

Keeping everyone safe, at all times

Finnish Police Sustainability Report 2021



The police are committed to contributing to the implementation of the UN (Agenda 2030) for Sustainable Development. We have selected the Sustainable Development Goals that we can best affect through our own practical action.

Our goals are:

- 4 Quality education
- 5 Gender equality
- 10 Reduced inequalities
- 12 Responsible consumption and production
- 13 Climate action
- 16 Peace, justice and strong institutions

The first police sustainability report shows how we have succeeded in achieving our goals.



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1. The management's review

The past two years have been characterised by the COVID-19 pandemic. This has also caused the police to adopt new ways of working and management methods that focus on ensuring employees' coping and well-being at work amidst the challenges of continued remote work and reduced resources. Despite the prevailing situation, our operational performance targets for 2021 were broadly met. [The National Police Board's financial statements and annual report for 2021](#) are available in full in Finnish on the police website.

In terms of sustainability, the police significantly developed their planning and management during 2020 and 2021. The police are committed to the goals and measures of the sustainable development commitment of the Ministry of the Interior and support these goals through [the sustainable development commitment of the police](#) (in Finnish, published in 2022). In addition, [the Police University College published its own sustainable development commitment](#) in 2021. The Police University College sustainable development commitment was recognised as one of the best sustainable development commitments of 2021.

Within the police, sustainability and its development include economic, environmental and social responsibility. The planning and development work of the police is based on their sustainable development commitments, carbon footprint reduction roadmap and sustainability reporting.

This sustainability report is the first national sustainability report of the police. In addition to the national sustainability report, the Häme Police Department has prepared its own sustainability report to support its operational development. In addition, sustainability is being developed in cooperation with other authorities, both nationally and internationally.

We will adjust our sustainability measures for 2022 in accordance with our financial and other resources. One of the key measures is to provide the police staff with training on promoting sustainability in the police operations under several themes.

Seppo Kolehmainen
National Police Commissioner



Photo: Mika Hakkarainen

2.

The duty of the police is to ensure security for everyone

The police force is an internal security operator under the Ministry of the Interior. The police are responsible for ensuring the safety of people and the environment in all circumstances and at all times. The police prevent and investigate crimes and forward the cases for the consideration of charges.

The police consist of 14 agencies. The National Police Board manages and guides the operative activities of the police. The local police consist of 11 police departments. The local police service network consists of the main police station, police stations and other service points. The national police units are the National Bureau of Investigation (NBI) and the Police University College.

In 2021, the police staff consisted of around 10,000 experts, including around 7,400 police officers. Women accounted for 31% of the total police staff ([Table 4](#)).

