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Liisa Jääskeläinen and Tarja Repo (eds.)

SCHOOLS REACHING OUT TO A GLOBAL WORLD

What competences do global citizens need?

Publications 2011:34

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TO THE READER

Globalisation changes the world and brings a changing world with its joys and problems closer to us. Distances have become shorter in many ways; places that were once so far away are now more familiar to more and more people. Technological development has enabled rapid communication of information – we find out about things that happen in different parts of the world in real time. In a global world, economic ties are getting closer and closer, bringing about both new opportunities and threats. The daily life of each and every one of us is bound to global changes and turbulences in different ways.

The *As a Global Citizen in Finland* project has been implemented as a co-operation project with a busy schedule. Through excellent co-operation between different parties, the project has defined the competences of global citizenship, while also preparing for the forthcoming reform of the National Core Curricula for general education. The project has also compiled good practices developed by participating schools as part of their own work. Deliberation on the theoretical background relating to global education in co-operation with university researchers and sharing experiences between different countries have formed an important part of the work.

The Finnish National Board of Education (FNBE) co-ordinated the *As a Global Citizen in Finland* project, which was funded by the Ministry of Foreign Affairs. In addition to FNBE officials, active participants have included Ms. Erja-Outi Heino, Communications Officer from the Ministry of Foreign

Affairs, and the head teachers and teachers of the 15 schools involved in the project. The majority of project work was carried out at the schools. Experiences were shared and the schools' work was steered and co-ordinated at seminars organised by the Finnish National Board of Education. An international symposium entitled *Becoming a Global Citizen* was held at Hanasaari Swedish-Finnish Cultural Centre in Espoo. As well as the Finnish National Board of Education, the symposium organisers included the Global Education Network Europe (GENE), the Ministry of Foreign Affairs, the Ministry of Education and Culture and Hanasaari Swedish-Finnish Cultural Centre.

I would like to thank all the schools involved in the project and their staff for their excellent work. I also thank all the partners and, in particular, the Ministry of Foreign Affairs for making this project possible. The work has required plenty of competence and it has shared visions and enthusiasm. These are all needed to promote global citizenship.

I hope that the project material included in this publication is useful for all teachers at comprehensive schools and upper secondary schools and for everyone involved in development of education at local and national levels. Based on the Finnish process and experiences, I warmly welcome other countries to carry out similar projects.

Jorma Kauppinen
Director
Finnish National
Board of Education

Chair
Council of Europe's
Steering Committee
for Education



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How the *As a Global Citizen in Finland* project was implemented

Baseline situation

The Finnish National Board of Education (FNBE) has implemented a global education development project entitled *As a Global Citizen in Finland* in co-operation with the Development Communications Group of the Ministry of Foreign Affairs, the school network and several experts. The purpose of the project was to put together a vision for the key premises, challenges and opportunities in terms of education for global citizenship in a globalised world. The project has sought and developed ways of participating in building a world of greater justice and sustainability that are suitable for children's and young people's experiences. Particular attention has focused on the competences required of a global citizen and how these competence needs could possibly be described in the forthcoming curricular reform of general education.

The project is a continuation of co-operation in education for international understanding between the Finnish National Board of Education and the Ministry of Foreign Affairs that was initiated back in 1995. The term 'global education' has been used since the early 21st century. The project has also been used for implementation of the *Global Education 2010* programme run by the Ministry of Education. A key influence on creation of the programme was a 2004 peer review by the Global Education Network Europe (GENE) and subsequent measures.

Global education in the spirit of Maastricht

Adapting the Maastricht Global Education Declaration (2002), global education 'is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice and sustainability'. The project decided to focus on development education – in the sense used by the Ministry of Foreign Affairs – which is based on the UN Millennium Development Goals.

The project was launched in the autumn of 2010 and ended in late 2011. It played a diverse role in the preparations of curricular reform within the Finnish National Board of Education and at regional and national education events. What kinds of things did this year actually involve?

Organisation of the project

In November 2010, the Finnish National Board of Education received a €195,000 grant from the Ministry of Foreign Affairs for the purpose of implementing the *As a Global Citizen in Finland* project. The Board invited Mr. Jorma Kauppinen, an FNBE Director, to chair the project co-ordination team with the following members: Ms. Erja-Outi Heino, Communications Officer from the Ministry of Foreign Affairs, and Ms. Liisa Jääskeläinen (Vice Chair), Mr. Pekka Elo, Mr. Mikko Hartikainen, Ms. Lea Houtsonen, Ms. Kristina Kaihari, Ms. Katarina Rejman and Ms. Paula Mattila, all Counsellors of Education from the FNBE. The secretary of the team was

initially Assistant Paula Paronen, followed by Assistant Helen Ala-Seppälä, Project Assistant Hoda Shabrokh and finally Secretary to the management Merja Väänänen. The financial administration for the team was entrusted to Secretary Inkeri Gröhn, who was also responsible for setting up and updating the project website.

In addition to the actual co-ordination team, the project had two separate teams responsible for its international symposium and for preparing this publication. The publication team also involved Ms. Katja Särkkä, visual arts teacher responsible for graphic design for the entire project, and Ms. Tarja Repo, reporter, whose key task became focused on compiling Chapter I of this publication.

