between Finnish media and international platform and media services. The administrative domain of the Ministry monitors the implementation of the European Media Freedom Act in the EU. The Ministry also monitors the evaluation work relating to the European Commission's AVMS Directive and has an active and proactive role in influencing any new proposed changes to the directive. The Ministry participates actively in discussions and negotiations related to EU media and digital policy, and it also emphasises the role of media literacy and media education in the current operating environment. The Ministry of Transport and Communications organises stakeholder events for the media industry and the authorities, where the Ministry also highlights themes and issues relating to media literacy. The Ministry also produces and commissions research and information related to the media industry and media policy, which can also be used when implementing this Policy.

The Finnish Transport and Communications Agency Traficom monitors the adherence to the EU Digital Services Act (DSA) in Finland. Traficom supports the promotion of media literacy e.g. by offering information about the safe use of digital services and media literacy and by developing guidance and training for various user groups. Traficom's **National Cyber Security Centre Finland** develops and monitors the reliability and security of communications networks and services and produces a situational analysis of the cyber security.

Yleisradio Oy (Yle) is an independent limited liability company operating within the administrative branch of the Ministry of Transport and Communications. The Parliament of Finland is directly in charge of steering and monitoring Yle. Yle's

role in media education is based on its public service broadcasting mandate, which is defined in the Act on Yleisradio Oy (1380/1993). Yle produces content for media education to support both teaching and lifelong learning. For example, pedagogical materials related to Yle's content are provided to support media education in schools. For adults, there is training aimed at strengthening digital skills and agency, public service announcements and content that supports digital wellbeing. Yle also highlights information influence and reliable communication by providing journalistic content on these topics.

Ministry of Employment and the Economy

The Ministry of Employment and the Economy can participate in implementing the Media Literacy Education Policy particularly in areas relating to artificial intelligence, digitalisation and innovation policy. The Ministry oversees the national implementation of the EU AI Act, which offers the opportunity to strengthen the media literacy of citizens and professionals as part of the ethical and safe use of AI. Media education supports AI skills and critical thinking, which are key requirements for responsible innovation activities and digital competitiveness. The Ministry can promote the integration of media education into AI education, business advise and skills development and support projects that strengthen the media literacy skills in the world of work and business life.

The Finnish Competition and Consumer Authority (FCCA) produces material suited to the continuous learning of media literacy skills and commercial communications for its learning platform KKV Kampus. The FCCA produces material for its website kkv.fi and its social media channels about consumer rights and responsibilities, as well as the forms of advertising and new phenomena in this area. They also produce content relating to skills in media use, with a focus on the choice architecture of web services used for consumer commerce. In media environments this perspective relates to identifiable advertising as well as payments, signing contracts and commerce. All these can take place on the same platforms. Consumers' media skills are improved in collaboration with interest groups, as well as in expert networks and collaborative projects.

Ministry of Social Affairs and Health

The Ministry of Social Affairs and Health can implement the national Media Literacy Education Policy by developing health and wellbeing communications and supporting digital inclusion and the strengthening of the media skills of people in a vulnerable position. The Funding Centre for Social Welfare and Health Organisations offers grants for media education projects in social welfare and healthcare. The

main purpose of the National Child Strategy, which sits under the Ministry of Social Affairs and Health, is to promote the inclusion and agency of children and young people in all administrative domains and on all levels of administration. In the implementation and monitoring of the Media Literacy Education Policy, the Child Strategy can support the inclusion projects of ministries and other organisations e.g. by offering training, by carrying out pilot projects, and through communication.

The Finnish Institute for Health and Welfare (THL) can implement the Media Literacy Education Policy as part of its research and development work relating to game education, digital gaming, media and wellbeing and by producing guidance for those working in child health clinics, school healthcare and student healthcare and for families.

Regions and municipalities

The regions and municipalities play a major role in carrying out practical media education, as the majority of media education takes place in services offered and funded by them. Examples include early childhood education, pre-primary and basic education, liberal adult education, libraries, museums, youth work, social services and care services. Municipalities have many statutory or otherwise obligatory duties related to the promotion of media education. The goal is for every municipality to have strategies or other governing documents in place that clearly highlight media education. The wellbeing services counties are also encouraged to implement the Media Literacy Education Policy e.g. by directing funding to media education and by offering training for both their staff and local residents.