Sustainability begins with everyday situations

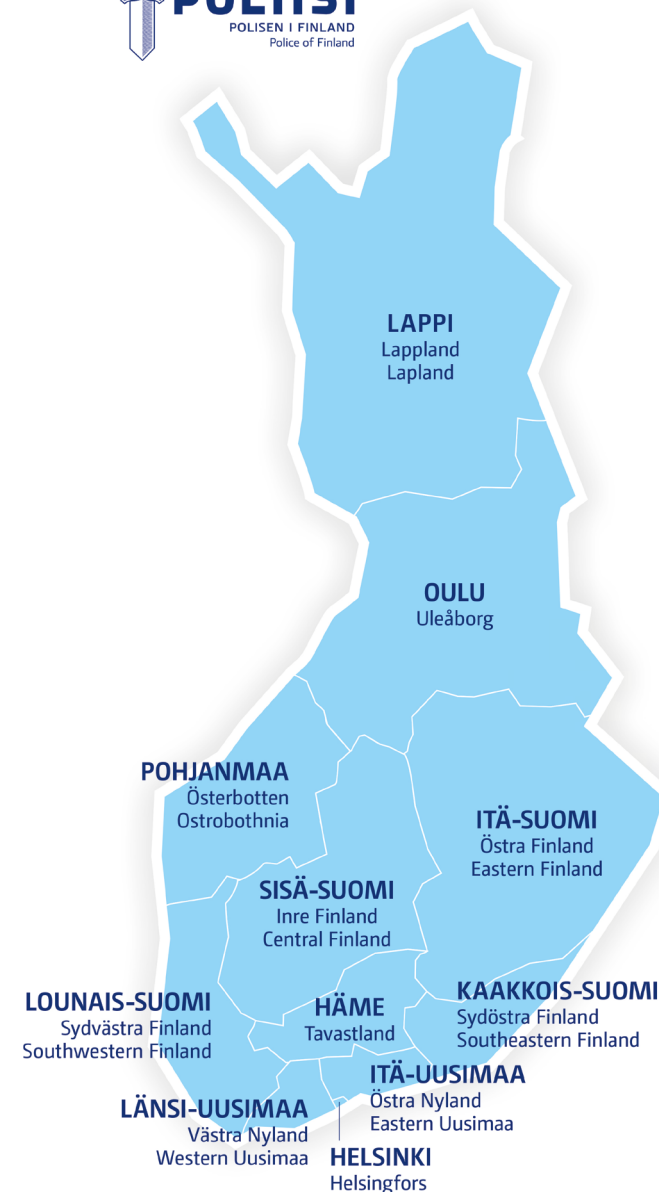
Sustainability is linked to all our operations and focuses on social sustainability in particular. This is stated in the police strategy, according to which the police aim to keep everyone safe at all times. Some of our sustainability measures are based directly on the values of the police: customer service, fairness, professionalism and staff welfare.

The commitment to sustainable development of the police supports our strategy, according to which we are developing our services in line with the needs of different customer groups and the perspectives of sustainable development and security. We work together with our stakeholders.

The police do not have a designated sustainability manager or department. At the national level, sustainability at the police is steered by the National Police Board, which will establish a sustainability network during 2022. The network will consist of representatives of all police agencies. We have determined our sustainability goals together with our staff and students and have expressed them in our sustainable development commitments.

We use a variety of methods to assess sustainability and responsibility, such as carbon footprint calculations and various assessments and inspections. Some of the procedures are internal to the police, while others are external.

Our day-to-day operations are based on openness and transparency, which help us build social trust. Everyone working for the police is responsible for sustainability.



3.

The police are fair and service-oriented



The police are responsible for ensuring the safety of people and the environment in all circumstances and at all times.

Ethical aspects are not only part of our work, but also part of our education

In addition to the law and other norms, our operations are based on the [police strategy](#) and [values](#). The police have an [Ethical Code](#) to guide our operations and strengthen the implementation of good governance. In addition, the Police University College and its students and staff have prepared a [Code of Community](#) (PDF).

Students who graduate from the Police University College with a Bachelor of Police Services degree take [the ethical oath for police officers](#). The oath is not legally binding, but it highlights the responsibilities involved in serving as a police officer. The police officers who take the oath promise to respect everyone's human dignity and rights and act in a fair and helpful manner.

The police have had an internal ethical whistleblowing channel since 2019. Through the channel, employees

can report anonymously on any suspected violations of the police administration's internal regulations or unethical conduct. The channel is part of our internal compliance control and contributes to the legitimacy of our operations, good governance and common values. Its purpose is also to increase the transparency of police operations and to strengthen trust in the police.

Around 150 reports are submitted each year. If a report gives reason to suspect that misconduct has taken place, the case will become subject to a legitimacy control procedure initiated by the authorities. There have been only a few such cases over the past three years.

Trust is earned in every encounter

One of the cornerstones of our success is the high level of trust shown by citizens towards the police. Of the respondents to the 2020 [police barometer](#), 91% stated

that they trust the police quite a lot or very much. Trust has decreased somewhat from the 2018 survey, in which the corresponding percentage was 95%. In comparison with the previous survey results, the effectiveness of police operations has also decreased. The respondents assessed how well the police had succeeded in preventing violent crimes and how well the police had succeeded in solving home burglary cases.

The respondents felt that the police were fair and had treated them well. Judging from the results, the police have been successful in their most important duties and police work is appreciated.