Building the school network

Right from the start, the project wanted to hear the voices of schools and highlight good teaching practices. Due to the busy schedule, the Finnish National Board of Education sent a letter on 15th December 2010 to invite schools with prior competence in at least some area of global education to participate in the project. The invited schools have participated in networks or projects with similar objectives, such as the *Global citizen and the media* project funded by the Ministry of Education as part of its *Global Education 2010* programme, the ENSI school network (*Environment and School Initiatives*) and UNESCO schools. In addition, the Board also invited some schools that were otherwise very active in their internationalisation.

When the school network was being built, care was taken to involve learners of different ages from primary to general

upper secondary level. The network was also diverse in regional and linguistic terms. In addition to Finnish- and Swedish-language schools, we also invited the Helsinki-based Finnish-Russian School and the French School of Helsinki as well as teacher training schools from different universities. Of the teacher training schools, the Swedish-language Vaasa Teacher Training School took up the invitation.

Each school produced a project plan including a budget proposal. The FNBE assessment team assessed the content-related relevance and project competence of each project. Important dimensions of competence included networking, effectiveness, learning environments, outputs and embedding achievements. The team placed particular importance on raising global education to the level of the school's entire operational culture.

The Finnish National Board of Education signed an agreement to cover each school project with each school's education provider. School-specific project funding varied between €900 and €5,000. Project funds were used to cover extra costs arising from the project. The schools were also able to send teachers to project seminars, because project funds were used to cover travel costs and any possible loss of income.

After the initial preparation phase, the project network settled on 15 schools, two of which provide education in Swedish.

Seminars

The project's **start-up seminar** was organised on FNBE premises on 4th February 2011. Participants reflected on the project's objectives and starting points and analysed the concept of 'global citizen', while also weighing up project

ideas in groups led by co-ordination team members, with particular focus on the significance of skills. Ms. Hannele Cantell, Director of Subject Teacher Education at the University of Helsinki, gave a lecture on phenomenon-based pedagogy. Mr. Olli Hakala, philosophy and ethics teacher from Töölö Secondary School, talked about global citizens' ethics. Counsellor of Education Liisa Jääskeläinen described a process carried out in the Netherlands to reflect on the same topics, which had produced a publication entitled *Windows on the World – Canon for Global Citizenship Committee*¹. In addition, a tentative outline for global citizens' competences was presented at the start-up seminar, while participants also agreed on joint further measures. Key measures implemented after the seminar included drawing up school-specific project plans, assessment of the plans and provision of feedback for the schools by the Finnish National Board of Education, any possible further development of the plans, and signing project agreements with each school's education provider.

The **workshop seminar** of the *As a Global Citizen in Finland* project was organised on FNBE premises on 13th May 2011. The workshop seminar was scheduled to coincide with the Forum for Children and Young People and invitations to the forum were sent to the project schools this time. Seminar participants listened to children's and young people's ideas about what global education could be about, in what ways they could participate in the project and by what means they could influence even global issues. It became clear that some schools had not yet properly launched the

project or that at least the learners had not been involved in planning the project. We also heard that young people were more worried about racism among adults than among their own peers.

At the workshop seminar, Counsellor of Education Liisa Jääskeläinen described the current project situation and outlined how global citizenship can be understood, using additional material. In addition, she presented the views of Ms. Vanessa de Oliveira Andreotti, Professor of Global Education at the University of Oulu, on how different frames of reference influence our sensitivity to perceive global changes while also having a decisive effect on what means of education and training we consider to be wise ways to respond to globalisation. Counsellor of Education Irmeli Halinen, Head of the FNBE Curriculum Development Unit, talked about reform needs in basic education and the competence approach as a key starting point for reform of the National Core Curriculum. Head teacher Antti Jokikokko from Lapinlahti Upper Secondary School in Visual Arts spoke about his own school's project, which was specifically geared towards strengthening intercultural competence. Groups led by co-ordination team members addressed further development of school projects, with particular focus on how projects would support clarification of global citizens' competences and what types of pedagogy and school culture could be used in this identity development work.

The project's **final seminar** was held at Helsinki Congress Paasitorni on 13th October 2011. At the beginning of the seminar, Counsellor of Education Liisa Jääskeläinen gave a brief description of the overall project situation and Counsellor of Education Irmeli Halinen recalled the dimensions of competence

1 www.venstersopdewereld.nl

and their effects on curricula. Seminar participants enjoyed seeing and hearing the project schools' presentations on how they had carried out their projects and what kinds of results they had achieved. During the presentations, participants reflected on global citizens' competences, in other words, what types of knowledge, skills, or attitudes, values and will each competence comprises. The ideas were compiled into a memo, which was sent to the writers of the articles dealing with specific competences. Seminar participants also received information about the views presented in the *Becoming a Global Citizen* symposium, which are also discussed in Chapter III.

Chapter I provides a rich overview of the work carried out by the project schools and, at the same time, of the final seminar contributions. More material produced as part of the project has been collected on the FNBE website ², which also includes some articles by doctoral student Anna-Leena Riitaoja, MA (Edu), shedding light on the theoretical background of global education.

Role of education in a world of uncertainty?

The post-colonial interpretation of globalisation presented by Ms. Vanessa de Oliveira Andreotti, Professor of Global Education at the University of Oulu, is of particular interest to the project, which is why I would like to conclude with it. This interpretation is based on criticism of modernity that has long been set as an ideal for social development and, in particular, development co-operation. It is now essentially admitted that development is uncertain. This being the case, the role of education is to

teach learners to question things, build knowledge through interaction, open up a wide variety of views, deal with uncertainty and act ethically.