Public libraries have long had a key role in promoting citizens' media literacy, and library development grants have also been allocated to media education projects and training. The Public Libraries Act obliges libraries to promote the access to and use of information, varied literacy skills, active citizenship, democracy and the freedom of speech. Libraries have an important role particularly in carrying out media education that strengthens agency, such as in promoting local and regional media education and inclusion. The users of public libraries are a very varied group, including different age groups and cultural backgrounds. Libraries are also important partners and offer ready-made structures for various kinds of media education activities. In addition to public libraries, media education can also be promoted in many other kinds of libraries, such as special, university and school libraries.

Private sector

The private sector has a key role in implementing the Media Literacy Education Policy. Organisations such as media companies, local and regional media houses, communications businesses, digital content producers, telecommunications operators, technology companies, gaming industry companies, platform service providers, education and learning technology companies, banking and insurance companies, commerce companies and all companies with extensive corporate social responsibility programmes can promote the implementation of this Policy. Businesses can include this Policy in their work as part of their corporate responsibility, particularly in communications, content creation, technology solutions and service design.

Private funding will also be needed in the future to develop media education, and businesses can be active partners in projects, training and content creation. Collaboration related to media education with industries such as gaming, media, communications and technology can strengthen regional vitality, skill and innovation. Business participation also increases the visibility and impact of media education in society.

Third sector

Non-profit organisations, unions, societies, associations, foundations, community media and also some cultural, museum and arts institutions play a particularly vital role in media education the third sector. Non-profit organisations that promote media education include child and youth organisations, organisations improving the situation of older people, social welfare and healthcare organisations, media and technology industry advocacy organisations, and cultural organisations.

Third sector organisations play a key part in reaching varied target groups, and they also produce and add to the media education taking place in the regions and municipalities. The sector has a significant role in reaching people in a vulnerable position.

Third-sector organisations can acknowledge this Policy when planning and implementing new activities, carrying out development work or applying for funding. The media education work carried out by the third sector is described in detail in appendix 1 and on the website medialukutaitosuomessa.fi.

Higher education and research organisations

Universities, universities of applied sciences and other research organisations can promote the implementation of the Media Literacy Education Policy by offering more education based on high-quality, up-to-date research and strengthening the evidence base in media education. Research data is of significant importance to the work of all organisations that promote media education. As universities aim to strengthen regional vitality, they can support the development of media education by offering training, research collaboration and skills throughout Finland.

You can learn more about the organisations offering media education on the website Media Literacy in Finland. There you can also send in details about your media education work.

6.2 Monitoring

The Finnish Arts and Culture Agency (Kuvi) oversees the coordination and monitoring of the implementation of the Media Literacy Education Policy. Successful monitoring requires that media education organisations commit to regularly reporting on their work. Goal setting and indicators, which will be defined later in a separate implementation plan, will be the main monitoring tools. In practice, the monitoring will take place via the Media Literacy in Finland website, which is run by Kuvi, and through the annual Media Literacy in Finland report. In future, the reporting function will be developed so that it can be used year-round. A reporting tool aimed at organisations in the field will be used to collect information about the character of the organisations' work, their target groups, as well as projects, funding, events and publications related to the field. In future the implementation of the measures presented in this Policy will also be monitored in line with the proposals in the more detailed implementation plan.

The self-reporting done by media education organisations and the annual reports based on this that Kuvi publishes will also act as the main source for the report on audiovisual media services that is sent to the European Commission every three years.

The monitoring is supported and given a background by other reviews and reports which increase information about people's media use, media literacy and other media-related phenomena. As an example, every second year Kuvi carries out an assessment of children and young people's media use, and the Finnish Safer Internet Centre (FISIC), which is coordinated by Kuvi, collects data on the fulfilment

of the rights of minors related to the Digital Services Act (DSA). Matters related to media education are also monitored through the Children and Youth Leisure Survey and the EU Kids Online study.

Numerous other media education organisations also produce their own reviews and reports. The field produces peer-reviewed academic research, papers and doctoral theses every year. The monitoring can also be supported by various measures and indicators, such as the visibility that media education has in public strategies and funding programmes, the number, extent, length, and regional coverage of projects, and the amount and use of open access content (e.g. web statistics). By using these methods and improving the reporting tools, an even more systematic monitoring of media education can be achieved.

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Appendix 1: Implementation of media education

The National media education policy, published in 2019, set three goals for media education:

1. **Comprehensive media education.** The media education provided in Finland is comprehensive in terms of its content, perspectives, target groups and geographic distribution.
2. **High-quality media education.** Media education in Finland is of a high quality, meaningful and non-discriminatory. The quality of media education is assessed and developed based on research.
3. **Systematic media education.** The media education offered in Finland is systematic and consistent

In the assessment survey for the media literacy policy, those working in the field were asked to assess how well these goals have been achieved in 2019–2024 from a scale of one to five. The participants gave comprehensive media education an average score of 3.2, while high-quality media education scored 3.5 and systematic media education scored 3.2.

