



Africa Action Plan

Administrative branch of the Ministry of
Education and Culture

Publications of the Ministry of Education and Culture, Finland 2022:16

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Education and Culture

Ministry of Education and Culture Helsinki 2022

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Abstract

The action plan for the administrative branch of the Ministry of Education and Culture has been prepared for the implementation of the Government's Africa Strategy. The aim of the strategy is to develop and diversify political and economic relations between Finland and African countries. The branch of administration of the Ministry of Education and Culture play an important role in this. Through the actors within the administrative branch of the Ministry of Education and Culture, it is also possible to diversify the image of the African continent within the Finnish society, as well as strengthen Finland's image as an innovative country for co-creation and increase its attractiveness as a country for studies and work.

The action plan for the administrative branch of the Ministry of Education and Culture seeks to contribute to achieving the goals of the UN 2030 Agenda for Sustainable Development together with African countries, by promoting education, research and skills, culture, cultural understanding and the creative industries, as well as social cohesion and the civil society. The core premise is the understanding that Africa is a politically, economically and culturally diverse continent, with countries playing a leading role in matters of their own development. Ownership and commitment from African countries is central to all cooperation.

The action plan has been prepared with the support of a broad-based working group and in consultation with stakeholders. Actors within the Ministry of Education and Culture's branch of administration have a key role to play in implementation.

Keywords	Africa, international cooperation, education, culture, young people, institutions of higher education, science
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Afriikka-toimintasuunnitelma Opetus- ja kulttuuriministeriön hallinnonala

Opetus- ja kulttuuriministeriön julkaisuja 2022:16		Teema	Hallinto
Julkaisija	Opetus- ja kulttuuriministeriö		
Yhteisötekijä	Opetus- ja kulttuuriministeriö		
Kieli	englanti	Sivumäärä	24

Tiivistelmä

Opetus- ja kulttuuriministeriön hallinnonala koskeva toimintasuunnitelma on valmisteltu valtioneuvoston yhteisen Suomen Afrikka-strategian toimeenpanemiseksi. Strategian tavoitteena on etenkin Suomen ja Afrikan maiden poliittisten ja taloudellisten suhteiden kehittäminen ja monipuolistaminen. Opetus- ja kulttuuriministeriön toimialoilla on tässä tärkeä rooli. Opetus- ja kulttuuriministeriön hallinnonalan toimijoiden kautta voidaan myös monipuolistaa kuvaa Afrikan mantereesta laajemmin yhteiskunnassa sekä vahvistaa kuvaa Suomesta yhteiskehittämisen innovatiivisena maana ja lisätä houkuttavuutta opiskelu- ja työskentelymaana.

Opetus- ja kulttuuriministeriön hallinnonala koskevan toimintasuunnitelman avulla edistetään YK:n kestävän kehityksen Agenda 2030 tavoitteiden saavuttamista yhdessä Afrikan maiden kanssa koulutusta, tutkimusta ja osaamista, kulttuuria, kulttuurista ymmärrystä ja luovia aloja sekä yhteiskunnallista koheesiota ja kansalaisyhteiskuntaa vahvistamalla. Lähtökohtana on ymmärrys siitä, että Afrikka on poliittisesti, taloudellisesti ja kulttuurillisesti moninainen maanos, jonka maat ovat johtoroolissa omaa kehitystään koskevissa asioissa. Kaikessa yhteistyössä Afrikan maiden omistajuus ja sitoutuminen on keskeistä.

Toimintasuunnitelma on valmisteltu laajapohjaisen työryhmän tuella ja sidosryhmiä kuullen. Toimeenpanossa opetus- ja kulttuuriministeriön hallinnonalan toimijoilla on keskeinen rooli.

Asiasanat Afrikka, kansainvälinen yhteistyö, koulutus, kulttuuri, nuoret, korkeakoulut, tiede

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Handlingsplan för Afrika Undervisnings- och kulturministeriets förvaltningsområde

Undervisnings- och kulturministeriets publikationer 2022:16**Tema**

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Utgivare Undervisnings- och kulturministeriet**Utarbetad av** Undervisnings- och kulturministeriet**Språk** engelska**Sidantal**

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Referat

Handlingsplanen för undervisnings- och kulturministeriets förvaltningsområde har utarbetats för genomförandet av statsrådets gemensamma Finlands Afrikastrategi. Målet med strategin är att utveckla och diversifiera de politiska och ekonomiska relationerna mellan Finland och länder i Afrika. Undervisnings- och kulturministeriets ansvarsområden har en viktig roll i detta. Via aktörer inom undervisnings- och kulturministeriets förvaltningsområde är det dessutom möjligt att bredda bilden av Afrika i det finländska samhället och stärka bilden av Finland som ett innovativt land för samutveckling och att öka attraktionskraften som studie- och arbetsland.

Målet för denna handlingsplan, som omfattar undervisnings- och kulturministeriets förvaltningsområden, är att stärka utbildning, forskning och kompetens, kultur, kulturell förståelse och kreativa områden samt social sammanhållning och det civila samhället i syfte att i samarbete med länder i Afrika uppnå målen för FN:s Agenda 2030 för hållbar utveckling. Utgångspunkten ligger i förståelsen av Afrika som en politiskt, ekonomiskt och kulturellt mångskiftande världsdel, där länderna själva har en ledande roll i frågor som rör deras egen utveckling. I allt samarbete är de afrikanska ländernas ägande och engagemang centralt.