We build trust every day in our encounters with people, and this will continue to be important. Trust is strengthened through appropriate and ethically sound action, the foundation for which is laid during education.

A project to develop the ability to meet different customers

The Police University College has played an important role in the [BuilDERS project](#), which is funded through the EU's Horizon 2020 programme. Its key goal is to strengthen the resilience of individuals and groups who are in a vulnerable position.

The project has produced unique content, even at the international level, for basic and further police education that increases understanding of factors that hinder communication and interaction. For example, the police's customers may have cognitive challenges that make interaction more difficult.

How do you speak to a customer with a memory disorder, developmental disability or neuropsychiatric issues? How do you deal with a customer with mental health problems? What kind of communication is accessible to all of us? We have produced educational content related to these and other themes in cooperation with associations and experts who have a great deal of experience.

Pirjo Jukarainen

Researcher, Police University College

Support for young people through multi-professional teams

Youth work involve multi-professional cooperation to support children's and young people's well-being and prevent crime.

We work in teams consisting of experts from the police and municipal social welfare, healthcare and youth work departments. Each police department has an anchor team.

Youth work team can provide assistance in situations where a young person begins to use drugs or has experienced domestic violence, for example. The team meets the young person and their family as early as possible.



Photo: Mika Pakarinen

The MARAK method helps victims of domestic violence

A multi-professional risk assessment meeting (MARAK) is a method to help victims of domestic violence or people under the threat of domestic violence.

MARAK brings together the authorities and organisations involved in providing help. The method includes making a systematic assessment of the risk of violence and a multi-professional plan to prevent violence, meaning that the victim will receive coordinated support.

In 2021, within the police's MARAK project, we developed practical tools to address domestic violence and violence against women. The goal has also been to develop our own expertise and enhance multi-professional cooperation.

In terms of domestic violence as a whole, it is important to prevent repeated crime and also provide perpetrators with assistance in seeking help. Other people, children in particular, who have experienced and witnessed crime must not be forgotten.



Photo: Milka Pakarinen

More effective help through cooperation

I have been involved in anchor and MARAK activities for a long time and have noticed the importance of cooperation between the authorities and a multi-professional approach. The exchange of information and a shared situational picture are prerequisites for ensuring that the measures are sufficient for the vulnerable victim.

In Finland, we still have work to do in addressing domestic violence effectively. We do not necessarily understand and recognise the phenomenon or the defeated position of the victim. The chain of assistance largely proceeds in accordance with the victim's will, and often the victim thinks they deserve the treatment they receive. When domestic violence does not involve children, the authorities still tend to think that adults choose their life situations. In the United Kingdom, for example, the authorities address domestic violence regardless of the victim's will.

Last year, illegal threat became subject to public prosecution, meaning that cases can be taken forward in the criminal process regardless of the victim's will. This is to protect, for example, child welfare workers, who no longer need to demand punishment for the perpetrator. Their employer can demand punishment on their behalf. This same procedure should be applied to domestic violence to prevent a vicious circle of violence that runs from one generation to the next.

Päivi Suokas

Detective Chief Inspector, Head of the Crime Prevention Sector, Häme Police Department

4. Highly competent police



The police's operating environment and methods are constantly changing, and continuous learning is a prerequisite for successful work performance. Everyone's input counts in the workplace community.