The following chapters will present a summary of the results received during the assessment of the 2019 policy regarding the strengths and challenges of media education and the media education work that has been carried out in various sectors of society.

Strengths of media education

Media education in Finland is varied and of a high quality, and it is well supported in society. The importance of media education and media literacy is widely acknowledged, and Finnish people trust our institutions, authorities and journalism, which creates good conditions for impactful media education work.

Media literacy is included in the national core curricula. There has also been a lot of support in recent years for the implementation of the media literacy content in the core curricula. The greatest investment in the promotion of media literacy since 2019 was the Uudet lukutaidot (New literacies) development programme,

which was funded by the Ministry of Education and Culture. The purpose of this programme was to strengthen the media literacy, digital competence and programming skills of children and young people in early childhood education and care, and in pre-primary and basic education. The development programme created digital competence descriptions for basic education and descriptions of good pedagogical practice for early childhood education and pre-primary education.

In 2021–2022, the Ministry of Education and Culture awarded nearly 12 million euros in special grants to projects in early childhood, pre-primary and basic education that aligned with the development programme. The assessment survey for the programme revealed that financial investments in both the development work and the practical work carried out in municipalities can increase the skills of professionals and help with including media literacy in the organisations' own plans better than before[23].

The Finnish media education field was also able to react to the challenges brought on by the pandemic and the fast-paced changes in the security environment. Media education events, such as the Media Education Forum, were held completely online. The changes to the security situation in Europe added the task of strengthening national resilience through media literacy to KAVI's duties. The pilot for a media literacy course for cadets run in collaboration with the Finnish Defence Forces in 2024 was a key initiative related to security.

In addition to the survey data that was collected in order to update the policy, the National Audiovisual Institute has also been systematically collecting data on media education since 2023. The data collection has been done through annual surveys and an ongoing option to register activities on the Media literacy in Finland website. More extensive data has also been published on the website as annual reports. Among the target groups for media education, the role of media education for people of working age and older people has been on the rise, and the role of the social welfare and healthcare sector, arts and cultural sector, and libraries has become stronger. Correspondingly, the share of organisations in the education sector has become slightly smaller. The quantitative increase in media education activities can particularly be seen in the increase of the number of events and projects, but the reach has remained the same. Strengths of media education that were mentioned in the survey included a varied and skilled field, long traditions, inclusion in the core curricula, and Finland's position as an international pioneer.

23 Salomaa, S. (2024).

Challenges of media education

Despite many successes, the open-ended answers in the survey also mentioned that there are challenges in the implementation of extensive and systematic media education. Some of the challenges relating to achieving the goals that were mentioned were a lack of resources, uncertain funding, and a lack of longevity. One challenge is the small resources of each media education organisation in terms of both money and staff. The work is often project-based, which means that the continuity and systematic approach of the work suffer because of project periods and varied funding. Little of the work is carried out with permanent funding. Even at the National Audiovisual Institute (Finnish Arts and Culture Agency from 1.1.2026) the number of experts in media education is quite small, and it varies depending on the extra resources that become available through external project funding.

The terminology used in the discussion on media education is disjointed, and this makes it more difficult to understand the goals in the public debate. Media education has often been seen as simply teaching and learning skills. Critical media literacy is not, however, just technical skills or digital competence. Often media literacy is also used to refer to simple fact checking. These skills are part of media literacy, but the aim of media education is to support the more holistic growth of a full personality capable of critical thinking. It would be important to clarify the terminology in the national languages and use the same terms in the documents of different administrative branches whenever possible.

Areas for development that were highlighted in the media education policy assessment survey also included acknowledging equality, as well as cultural and socio-economic diversity. Participants also wanted better coordination and network development, and strengthening of media education skills among professionals and guardians. Strengthening the status of media education in the national core curricula was still seen as important.

The increase in new technologies, such as AI, the Internet of Things (IoT), Extended Reality (XR), algorithms and robotisation, also bring new challenges to media education. Means of communication no longer only relay information; they also edit and produce it automatically. Media is often used for payment, identification and interaction with AI. The increasingly common immersive technologies also give access to multi-sensory learning experiences.

It is also difficult to influence the promotion of media literacy done by the business sector through authority action and national policies. Businesses do valuable work in strengthening media literacy, but the targets of this work and the resources spent on it can of course only be decided by the businesses themselves. Businesses also do invisible work e.g. in training people in security factors and funding NGOs.