During our brief project, some serious news items affected us from all around the world. These are some examples:

- the tsunami and nuclear disaster in Japan in March 2011
- the fight for democracy in the Arab countries, the Arab Spring 2011
- economic crises in Europe and around the world – a banking crisis, a euro crisis or a moral crisis?
- job reductions at Nokia – economic globalisation pains globally
- the death of Osama bin Laden in Pakistan – the question of the end of the War on Terror
- the Utøya massacre and Norwegians' reactions to the tragedy
- the world population exceeded 7 billion.

Each item in that list could be a topic of a diverse study module, which could be used to guide pupils and students to reflect on issues such as dealing with uncertainty or the basis on which one could build one's own ethical solutions. Our seminar participants were unanimous in the conclusion that there should be more time to discuss current affairs.

The *As a Global Citizen in Finland* project set out to determine what kinds of competences a global citizen would need. This is the question that we will try to answer in the next chapters.

Liisa Jääskeläinen

Counsellor of Education
Finnish National Board of Education

2 <http://www.opf.fi/kehittamishankkeet/maailmankansalaisena-suomessa>



↘ Vaasa Teacher Training School Class 8B at work on the concept of 'global citizen'.
PHOTO Carina Storthors

↓ An Africa-themed day brought more colour to Kasavuori School's autumn. The programme included a food quiz, for example.
PHOTO Marjo Kekki



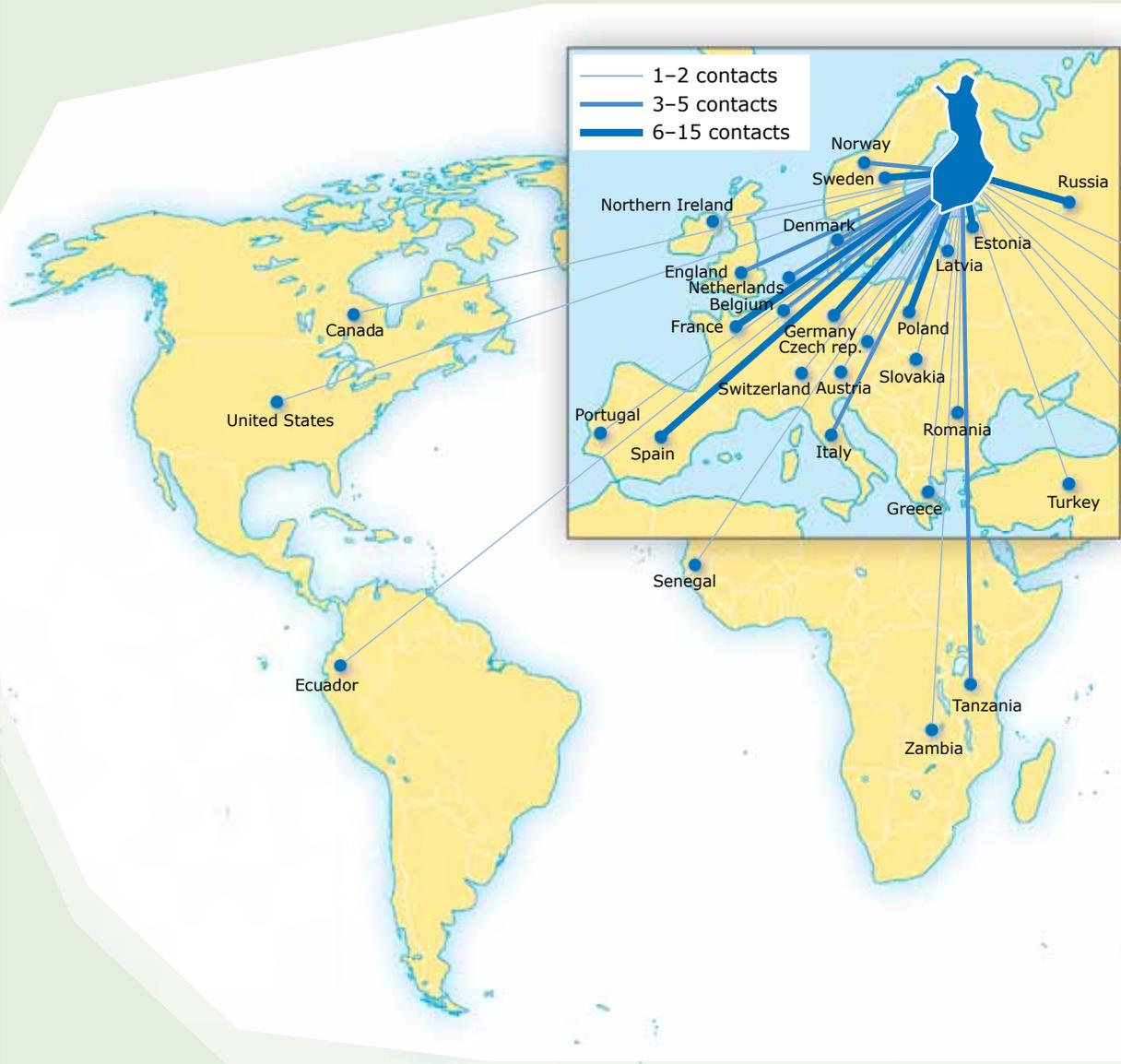


| Schools took on the task



As a Global Citizen in Finland

International contacts of participating schools



- The global education development project entitled *As a Global Citizen in Finland* involved 15 comprehensive schools and upper secondary schools.
- In all, the schools participating in the project had just over a hundred established international contacts.
- The majority of the schools' international contacts were twin and partner schools operating in other countries.
- International co-operation involved student exchanges and various projects on the eTwinning Portal, for example.
- The general objectives for co-operation included increasing linguistic and cultural awareness and acquiring social capital.
- Contacts with other countries were a natural and important part of the operational culture at the schools involved in the project.