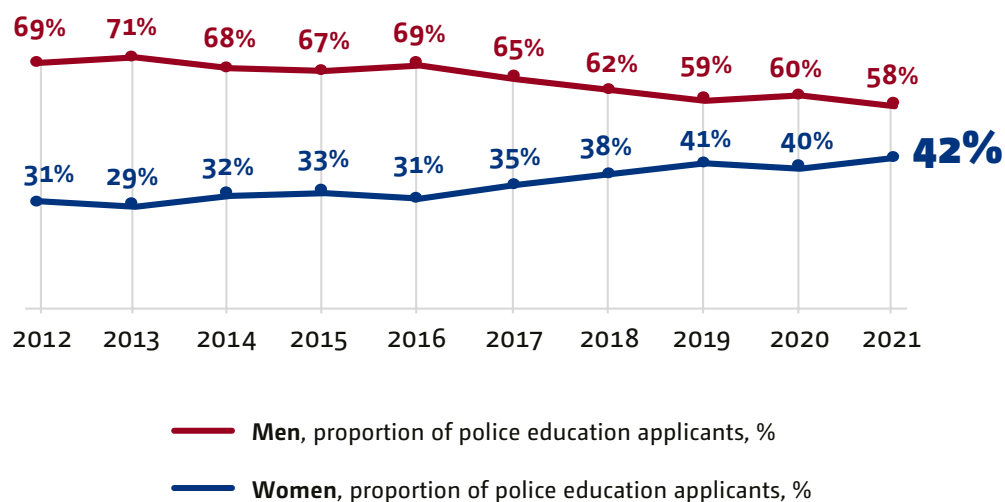
All new police officers graduate from the Police University College. There are more than 300 graduates each year. We are also responsible for further training and continuing education for the police. In addition, we provide education for various stakeholders and the private security sector, for example.

We engage in applied research and development, which serves the planning and development of police operations and internal security. The information we produce is also used in police education.

Our sustainable development operating model is included in the police curricula, and all our training programmes include online learning in addition to contact teaching.



THE PROPORTION OF FEMALE POLICE EDUCATION APPLICANTS HAS INCREASED



The proportion of women of all applicants has increased from 31% to 42% over a period of ten years.
Of the students who started police training in 2021, 40% were women.¹

¹ Source: Study management system. See also [Table 5](#).

Working life skills to promote sustainable development

The strengthening of working life skills, or general competences, is an essential part of developing expertise. Sustainable development, digitalisation and multicultural skills are also highlighted in the changing operating environment of police work.

At the Police University College, all degree programmes involve the development of the following working life skills: learning skills, ethical competence, workplace and interaction skills, sustainable development, international competence and development skills.

The curricula describe police competence and the student's professional growth as a whole, including sustainable development competence and goals as separate goals or as part of learning content, learning environments and pedagogical solutions.

We have signed a sustainability and responsibility commitment with other universities of applied sciences. We promise that sustainable development and responsibility are an overarching theme in all our degree programmes. Degree programmes produce experts who, in addition to having expertise in their own field, have at least basic knowledge of sustainable development and responsibility and know how to promote sustainable development in working life and society.

Lotta Parjanen, Head of Education, and **Merja Laitinen**, Educational Developer, Police University College

Online learning brings flexibility and sustainability

One of the goals of the Police University College’s sustainable development commitment is to increase the proportion of online learning. Online learning brings flexibility to education and significantly reduces the carbon footprint.

We have been increasing the proportion of online learning in police degree programmes and continuing education for several years. We set our first goal for the proportion of online learning in 2019. In 2021, the proportion of online learning in the Bachelor of Police Services degree was more than 17%.

We are also committed to further improving the quality of online learning and strengthening the expertise of our staff. This work is based on the [common online learning quality criteria for universities of applied sciences \(eUAS\)](#), for example.

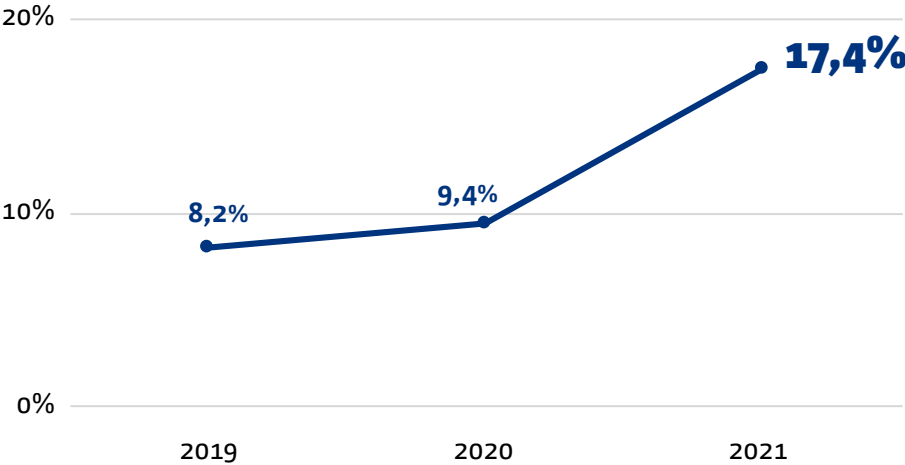
Every two years, we carry out a student barometer survey to provide our degree students with opportunities to contribute to the development of services and a learning environment that support students’ well-being. Based on the results, we determine the development needs with the students.