Promotion of media literacy by the authorities 2019–2025

The 2019 policy defined the responsibilities of different authorities in promoting media education and media literacy. The promotion of media literacy by the authorities has been carried out in the following ways:

The National Audiovisual Institute (KAVI) has coordinated the implementation of the national media education policy through authority and strategy work, and by strengthening the knowledge base of media education, increasing awareness of media literacy and developing the culture in the field.

Since 2024, KAVI has been awarding special grants for media education, and before this it gave statements on the applications to the Ministry of Education and Culture. In the Uudet lukutaidot project KAVI oversaw the development of descriptions of media literacy and programming skills and producing educational content and teaching materials related to these. The projects *Finnish Safer Internet Centre and Inclusive and Creative Media Education*, which KAVI coordinated, created a large amount of new media education content and reached numerous professionals working with children, young people and adults. The themes of the annual Media Literacy Week and Game Week, such as wellbeing, sustainable development and anti-racism, reflect the phenomena that have been discussed widely in society. The national collaboration was strengthened by participating in a large number of steering and working groups and by expressing opinions and giving statements across sectors on various policies, operational programmes and government bills. The international promotion of media education was deepened e.g. by strengthening Nordic cooperation and creating new networks especially in project work. KAVI has regularly introduced international delegations and media representatives to Finnish media education. KAVI has also appeared at hearings in the parliaments of several countries. KAVI represented Finland in EU and UNESCO working groups and at events. The annual Media Education Forum has offered organisations in the field both an opportunity to network and information on the latest developments in media education. Numerous reviews and reports have been published on subjects such as media education for adults, the status of media education in municipalities, and inclusive media education.

The Uudet lukutaidot develoment programme, which was led by the **Ministry of Education and Culture**, created descriptions of digital competence, media literacy and programming skills. The competence descriptions are based on the national core curricula for early childhood, pre-primary and basic education. The National Audiovisual Institute and the Finnish National Agency for Education oversaw the creation of the descriptions. The development programme also awarded a total of nearly 12 million euros in government grants to early childhood, pre-primary and basic education providers in 2021 and 2022 to support the implementation of the competence descriptions.

The Ministry of Education and Culture chose and funded National Centres of Expertise in Youth Work for 2020–2023 as set out in the National Youth Work and Youth Policy Programme (VANUPO). During the 4-year term, the Centre of Expertise for Digital Youth Work in Finland (City of Helsinki/Verke) carried out a varied set of measures which increased the skills in digital youth work on a national level and acknowledged digitalisation in the training in youth services. They also presented summarised results from reviews in Finnish and Swedish of the digitalisation of youth work in municipalities, non-profit organisations and parishes to various audiences and produced educational content on e.g. AI, chat bots, media skills, digital skills, and digitalisation in youth information and counselling services for organisations working in youth services. As part of the Centre of Expertise work, the City of Oulu (Koordinaatti) carried out a national set of measures on preventing and interfering in grooming in the youth services. This work included producing guides, organising workshops on the subject, and defining terminology.

The media education work of public libraries was supported significantly in 2020–2025. During these years, themes relating to varied literacy skills have been present in the project applications from public libraries. Libraries have been awarded grants to develop and carry out media education for different user groups, and libraries have successfully conducted projects related to this theme.

The Ministry of Transport and Communications (LVM) has negotiated and implemented several EU regulations, such as the AVMS Directive, the Digital Services Act and the European Media Freedom Act. The Ministry has supported news media through government grants and participated in studies that examined the concentration of media and its impact on democracy. Advisers at LVM are also on the secretariat for the working group on the funding and duties of Yleisradio. The working group also discussed the importance of media literacy and media education. LVM has participated actively in working groups and stakeholder debates in Finland and the EU where issues relating to media literacy have also been covered.

In collaboration with Aalto University, the Ministry of Transport and Communications carried out the extensive Cyber Citizen project (2022–2024), where a joint model for learning cyber security skills, a cyber security portal and a mobile game were created for EU member states. The project had a budget of 5 million euros.

The objective of the **Ministry of Justice's** project Facts against hate (1.12.2019–30.11.2021) was to improve the effectiveness of the work against hate crime and hate speech. The project improved the data collection and local collaboration related to hate crime and hate speech and produced material to support the work against hate crime and hate speech. On 20.5.2020 the Ministry of Justice, the Prime Minister's Office and the National Emergency Supply Agency launched a joint national information campaign with the theme "Elections in Finland are reliable – Cast your vote". The campaign, which took place in the run-up to the municipal election, encouraged people to use their democratic right to vote in elections and to discuss, participate and give space to the views of others. The aim of the campaign was to prevent any possible disinformation related to the election by reminding people of the importance of media literacy and by directing them to the reliable sources of information provided by the authorities. The campaign also reminded people of health security at the polling stations.