PARTICIPATING SCHOOLS

- Ekenäs Upper Secondary School, Raasepori**
- Finnish-Russian School, Helsinki**
- French-Finnish School of Helsinki**
- Jokela Primary School, Raahе**
- Jokikunta Primary School, Vihti**
- Kasavuori Lower Secondary School, Kauniainen**
- Kauhajoki Upper Secondary School**
- Kuninkaanhaka Lower Secondary School, Pori**
- Lapinlahti Upper Secondary School and Upper Secondary School in Visual Arts**
- Mäntymäki Primary School, Kauniainen**
- Pispala Primary School, Tampere**
- Riihenmäki Lower Secondary School, Mäntsälä**
- Seinäjoki Upper Secondary School**
- Vaasa Teacher Training School**
- Vesilahti Lower Secondary School**



PHOTOS Niina Skutnabb

SUSTAINABLE DEVELOPMENT BELONGS TO ALL

Jokikunta Primary School

Global citizens in the garden – our common nature

- **The project educates** primary school pupils to take global responsibility.
- **In the Secret Garden**, schoolchildren cultivate plants and compare gardening with children in Ecuador.
- **Recycled materials** were used to make KeKe dolls that spread the word of a sustainable lifestyle around the world ('KeKe' is an abbreviation of 'kestävä kehitys', the Finnish term for sustainable development).
- **In an online blog** at kekedoll.blogspot.com, everyone can tell their own KeKe story.
- **The Polish twin school** receives letters written in English via the eTwinning site.
- **Pupils gain first-hand** experiences of international activities and receive information about other cultures.
- **Language programme:** English as the A1-syllabus language (first compulsory foreign language).
- **A specific competence objective** is a sustainable lifestyle.
- **Website:** <http://peda.net/veraja/vihti/jokikunta>

← Jokikunta pupils have compared schooling with their partner school in Ecuador.

KeKe dolls convey the message of sustainable development from pupils at Vihti-based Jokikunta Primary School to all corners of the world. Environmental issues form an integral part of the village school's everyday life. The school's Secret Garden is already a topic of discussion as far away as in Ecuador.

Jokikunta Primary School, located in the Uusimaa Region of Southern Finland, has focused its profile on media education. A sustainable lifestyle is also a frequent topic of discussion at this school with three teachers and just over 60 pupils in grades 1–6 of basic education.

For a few years now, the school has been carrying out its own environmental education project with a name that evokes memories of childhood reading especially among more mature people – ‘The Secret Garden’.

The school garden is part of Vihti's municipal programme for sustainable development known as the **Vihti Model**.

Tending the vegetable garden, natural history and environmental issues are part of children's lives from the day they start school. The Secret Garden is about working together to take care of the school's flower bed. There is also a vegetable garden in the school grounds where teachers used to have allotments. The school receives help with gardening from the Vihti 4H Association and the local Jokikunta club of the national Martha Organisation.

The aim is to organise a harvest festival every autumn as a highlight of the school

year. Festivals have been held with prizes awarded to pupils who managed to grow the largest pumpkins. The most sizeable specimen weighed almost 70 kilos.

You need to have roots

Jokikunta School chose global citizenship as the main theme for the 2011/2012 school year. The impetus for this project came from the school's own gardening patches.

‘The idea was that you need to have roots in order to grow wings. It's good to know your own village community and culture in order to be a global citizen in Finland too. Then you can see yourself living in a big city without forgetting where you come from,’ explains head teacher **Ville-Matti Hurskainen**.

The roots of Jokikunta pupils are partially based on environmental awareness. This inspired the idea of taking the notion of sustainable development around the world.

As part of the project, pupils were assigned tasks suitable for each year class. Those in grades 1–2 learnt the basics of sustainable development and recycling as part of their craft activities. The garden was mostly tended by third- and fourth-graders, who learnt more about habitat and other factors influencing plant growth. In addition to pumpkins, pupils also planted peas, flowers and more.

‘We also planned to exchange plant seeds between countries, but the customs authorities intervened. That's why we have only communicated using images. We received some photos of the vegetable garden and pig breeding in Ecuador and



we've sent them some pictures of our own vegetable patches,' the head teacher says.

The project provided all pupils in grades 1–4 with the opportunity to familiarise themselves with another culture through their own activities. Fifth- and sixth-graders also learnt more about the lifestyle of another culture and about how primary production plays a more important role in many countries than it does in Finland.

Dolls sent out with letters

In the first two grades, pupils made KeKe dolls from recycled materials and wrote an accompanying letter explaining the idea behind the doll and about sustainable

development.

During the autumn of 2011, they finished about a dozen dolls, which were mailed to other schools in different parts of the world. The idea is that each receiving school then forwards their doll to the next school accompanied by their own covering letter.

'We've searched for target schools around the world as teamwork.'

In order for children around the world to get in contact with each other, a blog was created for the dolls. Everyone can go there to tell their own KeKe story about sustainable development.