Judging from the results of the most recent barometer (2021), it is important to continue to invest in the quality of online learning and the development of learning environments. The quality of online learning was also highlighted in our survey to identify the impacts of the COVID-19 pandemic on studying.

Based on the suggestions for development, we started to provide training programmes to strengthen teachers’ and students’ digital skills. The further development of online learning will also be taken into account in the revised curricula for police education.

Kirsi Viitanen, Educational Developer, Police University College

OUR GOAL IS FOR THE PROPORTION OF ONLINE LEARNING OF POLICE EDUCATION TO BE 20%



The proportion of online learning has increased to around 17% in three years.²

² Source: Police University College’s study management system. See also [Table 1](#).

Police education has strengths and development needs

We assess police education using a number of different methods. More information about these methods is available in the [Police University College's operational quality manual](#).

In terms of sustainability, our strengths include the following³:

- **We teach the right things.**

Of graduating students, 92% think that what they have learned is useful for their future.

- **We have a strong sense of community.**

90% of students believe that their fellow students will provide help and support when needed.

- **Our education encourages participation.**

87% of students feel that we encourage them to participate actively in learning situations.

Examples of our development needs³:

- **Attention must be paid to students' individual ways of learning.**

48% of students think that our teaching methods take account of individual ways of learning.

- **The content of police education must be coordinated better.**

Of graduating students, 35% feel that there are currently overlaps and repetition in the studies.

- **Students also need to be provided with feedback other than marks.**

49% of students feel that we actively evaluate the learning process.

³ Source: Graduate feedback questionnaire of the universities of applied sciences (AVOP) 2021. See also [Tables 2 and 3](#).



Photo: Jenna Lehtonen

5. The police are there for everyone



We treat both our customers and colleagues equally, regardless of their personal characteristics or background. We do not tolerate any discrimination or harassment in our workplace community, and we address any incidents without delay.

The police have a national equality and non-discrimination plan, which was confirmed in 2021. It determines our areas of focus in equality and non-discrimination.

We do not tolerate any type of discrimination or harassment in our workplace or university community. Everyone is responsible for ensuring that they do not act or encourage others to act in a discriminatory or derogatory manner.

We treat everyone – both our customers and colleagues – equally, regardless of their personal characteristics or background. We do not treat anyone with condescension, contempt or prejudice.

We encourage members of all population groups to seek employment with the police administration, and we support everyone's career development equally.

The majority of police students feel that they have been treated equally and fairly by their teachers⁴.

⁴ Source: Graduate feedback questionnaire of the universities of applied sciences (AVOP) 2021. See also [Table 6](#).

Diversity in the police

Trust between citizens and the police is an essential element of a secure constitutional state and a prerequisite for police operations. The police must also be able to serve different people from different backgrounds equally – the police are there for everyone.

The goal is for the police staff to reflect Finnish society as a whole. We have carried out work towards this goal for a long time. In 2021, we prepared an action plan to promote diversity in the police organisation and closer cooperation between the police and various minority groups. We are seeking solutions for structural obstacles to diversity in recruitment, for example.

We have organised various discussion events and workshops and have planned a coaching programme for people interested in police education whose first language is not Finnish. The coaching programme has been developed in cooperation with the Uusimaa Centre for Economic Development, Transport and the Environment (ELY Centre) and the Uusimaa Employment and Economic Development Office (TE Office).