As part of the Democracy Programme, from 1 December 2020 to 30 November 2021, the Ministry of Justice implemented the Election Pool project, which supported elections and cooperation between authorities. The project was funded by the European Union's Rights, Equality and Citizenship (REC) Programme. The objective of the project was to strengthen cooperation among authorities and with social media in addressing election interference and improving election preparedness. The concrete actions of the project that the Ministry of Justice oversaw were 1) the creation of an online tool to support the work of the election authorities, 2) training of authorities and political parties in supporting free and fair elections, and 3) participation in EU cooperation on election preparedness.

The Election Pool project also supported the cooperation group on election preparedness, coordinated by the Ministry of Justice, which followed the international debate and developments related to election interference and election security. The project organised training for political parties and authorities on election preparedness and election interference, and it increased the collaboration between authorities and social media platforms. The online platform to support the work of the election authorities was completed at the end of 2021.

The Prime Minister's Office has supported the communication and coordination related to the Media Literacy Education Policy, particularly as part of wider socio-political themes, such as democracy development, security and inclusion.

The Finnish National Agency for Education has promoted media literacy by supporting the implementation of the core curricula. The Agency has also acquired permissions to photocopy material and show TV programmes in schools. They have mainly agreed to interviews and speaker requests made by international visitors or media.

Out of the core curricula, the National Core Curriculum for General Upper Secondary Education, which was introduced in autumn 2021, contains media literacy content for various subjects. During the implementation of the digital competence descriptions published in 2022 – which include a section on media literacy – the Agency also supported media literacy through network collaboration. The liberal adult education developed and implemented a programme of national digital badges for basic skills, which includes media literacy content and learning outcomes.

Projects for staff training within education, which were granted funding by the Finnish National Agency for Education, have included modules on media literacy. The last projects ended in spring 2026.

The Agency's Literacy Programme, which is part of the national literacy strategy, has also promoted media literacy through webinars and supporting material.

To support education and teaching, **the Finnish Competition and Consumer Authority** (FCCA) has produced material for its learning platform KKV Kampus suited to lifelong learning of media skills. The FCCA has produced material for its website kkv.fi and its social media channels about consumer rights and responsibilities, as well as the forms of advertising and new phenomena in this area. The FCCA has produced a great deal of content on media skills with a focus on identifiable advertising and the use of media for payments, signing contracts and commerce.

The Digital and Population Data Services Agency maintained a national digital support network, organised events, produced supporting material and developed a model for digital support as part of its programme for the promotion of digitalisation in 2022. The Digital Support government grant projects that were funded by the Ministry of Finance ended at the end of 2021, and the regional networks for digital support have mostly dwindled.

The Finnish Heritage Agency has implemented the Policy through its audience engagement activities and by supporting media education projects, among others, with government grants. Tamminiemi Museum ran the long-term exhibitions "Zoom in on Kekkonen" and "In Leaps and Bounds" which illustrated the relationship between the press and those in power. In 2020–2024 the Agency awarded project grants to museums for projects promoting media literacy, such as promoting multiliteracy (The Police Museum), developing futures thinking (The Finnish Forest Museum Lusto) and supporting professional language for people who speak Finnish as a second language (The Hotel and Restaurant Museum).

The Sámi Parliament has also promoted media education in Finland e.g. by supporting the production of Sámi films, creating Sámi learning material and learning technology, organising Sámi Language Week and improving the inclusion of young Sámi people in digital environments. The indigenous film festival Skábmagovat has organised film screenings and film workshops for children and young people. The work has also been international. The purpose of these measures has been to safeguard the rights of Sámi children and young people to their own language and culture and to make Sámi languages more visible and more widely used in the media.

Third sector organisations

Some organisations in the media education field have media education as their main mission. One key organisation is **the Finnish Society on Media Education**, which counts many of the active Finnish media education organisations among its members. Other organisations that stated that media education is their main purpose in the 2025 Media literacy in Finland survey were **Koulukino ry** and **Faktabaari ry. Mediametka ry's** primary mission is also to promote media education.

There are many child and youth work organisations in Finland that focus on promoting media literacy as part of their work to improve the wellbeing of children and young people. The work of e.g. **the Mannerheim League for Child Welfare** and **Save the Children** support the media education abilities of families and guardians and promote a safe media environment.