Pupils in grades 5–6 were put in charge of mailing the dolls. Pupils prepared for



↖ The Ecuadorians have used the proceeds from breeding animals to buy computers, which are the only ones at any school in the whole region.

↑ Gardening brings schoolchildren on two continents together. The Finns received information about what tending a vegetable garden is like at a South American school.

their task by studying other countries and cities as part of different subjects.

Interest in Ecuador

One of the dolls was sent to a partner school in Ecuador, with which Jokikunta pupils have shared their experiences of gardening in particular.

The partner school was discovered by **Niina Skutnabb**, an after-school club instructor and learning assistant, who has an acquaintance who runs a consortium of five schools, known as Educativa Rural San Francisco del Cabo, in North-

West Ecuador. Ms. Skutnabb told the Ecuadorians about Jokikunta School's plans and they became very interested.

'I went there on a study visit last spring. I took with me some photos of our school and its garden and a letter to the teachers. They welcomed me with open arms and I learnt about their school systems and gardens.'

The consortium schools have a nursery where they grow fruit and useful plants for their own use and to sell locally. In addition, lower secondary school pupils breed poultry, pigs and cows,

which are sold when they are old enough. The activities are well-organised and the animals are very well looked after. The proceeds from selling the animals have been used to buy computers, which are the only ones at any school in the whole region.

‘The children were excited about the photos, drawings and paintings of the Ecuadorians. The far-away school and its pupils become something real for the children when they receive their actual letters in their hands.’

Ms. Skutnabb believes that the project has provided Jokikunta pupils with new information and ideas about what schooling is like in South America. Their Ecuadorian peers, in turn, have learnt about a country called Finland, located far away in Europe, and its industry and vegetation.

Information and experiences

According to the head teacher, the school’s youngest pupils in particular have been excited about the project. It is quite an experience for them to be in contact with other countries. It is hoped that their own school could welcome some international guests one day. For teachers, the diverse project brought additional work, which they felt was an extra burden to some extent. On the whole, however, people at Jokikunta School have had an opportunity not only to increase awareness of their own local culture, but also to compare it with other world cultures.

The project also covered **media education**, which is visible in teaching in many other respects as well. For instance, schoolwork involves producing videos



↑ The Secret Garden is the jewel in the crown of Jokikunta School, providing an idyllic setting for visual arts classes, for example.

and radio plays and engaging in online discussions. People make active use of information technology in support of learning.

‘I feel that the easiest way for a teacher to teach social media is to use it for a real-life purpose. The medium used in our project is the blog where anyone can write their own stories,’ the head teacher points out. A further idea behind the **international blog** is to seek out new partners for Jokikunta School in other countries. Such contacts may turn out to be useful in the future.

‘If a specific country is dealt with as part of a subject, we can use the blog to send them questions about the topic.’

Let's Meet – Polish pen-pals for pupils

→ **Pupils at Jokikunta Primary School were also immersed in international co-operation in the eTwinning project as part of their English studies. Teacher Krista Taipalvesi warmly recommends her colleagues to check out the eTwinning forum, if they have not already done so.**

The *Let's Meet* project covers fifth- and sixth-graders who have made pen-pals with their peers in Poland. The project was initiated by class teacher **Krista Taipalvesi**. Everything started in the summer of 2011 when she visited the eTwinning forum and found a partner in **Ania Milerska**, a teacher at a school in the City of Katowice.

'Each pupil produces a letter, drawings or photos, for example, for his or her own pen-pal once a month. We compile the letters into a kind of album and send the end results to Poland. They naturally do the same.'

The teachers have agreed on a specific theme for each month. In September, pupils wrote brief introductions of themselves. The intention is for pupils to describe topics such as traditions, their own families and school during the year. The letters are sent by post or may be posted on a specific password-protected TwinSpace Forum.

Broadening world views

As part of the project, pupils learn to use e-mail and the online forum and to prepare PowerPoint presentations.

'A further aim is to create contacts between pupils and their peers living in another country, thus extending their knowledge of the world and different cultures. We also hope to see increasing tolerance towards diversity and different cultures.'

Ms. Taipalvesi has received positive feedback on the project from her pupils.

'It provides them and me too with new materials to build and broaden our world-views. The project has a strong focus on the cultural aspect of global education. I personally feel that co-operation with foreign teachers is very inspiring and instructive. These kinds of projects are a lot of work for a teacher, but they are also hugely rewarding.'

The eTwinning network for school partnerships

- **Established in 2005** as a co-operation network for European schools.
- **Promotes** co-operation between schools by means of information and communications technology.
- **Offers teachers** a free channel to seek partners for joint projects to be implemented online.
- **Tools** for finding partners, planning and implementing projects, brainstorming and discussions.
- **The eTwinning Portal** at www.etwinning.net functions as a meeting point and workspace.