Handlingsplanen har tagits fram med stöd av en bred arbetsgrupp och i samråd med intressenter. Aktörer inom undervisnings- och kulturministeriets förvaltningsområden har en nyckelroll att spela i genomförandet.

Nyckelord Afrika, internationellt samarbete, utbildning, kultur, ungdomar, högskolor, vetenskap**ISBN PDF** 978-952-263-791-8**ISSN PDF**

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INTRODUCTION

The Ministry of Education and Culture has prepared an action plan for its administrative branch to implement Finland's Africa Strategy¹, approved in March 2021. The strategy, based on the Prime Minister Marin's Government Programme, represents a new type of goal setting: the strategy's focus is not development cooperation, but the development and diversification of political and economic relationships between Finland and African nations.

In diversifying relations, consideration for relationships beyond the state government – the diaspora, the private sector, higher education institutions, research institutes, culture sector operators, civil society, and young people – is key. The administrative branch of the Ministry of Education and Culture plays an important role in this. Finland's Africa Strategy also highlights the need to broaden society's view of the African continent, as well as increase the interest and cooperation capabilities of Finnish actors. The Ministry's actions and the actors of its administrative branch can play a major role in this as well. The networks within the Ministry of Education and Culture's administrative branch can also be used to reinforce Finland's image as an innovative country for co-creation and improve its appeal as a destination for studies and work.

The action plan aims to promote education, research and skills, culture, cultural understanding and creative industries, social cohesion, and the civil society to meet the goals of the UN 2030 Agenda for Sustainable Development in partnership with African countries. The starting point is the understanding that Africa is a politically, economically, and culturally diverse continent with 54 nations who will take the lead in matters concerning their own development and security. In all cooperation, the ownership and commitment of the African nations will be paramount.

Africa has a key role to play (as an enabler and a prerequisite) in achieving sustainable development globally. African innovations have the potential to address many global sustainability challenges. Cooperation will allow us to continuously learn new things together. Global challenges, such as issues with energy, natural resources, the climate, and population growth, present new requirements and opportunities for Africa's

1 <https://julkaisut.valtioneuvosto.fi/handle/10024/162978>

education and research sector and may create new solutions that benefit the entire global community. Expanding responsible and reciprocal cooperation in higher education and research, including mobility, may open up relations in areas where bilateral cooperation is otherwise missing and promote dialogue on themes of a sensitive nature. By making use of science diplomacy, Finland's impact can be wider than its size would suggest. In this regard, achieving sustainable development goals of the 2030 Agenda and cooperation related to climate change mitigation and adaptation are particularly important themes. Finland also possesses good practices related to the promotion of science education: the work of science centres and LUMA Centre Finland, which enhances teacher training for and expertise in the natural sciences. To improve mobility, attention must be given to the streamlining of the arrival processes. In Finland, higher education institutions also have a role in supporting regional development and modernising the economic structure, which may offer opportunities for cooperation.

Africa's economic growth will require an increasing number of educated and skilled labour in the coming years. The sustainability transition, the transformation of technology and working life, and the development of global and national economic structures drive up demand for up-to-date skills and continuous learning. Internationally, the Finnish education system represents equal, learner-oriented, and inclusive education model, promoting future skills. The system is also flexible, providing the possibility to always continue one's studies. This also supports the values of Finland's foreign policy. Development cooperation will continue to have an important role in Finland's partnerships with African countries related to education and expertise, especially in the poorest countries, but cooperation will also be promoted through other instruments and resources. Finland participates in cooperation and dialogue that seek solutions for the global learning crisis. In particular, Finland supports the efforts of African countries to develop their education systems. Digitalisation diversifies and expands the opportunities for exchanging expertise, and it is essential for Finnish operators to innovatively participate in this, also noting the enormous need to emphasise digital competences brought on by the COVID-19 pandemic. Finland has expertise related to innovative education solutions, including digital pedagogies and learning technologies, which should be utilised to solve the global learning crisis.

As the wealth of Africa grows, it will require new infrastructure while preparing for climate change and the mitigation of its impacts. For example, technical and vocational expertise is required to improve data connections, adopt renewable forms of energy, and prevent desertification. Opportunities for cooperation should be sought actively in the area of vocational education and training. Furthermore, vocational education and accredited, comparable qualifications enable individuals to move from the informal economy to the formal economy, becoming active taxpayers and citizens who can help build societies that are more capable of taking on future challenges and opportunities. In Finland, vocational

upper secondary education is flexible, student-oriented, employment-driven, and it not only serves the needs of continuous learning, but also acts as a channel for continuing studies in higher education.

The arts, culture, and creative industries play an important role in promoting the cohesion of African societies. Intercultural understanding and understanding of cultural diversity are important in all cooperation with African countries. The connections between people and communities and better cultural understanding form a basis for stronger political and economic relations. Finland is committed to promoting cultural and linguistic diversity and sees culture and the arts as important means of strengthening the cohesion of societies and the identity of communities. Economic diversification and the creation of new service structures will be supported by tapping into the competence of creative and cultural sector. It is also important to support diverse language skills and cultural understanding among Finns. Making use of the African diaspora's expertise is essential.