The work of non-profit organisations also often promotes the media literacy of adults and older people. These organisations include **the Sosped Foundation** and **Helsinki Deaconess Institute**, as well as organisations working with older people, such as **the Finnish Association for the Welfare of Older Adults** and **the Finnish Pensioners' Federation**.

Some organisations support a balanced media use in their media education work, such as **Pelituki**, which focuses on digital gaming.

In the media education field, there are also national audiovisual organisations, copyright organisations and advocacy organisations for the media and technology fields, such as **Kopiosto, Copyright Information and Anti-Piracy Centre** and **FiCom**. **News Media Finland** and **the Finnish Magazine Media Association** are important links to many national media houses.

Appendix 2: Media education funding

Figures on public project funding for media education 2019–2025

- The Ministry of Education and Culture and the National Audiovisual Institute awarded a total of approximately 1.4 million euros in special grants for media education and the promotion of media literacy.
- In 2021–2022 as part of the New Literacies development programme, the Ministry of Education and Culture granted a total of nearly 12 million euros in special grants.
- The EU's CEF and Digital Europe programmes granted the Safer Internet Centre project approximately 2.2 million euros.
- STEA awarded organisations offering media education more than 3 million euros in grants. There is no information available on how much of these grants were directed specifically to media education.
- Projects that are of importance for media literacy have also received funding from Regional State Administrative Agencies, the Academy of Finland and foundations, among others.
- The EU's Creative Europe programme awarded Finnish media education organisations approximately 1.2 million euros.
- Other sources of EU funding include NextGenerationEU, Erasmus+ and Horizon 2020.

References: Ministry of Education and Culture, Finnish National Agency for Education, STEA, EU Funding & Tenders, Finnish Arts and Culture Agency.

It is difficult to create a complete picture of media education funding as media education receives funding from many sources. Data has been collected on the funding of the media education field through self-reporting since 2023.

A significant part of the media education activities still remains outside the annual reporting, so it would be important to map out the funding base in greater detail and collect longitudinal data in future[24].

Based on the self-reporting (2023 and 2024), approximately four in five of those who participated in the Media literacy in Finland survey carry out media education activities as part of the organisation's basic work and funding. Other reported sources of funding include customer fees, sales revenue, funding from foundations, awards, continuous funding (e.g. general grants), one-off funding (e.g. project funding) and private funding. The number of reported projects and amount of project funding was on the rise. The number of reported projects had more than doubled in a year, which can suggest that the work to develop media education is getting stronger. On the other hand, the increase in the number or projects may lead to a feeling of fragmentation in the media education field, especially if there is not enough dialogue and collaboration between organisations.

In the survey on the activities in 2023, fewer than five organisations stated that they had received private funding. In 2024, the number had risen to eleven, which means that around one in five survey participants received private funding. As it was possible to select multiple funding sources in the survey, the private funding often makes up only one part of the total funding for media education. Despite this, the increase in private funding for media education is a significant development which should be monitored in future.

24 Establishing the separate funding would also unavoidably leave out the work covered by an organisation's basic funding, which includes a large number of the key measures in media education, such as teaching in schools.

Appendix 3: Drafting process

The previous media education policy, Media literacy in Finland: National media education policy, was published in 2019. The Ministry of Education and Culture tasked the National Audiovisual Institute with updating the policy at the end of 2024, and the work to assess and update the policy began in early 2025. In spring 2025 the media education field and experts working with media literacy were heard through various means: a media education policy assessment survey, regional workshops, and interviews. The Media Literacy Education Policy has been drafted through extensive collaboration with stakeholders.

The description of the current situation of media education is based on the Media literacy in Finland online survey carried out in April 2025 (N=60), with the target group made up of organisations that had carried out media education in 2024. In the survey, participants could also choose to only respond to the assessment of the media education policy (N=74), which was anonymous. The survey request was shared directly and as an open link via the communication channels of the National Audiovisual Institute and the Ministry of Education and Culture.

The results from the assessment survey were presented at the 2025 Media Education Forum, where three different workshops of around one hundred media education experts worked on the policy. The Media Education Forum particularly focused on the vision for the future of media education and the measures in the policy.

In the spring and summer, workshops were organised in Lapland, Eastern Finland and Western Finland, with a total of 14 experts participating. Seven individual interviews were also organised, and comments were sent in by two experts via email. During the workshops and interviews there was a particular focus on the increase in inequality and polarization, the segmentation of media use, language-based and cultural rights, and particularly the needs of Sámi media education, promoting the skills of media educators, and strengthening regional collaboration. Media literacy themes were also discussed during a Discord discussion organised with students from Konepaja Upper Secondary School in Helsinki, which was carried out in collaboration with the Mannerheim League for Child Welfare and Save the Children.