→ Internationality can be seen as soon as you enter Riihenmäki School. The globes on the wall poster in the entrance hall are marked with hearts indicating the destinations of school trips. PHOTO Tarja Repo

SHARING OUR HEARTS WITH THE WORLD

IN SEARCH OF A GOOD LIFE



Riihenmäki Lower Secondary School

Global citizens' good life

- **A good life and global citizenship** were selected as the themes for the **2011/2012 theme year**.
- **The themes** are discussed in project classes for different subjects.
- **For instance**, pupils explore various views of a good life in their religion studies and produce a wide variety of works about the themes in visual arts.
- **The lower secondary school's seventh-graders** forged international contacts using the eTwinning Portal and Skype, while ninth-graders reflected on their future in co-operation with their peers from a Norwegian school.
- **Pupils' own active involvement** in planning and carrying out the project plays a key role.
- **A specific competence objective** is social participation.
- **A guide will be produced for teachers** covering the phenomenon-based project work model.
- **Language programme:** A1 English, B1 Swedish, B2 Spanish, German, French and Russian. Additionally, the entrepreneurship class has 7-hour 'language showers' in five languages on a rotating basis.
- **Website:** www.mantsala.fi/riihen

The ideal of an active and responsible citizen plays a key role in the operational culture of Mäntsälä-based Riihenmäki Lower Secondary School. Therefore, it's no wonder that the pupils were also invited to take an active part in planning a theme year, with a good life and global citizenship selected as the themes.

The themes of the theme year are visible in many places within the school premises. One wall will be filled with seventh-graders' self-portraits drawn in front of the mirror. Pictures will also be posted on the eTwinning Portal, where pupils

introduce themselves to foreign partner schools.

A large canvas poster has been attached to the big screen in the spacious central hall, showing globes that describe the school's other focus, internationality.

There are red hearts on the globes indicating all those places that pupils have visited on school trips. Another poster announces that Riihenmäki School is a UNESCO School.

'In the future, we will also mark on the poster all those places with which we have forged eTwinning partnerships,' explains **Saija Hellström**, teacher of religion, ethics and entrepreneurship, who is also the school's vice head teacher.

Challenge for the entire school year

Riihenmäki Lower Secondary School has just over 360 pupils in grades 7–9 of basic education and about 30 teachers. In addition to internationality, the school's operational priorities also include entrepreneurship education.

The diverse development work carried out at the school has also attracted attention from elsewhere. In 2009, the Trade Union of Education (OAJ) and its *Opettaja* (Teacher) magazine picked Riihenmäki School as the **School of the Year**. The citation for the award was the fact that the school creates a team spirit between pupils and teachers and promotes active involvement within the surrounding community. The school also grants 'creative madness' scholarships.

The entire school community has joined forces to discuss the **building blocks of a good life** during the 2011/2012 school year. In addition, the school's *As a Global Citizen in Finland* project was included under this common umbrella project and the following six teachers of different subjects started to plan it: **Taina Björnström, Riikka Hankonen, Timo Parkkinen, Laura Hari, Mari Mäkitalo-Aho** and project co-ordinator Saija Hellström.

The project covered the following subjects taught by these teachers: biology and geography, home economics, health education, foreign languages, visual arts and religion. Each of the six teachers reserved some of their subject classes for the project.

The *Global citizens' good life* project is being carried out in different subject

classes throughout the year.

'This is a major challenge, the likes of which have never been implemented at our school on such a large scale,' Ms. Hellström describes.

She explains that not all teachers were recruited to the project, because it seemed that not everyone wanted to include an international aspect in all projects. However, the teachers have indicated that they can reserve a few of their lesson hours for the project.

Raising awareness of the phenomenon-based approach

Global citizenship and a good life have been discussed during lessons from many perspectives. One of the objectives was to practise **teamwork skills**. Teachers also wanted to open up the **phenomenon-based approach** to pupils. They have grasped how the contents of different subjects are connected with each other.

Ms. Hellström wishes that there could be more room for the phenomenon-based approach and implementation of cross-curricular themes in education. According to her, it is not currently possible for teachers to address cross-curricular themes comprehensively, but they have to make choices within these themes instead.

'I'd start revising curricula based on **skills** rather than subject contents. Describing skills would be more important than listing the things that pupils must know.'

At the project planning stage, all six teachers went through their curricula and considered which cross-curricular



themes could be related to the project's theme. They then picked these contents to be addressed during the project. In the autumn, the project lessons were added to the school's annual plan. Project work is distributed into different subject classes. The teachers co-ordinate amongst themselves what topics to discuss during project lessons and in which order.

The experiment did not remain a one-year effort, because the project started to develop a **permanent model** for phenomenon-based work across subject boundaries. The aim is for the organisation method learnt during the project to be used in the future as well. There is demand for such a model, because the school selects a shared theme every year and the new operating model makes it easier to extend the theme to form part of several subjects.

Pupils' involvement as the guiding star

The teachers wanted pupils to be involved right from the start and to influence the contents and themes of the projects. For example, pupils had a chance to think about the topics and tasks that they would later focus on in more detail.

This approach differs from the way in which projects are traditionally carried out.

'It often feels like teachers start pondering on concepts in depth and at a high level. They plan something ready for pupils, such as a theme and a handout. The pupils perform the tasks but are not able to say afterwards what these dealt with and were related to. That's why we

as teachers didn't want to make a big song and dance of it, but we also wanted to get pupils themselves to think about how to implement the projects.'

The significance of activating pupils has only just become clearer as the work has progressed. Ms. Hellström even describes it as one of the greatest things that they have learnt. This insight also influences her teaching work in other respects.

'As instructing teachers, we feel that pupils' **involvement** is also one of the most important aspects in terms of global citizenship. Young people need to experience the feeling that they are the protagonists of their own lives and that they can make a difference. Involvement in making decisions that influence your own studies and life starts at school.'

According to Ms. Hellström, pupils can be active agents in their own lives in relation to themselves, their community and the surrounding world. In order for them to become active citizens in the future, there must also be room for this active involvement at school.

Activation of young people also influences assessment of learning.