Like Finland's Africa Strategy, the Ministry of Education and Culture's action plan for its administrative branch focuses on young people, their welfare and participation. Africa is a continent of the young: by 2050, one third of the world's youth will live in Africa. These future generations will need opportunities for work and entrepreneurship, as well as growing into active members of their societies. It is important to promote young people's opportunities for education, work and entrepreneurship, and advance the youth employment services that improve their welfare and inclusion, which further builds relevant competences for the ever-changing needs of society and working life. This is crucial for developing peaceful and democratic societies based on the rule of law and, hence, for building the future of the entire continent. The creativity, energy, and innovations of young Africans will drive the continent's sustainable development.

The African Union's agenda includes the promoting of young people's inclusion, including through the UN Security Council Resolution 2250 on Youth, Peace, and Security implementation plan (AU 2020). Promoting young people's participation and empowerment can increase their confidence not only in their own future, but also in the functioning of social structures and institutions, thus contributing to building sustainable peace. Finland has a strong judicial basis and good practices for engaging young people. Finland is also the first country to draw up a national action plan to implement Council Resolution 2250. Because young people are interested in other young people, various means should be used to enable and encourage their mutual interaction, communication, and networking.

The action plan builds on the African Union's Agenda 2063 that aims to secure inclusive economic growth and peaceful, sustainable development across the continent. Agenda 2063 recognises the development of education, research, and skills as a key requirement

and enabler for human capital. Among other things, Agenda 2063 aims to increase employment opportunities and entrepreneurship, reduce youth unemployment, expand access to education, and develop the creative economy, including through culture and arts education. Finland aims to promote action in particular in the areas identified in the Education and Science Sector Strategies² of Agenda 2063, such as inclusive and high-quality basic education, teacher competence development, and the digitalisation of education.

The action plan is also in line with the relevant EU processes³, in particular the EU-Africa Strategy⁴ published in March 2020, which emphasises promoting high-quality and inclusive education and teacher training, as well as guaranteeing better skills for the future labour market. The strategy also aims to increase EU-Africa cooperation in research, innovation and vocational education and training, as well as mobility of students and researchers. Furthermore, the EU strategy recognises the potential of the culture sector in creating jobs and consolidating dialogue between people and communities.

The action plan is in accordance with the relevant guidance documents of the Ministry of Education and Culture's administrative branch, including the Sustainable development policy of the Ministry of Education and Culture and its administrative branch (MoEC 2020)⁵, the Policies to Promote Internationalisation in Finnish Higher education and Research 2017–2025 (MoEC 2017)⁶, the Sustainable Growth Programme for Higher Education in Finland (MoEC 2022)⁷, Roadmap for Education Export 2020–2023, which aims to increase the annual value of education exports to one billion euros by 2030 (EDUFI 2019)⁸, and the Roadmap for Education-based and Work-based Immigration 2035, which states the government objective of increasing work-based immigration by at least 50,000

2 CESA, TVET, and STISA. <https://edu-au.org/strategies/>

3 For instance: EU Youth Strategy (published in 2018) and objectives for 2019–2027; Council Conclusions on the Role of Young People in Building a Secure, Cohesive and Harmonious Society in Europe (2018/C 195/05); European Commission communication on Achieving the European Education Area by 2025 (published in 2020), and the European Commission communication about A New ERA for Research and Innovation.

4 Joint Communication to the European Parliament and the Council. Towards a Comprehensive Strategy with Africa (2020). https://ec.europa.eu/international-partnerships/system/files/communication-eu-africa-strategy-join-2020-4-final_en.pdf

5 <https://okm.fi/julkaisu?pubid=URN:ISBN:978-952-263-706-2>

6 <https://okm.fi/en/international-strategy-for-higher-education-and-research>

7 <https://okm.fi/-/korkeakoulujen-kestavan-kasvun-ohjelmalta-ehdotuksia-suomen-talouden-vahvistamiseksi> (in Finnish)

8 https://www.oph.fi/sites/default/files/documents/koulutusviennin_tiekartta_2020-2023.pdf (in Finnish)

people by 2030 (Finnish Government 2021)⁹. The target for the number of foreign degree students is to increase their number threefold by 2030, while also increasing the students' employment rate in Finland by 75 per cent. The action plan also follows the relevant guidelines of the other administrative branches, including the Report on Development Policy Extending Across Parliamentary Terms (MFA 2021)¹⁰.

9 <https://julkaisut.valtioneuvosto.fi/handle/10024/163576>

10 <https://julkaisut.valtioneuvosto.fi/handle/10024/163218>

1 How was the action plan prepared?

In addition to the preparatory group consisting of representatives of the Ministry of Education and Culture and the Ministry for Foreign Affairs, a broader group of representatives of the administrative branch and other key stakeholders¹¹ was invited to prepare the action plan. The group met five times during its term (from 10 September 2021 to 28 February 2022). Various stakeholders were also heard extensively throughout the preparation.