The assessment also surveyed how well the tasks allocated to the authorities in the previous national policy had been carried out in the past five years, and plans for promoting media literacy in the next five years. Requests for more information were sent to the Finnish National Agency for Education, the Ministry of Transport and Communications, the Finnish Transport and Communications Agency Traficom, the Ministry of Justice, the Prime Minister's Office, the Finnish Competition and Consumer Authority, the Digital and Population Data Services Agency, the Finnish Heritage Agency, the Ministry for Foreign Affairs, the Finnish Defence Forces, the Ministry of Employment and the Economy, and the Ministry of the Interior.

The draft of the national policy was open for comment on the Lausuntopalvelu website 27.1–26.2.2026. A total of 115 comments were submitted.

We would like to thank all those who participated in the updating process.

Appendix 4: Participants in the regional planning workshops and interviews

Persons who have given consent to the publication of their names:

Aino Isojärvi, PhD, university lecturer, University of Oulu
Christa Prusskij, Executive Director, Finnish Society on Media Education
Heidi Näppi, Development Manager, Save the Children Finland
Kaisa Pihlainen, assistant professor (tenure track), University of Eastern Finland
Kirsi Nuorsaari, Planning Specialist, City of Pori, Department of Education
Lauri Sundberg, Team Leader for digital wellbeing, Save the Children Finland
Maiju Saijets, doctoral researcher, University of Lapland
Matti Tedre, professor, University of Eastern Finland
Mika Pietilä, Director of Youth Affairs, City of Vaasa
Mirja Karjalainen, Cultural Secretary, Municipality of Inari
Nina Penttinen, Counsellor of Education, Finnish National Agency for Education
Oskari Kontio, Chairperson, Utsjoki Youth Council
Paula Aalto, Development Manager, inclusion of children and young people, Mannerheim League for Child Welfare
Pia Rask-Jussila, Information Specialist, Joensuu Regional Library
Päivi Leppänen, Counsellor of Education, Finnish National Agency for Education
Päivi Rasi-Heikkinen, professor, University of Lapland, Faculty of Education
Susanna Storbacka, Early Childhood Education Project Coordinator, Early Childhood Education and Care services in Kokkola

Appendix 5: Comments on the draft policy

Organisations and individuals who commented on the draft policy in alphabetical order.

Aalto University
Academy of Finland
Aikakausmedia
Aki Hyyppä, editor-in-chief, Aku Ankka
AMKIT Consortium
Amnesty International Finland
Association of Children's Culture in Finland
Association of Cultural Heritage Education in Finland
Association of Finnish Local and Regional Authorities
Avoin yhteiskunta ry / Faktabaari
Center for Cultural Policy Research Cupore
Church Council
City of Espoo, Growth and Learning Division
City of Espoo, Sports Division
City of Helsinki, Culture and Leisure Division
City of Helsinki, Education Division
City of Kerava
City of Kuusamo
City of Lappeenranta
City of Oulu / Children's Cultural Centre Kotilo
City of Tampere
City of Valkeakoski
City of Vantaa
Committee for Public Information
Cultura Foundation
Data Protection Ombudsman’s Office
Espoo City Library
Essi Taino
FiCom ry
Finnish Association for the Welfare of Older Adults
Finnish Association of Adult Education Centres

Finnish Competition and Consumer Authority
Finnish Institute for Health and Welfare THL
Finnish Library Association
Finnish Museums Association
Finnish National Agency for Education
Finnish Society on Media Education
Finnish Supervisory Agency
Grafia ry
Helsingin kuvataidekoulun kannatusyhdistys ry
Helsinki Deaconess Institute
Helsinki International Film Festival – Rakkautta & Anarkiaa / Love & Anarchy ry
HUS Group
Kansan Radioliitto ry
Karelia University of Applied Sciences
Kopiosto ry
Koulukinoyhdistys – Skolbioförening ry
Kuvataideopettajat KUVIS ry
Kynnys ry
Lapland University of Applied Sciences
Laurea University of Applied Sciences
Lauri Palsa, postdoctoral researcher, University of Jyväskylä / Chairperson, Finnish Society on Media Education
Mannerheim League for Child Welfare
Matti Tedre
Medialiitto ry
Mediametka ry
Mediamieli
Metropolia University of Applied Sciences
Ministry of Education and Culture, LAMOS
Ministry of Education and Culture, VAPOS
Ministry of Finance
Ministry of Justice
Ministry of Social Affairs and Health
Ministry of the Interior
Ministry of Transport and Communications
Municipality of Mäntsälä
National Bureau of Investigation NBI
National Police Board of Finland
News Media Finland
Nordicom
Office of the Ombudsman for Children