'Pupils come up to me and ask if the work that they've done is good. My answer is that that's not what I'm assessing. What's more important is that each pupil is able to decide for themselves what they've learnt.'

Teachers don't dictate

Biology and geography teacher Taina Björnström has also encouraged her pupils to think for themselves. The tools

that she has used for this purpose include **mind maps**.

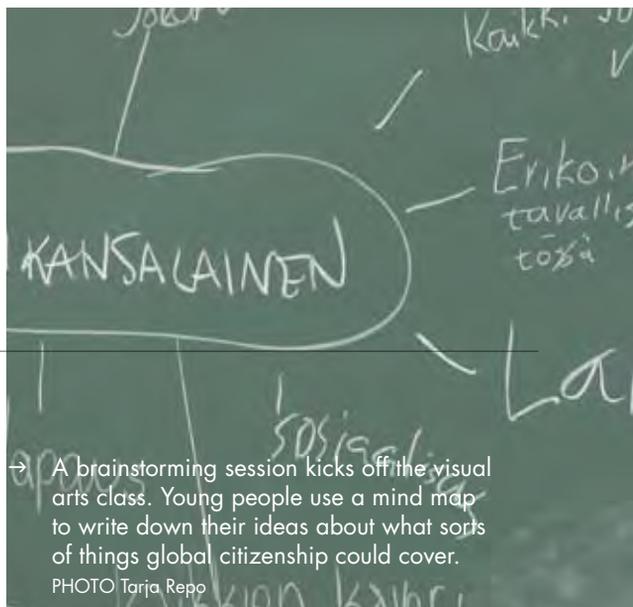
‘We have different themes for different months, such as topical issues or multiculturalism in Mäntsälä. I have introduced various subject areas to pupils and asked them to choose the ones that most inspire them. Pupils have been interested in things like traditions, such as Christmas traditions,’ Ms. Björnström relates. She admits that this type of working method also requires the teacher to tolerate uncertainty, because the outcome is not decided in advance.

Teachers reminisce about how they already brainstormed dozens of project topics and working methods the previous spring.

‘However, it would have been a very teacher-driven approach. The results of the work would have been determined in advance. We rejected this approach and, in the autumn, we started vigorously with a pupil-centred approach. Obviously, even this approach requires us to set certain parameters,’ Ms. Björnström muses.

The programme for the school year also includes themed events, such as a theme week for ninth-graders. During the week, pupils reflect on their future in co-operation with their peers at Risil School in Norway. They have applied for a grant from the Youth Academy organisation for the theme week to cover the costs of visits and a band workshop, for example.

‘Someone may, say, decorate their own imaginary home during the week. A few boys want to write and record a song,’ Ms. Hellström explains.



→ **In Riihenmäki Lower Secondary School’s visual arts classroom, teacher Mari Mäkitalo-Aho is starting a brainstorming session about global citizenship and a good life with Class 7E. The outcome may be a cartoon – or something completely different.**

‘Work together to think about what the topics bring to your minds. Let’s then make mind maps of these,’ Ms. Mäkitalo-Aho instructs the class.

The pupils divide into groups to think about the task. After initial confusion, ideas start to spring up, accompanied by a lively buzz, and pupils come up to the board to write down their ideas.

In their mind maps, young people associate global citizenship with aspects such as equality, public rights, freedom and people of different colours. A global citizen may also



A visual arts class starts with brainstorming

be everyone's friend, an extraordinary person in an ordinary environment, or a Finn.

A good life brings forth even more words, such as family, food, leisure activities, learning, technology, shops, sleep, nurses, procreation and money.

With a big heart

Pupils have done project-related tasks in visual arts throughout the autumn. For instance, ninth-graders reflect on questions such as 'who am I' or 'what are objects, moods and images relating to a good life like'. They produce portfolios about their own lives and write a letter addressed to themselves ten years from now and use this as a basis to create a piece describing the highlights of their lives.

'Making a portfolio has been an inspiring task for pupils, which they are working on with a big heart,' Mari Mäkitalo-Aho praises. One of the best outputs is a manga virtuoso's portfolio

with its back cover sporting a large-eyed cartoon character with a big speech bubble. The bubble is still blank, but the teacher is looking forward with interest to seeing what sort of message of a good life will be produced.

Another task is to use a song about a good or a bad life as an inspiration for work. Pupils also produce arrangements, mobiles and cartoons and practise self-knowledge by drawing self-portraits.

'Drawing a self-portrait is always an equally challenging and fun topic for seventh-graders,' Ms. Mäkitalo-Aho points out.

The bell rings and the brainstorming session is over for now. The pupils leave the classroom, but the ideas linger in their minds, bubbling under for the next visual arts class.

Are you listening, Europe?

→ In Riihenmäki Lower Secondary School's computer lab, pupils in Class 7C are fine-tuning their English-language presentations of themselves.

The letters will be posted on the eTwinning Portal, through which the school has made partners from Spain, Greece, Turkey and France.

'The English teacher has promised to check our presentations. What's important here is not grammar but making yourselves understood,' Saija Hellström instructs her pupils.

International contacts are part of Riihenmäki School's *As a Global Citizen in Finland* project. The aim is for pupils to gain genuine experience of meeting their foreign peers. Classes have used the eTwinning Portal to find partner classes to contact during project lessons. The portal offers a virtual TwinSpace classroom to carry out projects. It is used to exchange images, files and videos and for chatting.