The Finnish National Agency for Education organised an open hearing on 9 December 2021 for education sector and youth sector operators. The Finnish University Rectors' Council UNIFI organised a discussion regarding the draft for university rectors on 17 December 2021, and the Rectors' Conference of Finnish Universities of Applied Sciences Arene organised a written hearing for rectors of universities of applied sciences, while also engaging in discussion with their internationalisation committee. Both UNIFI and Arene organised a separate survey for higher education institutions. The majority of the institutions (more than 90 per cent of 16 universities and 15 universities of applied sciences) estimated that their cooperation in Africa will increase significantly or to some extent over the next ten years. In addition, the Ministry of Education and Culture commissioned Fountain Park consultants to carry out an open online stakeholder survey that received some 200 responses. The survey was especially aimed at parties representing the African diaspora in Finland, and a little less than half (about 80) of the responses were submitted in English. The survey was available for two weeks (from 26 January 2022 to 9 February 2022). Of the respondents, 34 per cent represented higher education institutions or educational institutions, 24 per cent were private individuals, and 18 per cent were NGO representatives. Culture sector operators accounted for five per cent of the responses.

11 Parties invited to the preparatory working group: Rectors' Conference of Finnish Universities of Applied Sciences Arene, the Finnish Association for the Development of Vocational Education and Training AMKE, the National Archives of Finland, the Finnish National Gallery, the Finnish Heritage Agency, the Finnish Youth Research Society, the Finnish National Agency for Education, Academy of Finland, the Finnish National Youth Council Allianssi, Finnish University Rectors' Council UNIFI, Arts Promotion Centre Finland (Taike), and the Ministry for Foreign Affairs.

The feedback from the hearings was used to refine the action plan based on the preparatory working group's discussions. In particular, the hearings emphasised reciprocal partnership in all cooperation with African countries and operators. The importance of leveraging the diaspora was repeatedly mentioned, along with the need to collect and distribute information about the possibilities of cooperation. The hearings criticised the lack of specific resources being allocated for cooperation, but discussion was also had about how international funding, including European Commission funding, could be better harnessed by the operators.

2 Monitoring and resources of the implementation

The progress of the action plan is monitored, especially as part of the working group reviewing the implementation of Finland's Africa Strategy from the perspective of the central government to organise the actions of different ministries, coordinated by the Ministry for Foreign Affairs. Regarding the Ministry of Education and Culture, the progress of the action plan is monitored in the ministry's cooperation group for international affairs, which also evaluates the need for any updates. In addition to the above, the key actors of the administrative branch will convene once or twice every year. This improves the distribution of information and the networking of the actors. With the action plan, many of the policies within the administrative branches of Ministry of Education and Culture and other sectors will be supported, as appropriate.

No additional dedicated resources have been allocated for the implementation of Finland's Africa Strategy; in the main, actions will be enhanced and directed by using existing funding, activities, and networks. In accordance with Finland's Africa Strategy, the action plan highlights the need for extensive cooperation across administrative branches and actors in society. As a small country, cooperation with partners is the best way for Finland to act effectively.

3 Impact objectives of the Africa Action Plan for the Administrative Branch of the Ministry of Education and Culture and actions required

In the long term, the actions described in the action plan aim to increase cooperation between Finnish and African operators under the administrative branch of the Ministry of Education and Culture. This will diversify the image of Finnish society regarding Africa, and African actors will see Finland as a trustworthy partner and an attractive country for studies and work. The mobility of young people, students, researchers, and culture sector operators will increase in both directions. The aim is that methods and communication used in all cooperation will reinforce the equality of the partnerships.

Impact objectives for the Ministry of Education and Culture's administrative branch:

- Promote the expansion and diversification of relations between Finland and African countries by increasing interaction between governments and other actors, and by advancing cooperation and networking between Finnish operators. Further exploit arenas of international cooperation, including the UN, AU, and EU, and seek ways to build cooperation through international funding.
- Promote the diversification of Africa's image in Finnish society and increase the interest, ability, and knowledge of actors within the Ministry of Education and Culture's administrative branch about the opportunities of cooperation, including the mapping and collecting of information regarding forms of funding suitable for different actors. Increase the appeal of Finland among African operators as a country for studies and work, as well as a trustworthy partner.
- Together with African countries, efforts will be made to:
 - Promote global sustainable development by seeking new solutions and evidence-based innovations that benefit the global community. Apply Finnish expertise to support the green economic growth and sustainable structural change of African countries.

- Seek solutions to the global learning crisis and ways to promote high-quality, learner-oriented, and inclusive education that offers relevant skills for working life and society. The importance of continuous learning is emphasised in transforming societies.
- Diversify the economic structure of African countries and create new kinds of service structures by, for example, exploiting the opportunities of digitalisation, the platform economy, and the creative economy.
- Strengthen the participation and agency of civil society and young people.
- Promote scientific cooperation, the mobility of students and researchers, and the production and better use of research-based knowledge.

Area 1 – Political relations and cooperation: Finland strengthens political relations and cooperation with African countries and regional organisations

Objective 2.1: Finland builds closer ties with African countries, the African Union, and regional organisations

"More visits and meetings at the political level and between public officials will be arranged [...]"