Johanna Guessous
Chief Inspector, National Police Board

A study on hate crime provides information about the prejudice behind crimes

Through our [annual study on hate crime](#), we compile statistics and describe suspected hate crimes reported to the police. The material consists of the police national crime report data. Any criminal act can be a hate crime: the motive for the act is crucial.

Hate crime is a specific form of crime that cannot be identified in statistics without separate analysis. Information is needed to address hate crime, and it is also used to further develop police work and education and for impact assessment.

Hate crime affects the security of individuals, communities and society as a whole, which is why it is particularly harmful. International agreements also include obligations to monitor hate crime.

The number of suspected hate crimes has been monitored to the current extent at the Police University College since 2008.

Jenita Rauta

Researcher, Police University College



Photo: Mika Pakarinen

6. Responsible consumption and climate action



The carbon footprint of the police has remained at the level of 2018, including purchases. Excluding purchases, the carbon footprint decreased by around 16% between 2018 and 2021.

The police are committed to target of the Ministry of the Interior for reducing the carbon footprint of its administrative sector by 75% by 2035. We are seeking to achieve this target through an intermediate goal, which is a reduction of 50% by 2027.

We have identified the following as our key sources of emissions:

1. Vehicles
2. Energy
3. Waste
4. Travel
5. Purchases

We have prepared a roadmap for 2020–2027 for reducing the carbon footprint of the police. We are systematically aiming to achieve the goals of the roadmap without compromising the police core operations.

We report annually to the Ministry of the Interior by using its calculation model. The calculation takes into account direct emissions from fuel consumption, emissions from the purchase of energy, indirect emissions from purchased energy, emissions from leased assets, emissions from purchases and emissions from business air travel ([Table 7](#)). Calculations in the administrative sector of the Ministry of the Interior comply with the international [Greenhouse Gas Protocol](#) (GHG) standard. Based on this calculation model, the

most significant sources of emissions of the police are energy for buildings, fuel for vehicles and purchases.

For purchases, the calculation method for 2018–2021 is based on the amount of euros spent on purchases and average emission factors. The calculation method produces indicative results, but individual choices – such as purchases of sustainable product and service options – are not reflected in the results. A more expensive product or service increases the calculated emissions, even if it actually reduces emissions.

Due to the shortcomings and limitations of the calculation model, we started a study in 2021 to measure emissions from purchases. The purpose is to develop new, more accurate calculation methods for

goods and services purchased by the police. Within this study, we are cooperating with our contract partners and key stakeholders in Finland and internationally.

A significant portion of the police services are provided by means of road and water vehicles. Their fuel emissions account for around 12% of the total emissions of the sources included in the calculation. We have started to reduce emissions by electrifying our fleet and testing renewable diesel.

The direct emissions from fuel consumption of the police decreased by around 3% between 2018 and 2021. The reduction of the carbon footprint of fuels in the police is significantly affected by the availability of alternative, non-fossil motive power (such as electricity and renewable fuels) and its suitability for police operations, as well as their price.

The carbon footprint of the energy for the police facilities and other properties accounts for around 5% of the total carbon footprint of the police. The majority of the police facilities are covered by Hansel's joint purchasing agreement on electricity through Senate Properties. [The electricity purchased through Hansel's joint purchasing agreement](#) is 100% renewable.

For travel, the calculation of the Ministry of the Interior only takes into account emissions from air travel. The COVID-19 pandemic reduced travel considerably and increased remote work and virtual participation in events. In 2021, the emissions of the police from air travel were around 75% smaller than in 2018.

In 2021, the police introduced their first fully electric patrol van. In addition, a significant portion of our general-purpose vehicles are already electric or hybrid.



Photo: Jenna Lehtonen

7.

Preparation principles for the report

We have prepared the first sustainability report of the police in cooperation with the National Police Board, the Police University College and the Häme Police Department. All police units participated in producing background information for the report.

From now on, we will prepare the national sustainability report of the police annually.

The Häme Police Department prepared its own sustainability report for 2021, based on which sustainability reporting is likely to be expanded to also cover other police units.