Pekka Mertala, assistant professor, University of Jyväskylä
Plan International Finland
Postal Museum Foundation
Protect Children
Research Consortium DECA
Saana Kaisanlahti
Save the Children Finland
Seinäjoki Library
Sivistysala ry
Sosped Foundation
South-Eastern Finland University of Applied Sciences
Statistics Finland
Suomen Elokuvalisenssi Oy
Suomen Filmikamari ry
Suomen Lastenhoitoalan Liitto ry
Teacher Student Union of Finland SOOL
The Ombudsman for Older People
Trade Union of Education OAJ
Tuire Kurikka, Teacher of photography/visual and media arts, Vocational Qualification in Media and Visual Expression, Ingmanedu Vocational College for Culture
Turku University of Applied Sciences
Union of Journalists in Finland
Union of Local Youth Councils in Finland
Union of Upper Secondary School Students in Finland
University of Eastern Finland
University of Helsinki
University of Jyväskylä, Department of Language and Communication Studies
University of Jyväskylä, Department of Teacher Education, Critical project
University of Lapland
University of Oulu
University of Tampere
University of Turku
University of Vaasa
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Appendix 6: Media literacy policy in state administration and the European Union

Key national policies and norms[25]

- National core curriculum for basic education for adults 2017.
- National recommendations for the recreational use of digital devices for ages 0–13 (2025).
- National Core Curriculum for Pre-primary Education 2014 (in Finnish).
- National Literacy Strategy 2030 (2021).
- National Programme to Promote Democracy and Participation: Government Resolution (2025).
- National Action Plan for the Prevention and Combating of Violent Radicalisation and Violent Extremism 2024–2027 (2024).
- Policies for the digitalisation of education and training until 2027 (2023).
- The Cultural Policy Report (2024, in Finnish).
- The Act on the Finnish Arts and Culture Agency (511/2025).
- The Act on Public Libraries (1492/2016).
- National Core Curriculum for General Upper Secondary Education 2019 (in Finnish).
- Basic Education 2045: For Life: A Vision for Finnish Comprehensive Schools (2026).
- National core curriculum for primary and lower secondary (basic) education 2014.
- Finland's National Roadmap: EU Digital Decade Policy Programme 2030 (2023).
- Artificial intelligence in education – legislation and recommendations (2025).
- Government report on Finnish foreign and security policy (2024).
- Strengthening young people's wellbeing through multidisciplinary measures: National youth work and youth policy programme 2024–2027 (2024).
- Valtioneuvoston periaatepäätös suomalaisesta demokratiapolitiikasta 2020-luvulla (2022) (in Finnish).
- Government report: Digital Compass (2022).

25 This is not an exhaustive list.

- Vapaan sivistystyön digitalisaation tavoitetila (2025) (in Finnish).
- Target state of digitalisation in early childhood education and care, pre-primary, primary and lower secondary education (2023).
- National Core Curriculum for Early Childhood Education and Care 2022 (in Finnish).
- Väkivallaton lapsuus: Toimenpidesuunnitelma lapsiin kohdistuvan väkivallan ehkäisystä vuosille 2026–2033 (2025) (in Finnish).
- Security Strategy for Society: Government resolution (2025).

Key European Union policies and norms[26]

- European Commission(2022). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. A Digital Decade for children and youth: the new European strategy for a better internet for kids (BIK+).
- Declaration on the necessity of culture and media as a safeguard for our European democracies (2025).
- European Commission(2025). Joint communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. European Democracy Shield: Empowering Strong and Resilient Democracies.
- Regulation (EU) 2022/2065 of the European Parliament and of the Council of 19 October 2022 on a Single Market For Digital Services and amending Directive 2000/31/EC (Digital Services Act) (Text with EEA relevance).
- Directive (EU) 2018/1808 of the European Parliament and of the Council amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services (Audiovisual Media Services Directive) in view of changing market realities.
  - National reports on media literacy measures under the Audiovisual Media Services Directive 2020–2022.
- European Union Media Literacy Guidelines (2023).

26 This is not an exhaustive list.

- European Commission(2020). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Europe's Media in the Digital Decade: An Action Plan to Support Recovery and Transformation.
- European Commission(2020). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Digital Education Action Plan 2021–2027. Resetting education and training for the digital age.
- Council conclusions on media literacy in an ever-changing world. (2020/C 193/06).
- Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance) (2018/C 189/01).
- Political guidelines for the European Commission 2024–2029. Protecting our democracy, upholding our values.

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