"Finland promotes cooperation between the Nordic region and African countries. Finland uses the opportunities opened up by Nordic cooperation and initiatives [...]"

Objective 2.2: Finland intensifies cooperation with African countries on regional and global issues

"Finland intensifies the exchange of views and build cooperation with African countries, the African Union, and regional organisations. This is done on a bilateral basis, in the EU, and in international organisations. The focus is on the following themes:

Education, skills, knowledge, and cooperation in the field of research and innovation. Finland actively contributes to the resolution of the global learning crisis."

"Finland builds dialogue and cooperation on migration as part of a broader political dialogue, especially with the African countries from which there is migration to Finland. [...] pathways based on work and study should also be made more accessible."

1. The administrative branch of the Ministry of Education and Culture, will promote reciprocal meetings between ministers and expert visits with African countries, also taking into account new forms of cooperation, such as the use of various online platforms, digital conferences, online workshops and virtual roadshows. Benefits from scientific and cultural diplomacy will be utilised, also in Team Finland work.

2. The administrative branch of the Ministry of Education and Culture will support the political consultations between Finland and African countries, under the auspices of the Ministry for Foreign Affairs, by highlighting questions related to human capital, skills, and knowledge, including by clarifying how they connect to other policy segments.

3. Take advantage of Nordic initiatives, such as the Nordic Development Fund (NDF) located in Helsinki, which funds projects that support the green transition, and the new Globus Opstart programme of the Nordic Culture Fund, which supports artists and culture sector operators in projects and networking outside of the Nordic countries, including with operators in the Global South.

4. Prepare a report on Finland's impact and how to increase it in multilateral education sector cooperation.

5. Build up cooperation with the AU in the administrative branch of the Ministry of Education and Culture, also using any relevant African cooperation forums, such as the Association for the Development of Education in Africa (ADEA) and the African Academy of Sciences. In the youth sector, cooperation can be furthered through the AU youth forum and the African Union Youth Volunteer Corps (AU-AYC).

6. Enhance dialogue with African countries in the context of key international organisations and actors in the administrative branch of the Ministry of Education and Culture, such as the UN agencies UNESCO, UNICEF and WIPO, and development funding institutes and mechanisms, such as the World Bank, Global Partnership for Education, and Education Cannot Wait. In addition, support Finland's participation in the work of the international School Meals Coalition.

7. The Finnish higher education sector participates in the HEI-ICI partnership programme for higher education institutions and offers the perspectives of regional development and applied research for cooperation. For example, the universities of applied sciences provide benchmarking cooperation, including models for cooperation and the provision of higher education and needs-based education in sparsely populated areas and elsewhere.

MoEC with MFA and actors in the administrative branch of MoEC

MFA, MoEC

Actors in the administrative branch of MoEC

MFA funding; MFA, MoEC, and EDUFI in the steering group

MoEC, MFA, and EDUFI with actors in the administrative branch of MoEC

MoEC, MFA, and EDUFI

Higher education institutions

12 Abbreviations: MoEC: Ministry of Education and Culture, MEE: Ministry for Employment and Economy, MFA: Ministry for Foreign Affairs, MoJ: Ministry of Justice, EDUFI: Finnish National Agency for Education, FHA: The Finnish Heritage Agency

Objective in Finland's Africa Strategy	Action required in the administrative branch of the Ministry of Education and Culture	Responsible parties
Area 2 – Cooperation to promote peace and security: Finland increases cooperation on peace and security with African countries, the African Union, and regional organisations, and strengthens the capacity of African countries to bear responsibility for their own security		
<p>Objective 3.: Finland promotes conflict prevention and resolution by supporting the development of peaceful and democratic societies and the strengthening of crisis resilience.</p> <p><i>“Finland influences the underlying causes of conflicts by strengthening support for the crisis resilience of African societies. This is done through collaboration between peacebuilding, humanitarian aid, crisis management, and development cooperation.”</i></p> <p><i>“Finland highlights democracy, human rights, equality, and rule-of-law issues in its dialogue with African countries and the AU. It also supports actors promoting human rights, democracy, the rule of law, and good governance on the continent.”</i></p>	<p>8. Emphasise the importance of human capital in all efforts to prevent violent radicalisation and conflicts, as well as dialogue with African countries and actors. Highlight the importance of the quality of education, teacher training, working life skills, equality, non-discrimination, and inclusion, as well as good practices related to media literacy and democracy and human rights education. Also underscore the role of tangible and intangible cultural heritage in the promotion of peace and security. Recognise the role of physical exercise and sports as a booster of social cohesion and facilitator of dialogue between different parties.</p> <p>9. Increase the expertise of Finnish actors on the theme of “education in emergencies” through the Finnish Centre of Expertise in Education and Development. Consider the different opportunities for cooperation and influencing offered by the Education Cannot Wait fund, which Finland joined as a supporter (MFA funding) in 2020.</p> <p>10. Utilise the expertise of Finnish peace and conflict research institutes on peace mediation and peacebuilding, and support the work of the Centre for Mediation of the Ministry for Foreign Affairs. Support can be offered to African countries and operators in creating and reinforcing the foundation of the rule of law through the Helsinki University Rule of Law Centre.</p> <p>11. Utilise the instruments of the EU and other international fund providers (e.g. the European Commission’s Asylum, Migration and Integration Fund, AMIF), to strengthen education as part of promoting peace and security in the context of fragile countries or those damaged by conflict. Information on the various funding instruments and support for networking, for example through the Finnish National Agency for Education, will be stepped up. Continue to support higher education in fragile countries, including providing funds to researchers through the Scholar Rescue Fund.</p> <p>12. Highlight the UN Council Resolution 2250 on Youth, Peace, and Security in dialogue with African countries and operators, especially in terms of promoting youth participation and empowerment.</p>	<p>MoEC, MFA, and actors in the administrative branch of MoEC</p> <p>EDUFI</p> <p>MFA, higher education institutions, and research institutes</p> <p>EDUFI</p> <p>MFA and MoEC with actors in the administrative branch of MoEC, including youth organisations</p>