In the spring of 2021, we determined the sustainable development goals of the police in line with the “Sustainability reporting in state administration” guideline published by the State Treasury. The National Police Board, the Police University College and the Häme Police Department participated in determining the goals.

The development of sustainability goals, measures and indicators is a continuous effort in the police.

The sustainability report is one of the tools for operational development. It helps us to further improve our goals, measures and indicators.

Our sustainability work is also guided by the [national sustainable development strategy](#) and the [sustainable development commitments of the Ministry of the Interior and the police](#) (in Finnish).



Photo: Jenna Lehtonen

Tables

Table 1. Statistics on police education (Bachelor of Police Services)⁵

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Applicants per study place	13	7	13	9	14	10	10	13	13	11
Students	-	-	81	315	605	855	966	1025	1066	1068
Graduates	-	-	-	-	-	239	237	320	356	366
Proportion of online learning, %	-	-	-	-	-	-	-	8,2	9,4	17,4

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⁵ Source: Police University College's student administration software.

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Table 2. Strengths of police education (Bachelor of Police Services) in 2021⁶

	Disagree (1–3)	I do not agree or disagree (4)	Agree (5–7)	Total
I believe that what I have learned is useful for my future, %	4	4	92	100
Students supported each other and tried to help when needed, %	5	5	90	100
Students were encouraged to participate actively in learning situations, %	4	9	87	100

⁶ Source: Graduate feedback questionnaire of the universities of applied sciences (AVOP) 2021.

Table 3. Development needs in police education (Bachelor of Police Services) in 2021⁷

	Disagree (1–3)	I do not agree or disagree (4)	Agree (5–7)	Total
There were hardly any unnecessary study modules or overlaps or repetition in my studies, %	35	24	41	100
The teaching methods and ways of working took account of students' individual ways of learning, %	23	29	48	100
In addition to my learning results, my learning process was actively assessed, %	25	26	49	100

⁷ Source: Graduate feedback questionnaire of the universities of applied sciences (AVOP) 2021.

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Table 4. Gender distribution and average age of police staff in 2021–2021⁸

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total personnel, women %	28	29	29	29	29	29	30	30	31	31
Total personnel, men %	72	71	71	71	71	71	70	70	69	69
Police officers, women %	14	15	16	16	16	17	18	18	19	20
Police officers, men %	86	85	84	84	84	83	82	82	81	80
Chiefs and senior officers, women %	8	8	9	9	10	11	12	13	14	15
Chiefs and senior officers, men %	92	92	91	91	90	89	88	87	86	85
Average age	42	43	43	43	43	44	44	44	43	44

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⁸ Source: PolStat, the statistical service of the police.

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Table 5. Gender distribution of students who applied for and started police education in 2012–2021⁹

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Applicants, women %	31	29	32	33	31	35	38	41	40	42
Applicants, men %	69	71	68	67	69	65	62	59	60	58
Started education, women %	29	21	32	28	31	29	36	37	37	40
Started education, men %	71	79	68	72	69	71	64	63	63	60

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⁹ Source: Police University College's study management system.

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Table 6. Police (bachelor) students' assessment: "The teachers paid attention to the students equally and fairly"¹⁰

	Disagree (1–3)	I do not agree or disagree (4)	Agree (5–7)	Average
Women, %	14	14	73	5,3
Men, %	5	9	86	5,7
All, %	8	6	81	5,5

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¹⁰ Source: Graduate feedback questionnaire of the universities of applied sciences (AVOP) 2021.

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Table 7. Development of the carbon footprint of the police (tCO₂e)¹¹

	2018	2019	2020	2021
Fuel consumption	7379	7901	6250	7135
Purchase of energy	3694	3083	3331	2820
Indirect emissions from energy	2465	2620	2227	2573
Leased assets	9661	9778	10262	8008
Purchases	32393	37027	35030	36427
Business travel	2370	1631	418	587
Total	57962	62040	57518	57550

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¹¹ Source: The Ministry of the Interior's carbon footprint calculation.