Area 3 – Trade, investments, and job-creating green growth: Promoting sustainable economic growth and structural change and boosting trade and investments are in the interests of Finland and African countries.

Objective 4.2: Measures are taken to combine Finnish expertise with the promotion of job-creating green growth and sustainable transition in African countries.

“Measures are taken to increase scientific and research cooperation in areas relevant to green transition and the mechanisms impacting climate change and biodiversity loss. The aim is that the cooperation will lead to commercial relations between Finnish and African actors.”

“Finland increases broad-based cooperation to improve educational opportunities, especially in the field of vocational education and training. This provides the basis for the knowledge and skills that are needed by young people in the work of the future and required in the creation of such jobs. This also lays the basis for competitiveness and innovations promoting sustainable development.”

13. Utilise the Team Finland Knowledge expert network (South Africa) and education advisors for development policy (Mozambique, Kenya, and Ethiopia) in building connections between operators in the education and research sector. Also make use of Finnish education sector experts placed in international organisations that operate in African countries, including seconded experts to the European Commission (Nigeria and Ethiopia) and the Team Finland network. Seek to build and utilise networks of networks that improve the flow of information and promote the use of research-based knowledge in commercial relations.

14. Promote the common objectives of development cooperation and trade in the education sector and other knowledge-intensive sectors. Utilise multi-stakeholder cooperation models, business cooperation, and local networks to create sustainable partnerships. The Education Finland, Team Finland, and Team Finland Knowledge networks work actively to connect the sector's operators and to identify and facilitate new, locally functional solutions for example in education exports.

15. Map sources of funding, suitable for Finnish operators, especially for supporting multi-stakeholder cooperation and commercial cooperation, and evaluate the need to potentially develop national instruments in the sectors of education and creative industry to support the implementation of Finland's Africa Strategy. Also increase communication regarding sources of funding suitable for the actors of the administrative branch of the Ministry of Education and Culture.

16. Exploit any opportunities offered by the UNICEF innovative learning hub for the participation of Finnish operators in identifying and scaling digital learning solutions relevant for African countries.

17. Promote open, network-based and digital cooperation between higher education institutions in Finland and African countries to create new businesses, innovations, and jobs in Finland and Africa. The aim is to create global co-creation communities that support and update the knowledge and skills of experts and working communities to create genuine opportunities for African countries' own innovations to access global markets, including Europe.

MoEC, MFA, and EDUFI with actors in education sector, including higher education institutions

MoEC, MFA, and EDUFI with actors in education sector, including higher education institutions

MoEC and EDUFI

MoEC, MFA, and EDUFI with actors in education sector, including higher education institutions

Higher education institutions

“By using creative and cultural skills, we support diversification of the economic structure and the creation of new service structures.”

18. Bolster the creative economy, cultural exports, and commercial cooperation in the culture sector through people-oriented partnership to increase understanding and ability regarding the vast cultural diversity of Africa as a continent. The creative economy and cultural exports are increasingly seen as a way of renewing and building society, and this is something that will be invested in over the long term. At the same time, the significant growth potential of the industry is recognised.

MoEC with MEE, actors in the cultural sector

Objective in Finland's Africa Strategy

Action required in the administrative branch of the Ministry of Education and Culture

Responsible parties

Area 4 – The European Union's relations with African countries, the African Union, and regional organisations: Finland actively contributes to the formulation of the European Union's policy on Africa and promotion of the values and interests of the EU in Africa.

Objective 5.1: Finland promotes relations between the EU and African countries based on reciprocity and common interests

"Finland supports the efforts of the EU and the AU to strengthen the role of young people in the partnership, emphasises the importance of consulting youth and civil society, and encourages Finnish young people to take part in the cooperation. Finland supports the initiative of the European Commission to increase EU-level inputs in education."

Objective 5.3: Finland promotes the participation of Finnish actors in the implementation of the EU-AU partnership

"Measures are taken to promote the use of Finnish expertise (state institutions, companies, actors in science, research and education, cultural actors and civil society) in the implementation of the EU-Africa partnership. The opportunities for cooperation with other EU countries will be explored. Availability of EU funding to Finnish actors is examined and Finnish actors are encouraged to seek a role in the implementation process."

19. Carry out a pillar assessment of the Finnish National Agency for Education to allow it to indirectly manage the European Commission's education sector development cooperation projects and to make better use of Finnish expertise in EU projects.

20. In the education sector, the seconded experts, assigned through the Finnish Centre of Expertise in Education and Development will be used to support EU development policy implementation in Africa and to enhance opportunities for Finland and Finnish operators to participate in the EU's joint programming and development cooperation in Africa.

21. Increase communication between education and youth sector operators with Finnish embassies in Africa to help build cooperation with partner countries and international fund providers.

22. Cooperate with Team Finland and Team Finland Knowledge networks to include Finnish operators in the education sector's EU Team Europe initiatives in Africa and exploit opportunities to influence their drafting.

23. Promote cooperation between the European Commission's Directorate-Generals INTPA and EAC to increase the EU's effectiveness in addressing the global learning crisis, especially with regard to African countries. Cooperation between the European Commission's Directorate-Generals INTPA, NEAR, and EAC will be promoted also in the EU Youth in External Relations Operational Programme .

24. Take an active role in the EU's scientific cooperation by promoting the opportunities of African countries for building research partnerships supported by EU funding channels. Participate in the funding of applications for research networks that are jointly funded by Europeans and Africans. The input of European university networks like Una Europa in promoting sustainable development may be considerable when implemented through network-to-network cooperation with African partners and in connection with local RDI ecosystems.

EDUFI

EDUFI with MFA and MoEC

MoEC with EDUFI

MFA with MoEC and EDUFI

MFA with MoEC and EDUFI

Higher education institutions, research institutes, Academy of Finland, and MoEC

Objective in Finland's Africa Strategy

Action required in the administrative branch of the Ministry of Education and Culture

Responsible parties

Area 5 – Relations between peoples and communities

“Finland continues to support non-governmental organisations and encourage the development of civil societies. Finland engages in a regular dialogue with African actors in different sectors and with the African diaspora. Actors are encouraged to increase their cooperation.”

- 25. Promote the objectives of Finland's Africa Strategy by drawing attention to two-way integration and measures to prevent discrimination, including through the Government Action Plan for Combating Racism and Promoting Good Relations between Population Groups
- 26. Act with the diaspora and operators, young people, and experts from an African background who are already active in Finland, including university students, alumni, higher education institution staff, and the civil society. Encourage different actors to network with African actors and actors with an African background. Diverse bilateral and community encounters develop and strengthen cooperation and create the basis for new innovations and new ways of working.

MoEC with actors in the administrative branch of MoEC, MoJ

MoEC with actors in the administrative branch of the MoEC

“Higher education institutions, research organisations, and think tanks are encouraged to develop mutually beneficial partnerships with their African counterparts. They should also use the funding opportunities provided by the EU to promote exchange studies and the exchange of researchers between Finland and African countries.

More information on mobility paths should be provided. The Nordic Africa Institute and the networks of Finnish higher education institutions are utilised in the development of researcher cooperation.”

“Development cooperation between the Finnish education sector and African countries continues and strengthens. Most of the support is channelled to comprehensive development of the education sector at primary and secondary level, including vocational education and training. The capacities of higher education institutions and research institutes are also supported to promote knowledge, innovations, and sustainable development.

Finnish expertise in the development of quality education, including teacher training, is used in this cooperation.”

- 27. Develop the operations of the Finnish Centre of Expertise in Education and Development to reinforce the development cooperation of Finland's education sector, especially in African countries, in order to strengthen the capacities of partner countries for developing high-quality and inclusive education. Use the Finnish Centre of Expertise in Education and Development to increase the use of Finnish expertise in efforts to solve the global learning crisis.
- 28. Establish a “round table” of higher education institutions for developing the research and teaching cooperation, with the focus on Africa. The round-table will be tasked with promoting cooperation between Finnish higher education institutions and awareness of cooperation and funding opportunities, as well as offering a platform for the sharing of good practices (regarding partnerships, reciprocity, sustainability, alumni activities, etc.).
- 29. Enhance Finland's image as a country of co-creation, equal partnership, and high-quality education and research in the dialogue with African countries and operators. This will increase Finland's appeal as a partner and a country for studies and work. Also utilise higher education institution alumni networks and the #FutureWithFinland webinar series about studying and working in Finland, targeted at African countries.
- 30. Consider the opportunities offered by the EU programme for education, training, youth and sport Erasmus+ and the European Solidarity Corps programme for promoting education, research, and youth cooperation, as well as support the active participation of civil society, especially in light of the significant budget increase for sub-Saharan African countries. Exploit the opportunities of the Finnish National Agency for Education's TFK programme and the new higher education institution partnership programme in cooperation with the higher education institutions of African countries.

EDUFI with MFA and MoEC

Higher education institutions and MoEC

MoEC with actors in the administrative branch of MoEC

EDUFI and higher education institutions

Objective in Finland's Africa Strategy

Action required in the administrative branch of the Ministry of Education and Culture

Responsible parties

31. A joint departure orientation for higher education institutions' Africa mobility implementation is held annually for all students and teachers in Finnish higher education institutions heading to Africa for their exchange. Encourage the sharing of experiences and information during and after mobility.

Higher education institutions

32. Use the experiences gained from the strategic funding of the Ministry of Education and Culture and the higher education institutions' pilot projects on Africa, including opportunities created for commercial cooperation.

MoEC, higher education institutions, and EDUFI

33. For developing research cooperation, use the Nordic Africa Institute, UNU-WIDER, UniPID network (including the reports commissioned by the Ministry for Foreign Affairs), and the new higher education institution partnership programme (under preparation), all funded by Ministry for Foreign Affairs, the DEVELOP programme, co-funded by the Academy of Finland and the Ministry for Foreign Affairs, and Aalto University Department of Economics. Also exploit forms of funding that enable international cooperation (instruments of the Academy of Finland, Business Finland, foundations, etc.) to reinforce cooperation with Africa.

Higher education institutions, research institutes, and Academy of Finland

34. Where possible, carry out benchmarking-type cooperation with research funding providers in African countries to develop funding instruments and evaluation protocols, for example.

Academy of Finland

35. Encourage Finnish science centres to network and cooperate with African science education partners.

Science centres

36. Seek diverse and multi-level cooperation in research by, for example, using citizen science to generate research-based knowledge and empower communities.

Higher education institutions and actors in the administrative branch of MoEC

37. The "education in developing countries coordination group" co-chaired by the Ministry for Foreign Affairs and the Ministry of Education and Culture prepares a roadmap for improving Finland's international impact in solving the learning crisis. The measures defined in the roadmap will be aimed at improving the effectiveness of education sector cooperation with African countries and multi-stakeholder cooperation by making use of the expertise of Finnish actors.

MFA and MoEC

Objective in Finland's Africa Strategy

"Cultural and creative sectors are encouraged to develop partnerships."

Action required in the administrative branch of the Ministry of Education and Culture

38. Exploit the work and networks of the Finnish-African cultural centre Villa Karo operating in Benin. Also leverage the role of the Finnish Institute in France to make connections as an expert organisation and facilitator between artists and cultural organisations in North Africa and French-speaking regions of Africa by linking them to the institute's own activities in France.
39. Build cooperation with African countries in the museum, library, and archive sectors by developing reciprocal expert exchanges and sharing knowledge, for example.
40. Promote the digitising and unrestricted online sharing (digital repatriation) of collections related to the cultural heritage of African countries in Finnish museums and other institutions; also utilise cooperation in the acquisitions, documentation, and collection collaboration network for professionally managed Finnish museums (TAKO). Promote cooperation in questions related to the repatriation of collections, i.e. the return of cultural heritage to their countries of origin. The conditions for repatriation are considered on a case-by-case basis, in cooperation and interaction between the actors concerned. Repatriation is voluntary, unless the case concerns the return of cultural property based on international conventions. Also explore the potential of digitising document collections as a multifunctional research infrastructure.
41. Consider the EU's coming import legislation aimed to prevent cultural objects illegally exported from third countries from entering the EU. Special attention will be given to the cultural items of countries affected by armed conflict. Promote the implementation of the UNESCO conventions, especially the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict. Develop dialogue with African countries in the 1954 convention's intergovernmental committee of which Finland is a member for the 2022–2025 term.

Responsible parties

- Actors in cultural sector and MoEC
- Actors in museum, library, and archive sectors and MoEC
- Actors in museum, library, and archive sectors
- FHA and MoEC with Finnish Customs and actors in the museum sector

Objective in Finland's Africa Strategy	Action required in the administrative branch of the Ministry of Education and Culture	Responsible parties
	<p>42. Finnish museum, library, and archive sector actors participate in relevant discussions and advocacy work on international forums, such as the International Council of Museums (ICOM), the International Council on Archives (ICA), and the International Federation of Library Associations and Institutions (IFLA). Also include the relevant global recommendations and conventions of UNESCO in the field of culture in promoting themes important to African countries.</p> <p>43. Promote cooperation with African partners in the art and culture sector, including through the Arts Promotion Centre Finland, which supports the international mobility and cooperation of artists and art experts living in Finland. Encourage sports sector actors to cooperate with African partners.</p>	<p>Actors in the museum, library, and archive sectors (including FHA) and MoEC</p> <p>Arts Promotion Centre Finland, actors in the cultural sector, actors in the sports sector</p>
<p><i>“Provision of information on Africa will be developed by using different channels (including the social media) to give a more comprehensive and multi-faceted picture of Africa. Information will also be directed at young people. Research on Africa and information on the situation on the continent will be promoted in society in general and it will also be directed at different target groups (such as the media and teachers).”</i></p>	<p>44. Highlight themes related to African countries in the government grants issued for education providers by the Finnish National Agency for Education to support sustainable development, global citizenship education, and internationalisation. Distribute and exploit the results and good practices of previous cooperation with African partners in education institutions. Exploit the work and materials of NGOs and other relevant actors to promote global citizenship education and increase knowledge about Africa.</p> <p>45. Museums and other memory organisations, such as archives, seek to record the culture and history of immigrant communities of African descent in Finland, including through contemporary documenting techniques.</p>	<p>EDUFI, education organisers, and NGOs</p> <p>Actors in the museum and archive sectors</p>

MINISTRY OF EDUCATION AND CULTURE
FINLAND

P.O. Box 29 FI-00023 Government, Finland
Tel. + 358 295 16001 (switchboard)
okm.fi/en

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