'Writing the presentation has been a bit of a struggle. Otherwise this project seems nice, because it's so different from ordinary schoolwork,' confides **Mona Marjeta**, a pupil in Class 7C.

↘ Mona Marjeta (left) and Johanna Siira are finalising their English presentations for the eTwinning Portal. PHOTO Tarja Repo

Joni Tenhunen has already finished his presentation. For him, writing an English text was not hard, although he does not have much experience of foreigners.

The teacher gives pupils permission to retrieve images for their presentations from their Facebook profiles.

Phone calls on Skype

The class also think about ways in which they would present their own school to their foreign counterparts and topics to discuss with them. For support, they have monthly changing themes relating to news items, immigration, technology and human rights, for example.

'Try to think about interesting ways of learning something about another person's culture and life, and what you could tell others,' the teacher explains.

International contacts are maintained throughout the year. In addition, pupils live chat with each other using instant messaging and Skype, the Internet phone application.

Saija Hellström is planning to ask the pupils to interview their own parents as a homework assignment. The interviews would be videoed, subtitled in English and posted on the eTwinning Portal.

The class will produce material about the project topics for the portal and assessment will also be carried out using the portal. Teachers received training in use of the portal from eTwinning Ambassador **Sari Auramo**.



↳ The Zambian Village of Isenge received young guests from Vesilahti Lower Secondary School.



KUVA: Japari, Pienhä

PHOTO: Tapani Pietilä

SCHOOL DEVELOPMENT CO-OPERATION LAUNCHED A POPULAR MOVEMENT

Vesilahti Lower Secondary School in the Tampere Region is known for its close contacts with surrounding society. Contacts are not restricted only to the immediate surroundings but extend all the way to Europe, Africa and Asia. The school's head teacher and Pupil Association are the driving forces behind international co-operation.

On a clear Saturday in early October, Vesilahti Lower Secondary School is once again the centre and meeting point of the municipality. The school is holding an

event, attracting plenty of locals and even guests from neighbouring municipalities.

The latest crowd puller is the brand new artificial lawn, which was installed in the grounds a month earlier. Inside the entrance hall there are African artefacts for sale and local Elixir Club members are making quilts for Africa.

A video about Zambia is playing on loop in the school canteen, while a short course in tourist French is about to start in another room. An elementary knowledge of French helps on a trip to Paris or, say, Senegal, which is the school's next development co-operation partner.

Vesilahti Lower Secondary School

How has the Municipality of Vesilahti supported the global citizenship theme in basic education?

- **For more than 20 years**, the school has implemented themes relating to global education.
- **The lower secondary school** covers pupils in grades 7–9 of basic education.
- **Pupils' proceeds from the school's Operation Day's Work drive** have been allocated to development of the Village of Isenge in Zambia.
- **Aid recipients** have also included a Vietnamese day-care centre and, most recently, a Senegalese village.
- **The Pupil Association** plays an active part in partnership projects.
- **Pupil exchanges and study visits to different countries are organised** with funding through proceeds from pupils' own café business.
- **Language programme:** A1 English, B1 Swedish, B2 German and French.
- **Practical examples** of international activities are compiled in a report, which also assesses their effectiveness.
- **Competence objectives** include active citizenship and development partnership.
- **Koulutien Uutiset school magazine:** www.vesilahti.fi/sivistys_ja_vapaa-aika/opetus/ylaaste/koulutien_uutiset

Announcements in many languages

In the canteen, pupils are preparing delicacies and managing service with a professional air. In the background, **Tapani Pietilä**, head teacher and municipal Director of Education and Culture, is welcoming guests in Finnish and French on the central radio system.

'Announcements are not only like this today, but often at other times too. The head teacher is fluent in many languages,' comments mathematics teacher **Anna-Kaarina Huhtala**. She says that she has worked at the school since it was built in 1992 and that she likes it here very much.

Vesilahti is a municipality with just under 4,500 inhabitants, located to the south of the City of Tampere. The lower secondary school has about 190 pupils and 15 teachers. Ms. Huhtala explains that the school has provided global education for quite a long time.

'Every pupil has the chance to participate in a **pupil exchange** with

a school in the Black Forest area of Germany. They spend a week in Germany and play host to a German guest for a week.'

Study visits are also made to the school's Latvian twin school and to destinations in France, Greece and Vietnam, which are familiar from other contexts. During the summer holidays, the young people may also participate in other trips organised by the Pupil Association. In addition, some pupils have visited the school's development co-operation partner in Zambia.

Isenge energised the entire village

The lower secondary school launched a partnership project in the Zambian **Village of Isenge** in 2007. The village was discovered through **Meeri Salokangas**, a Vesilahti-based voluntary worker.

Funding from Vesilahti inhabitants has provided the village with a health centre, a bore well, a school with toilet



The lower secondary school's pupils are seasoned travellers. Pupil exchanges and study trips are organised to other European countries and beyond.

PHOTO Tapani Pietilä

facilities, two houses for teachers and a henhouse. In addition, women have received garden loans and training in using sewing machines, while the project has also covered the cost of about fifty malaria nets. The most recent collection was organised to get electricity to the village.

'All the proceeds from the Pupil Association's Operation Day's Work drive will go to Isenge without any deductions,' Ms. Huhtala points out.

The head teacher informs the school of news on Isenge in **the online school magazine, *Koulutien Uutiset***. The magazine reveals that plenty of donations have also been received from outsiders. Between April and September 2011, for example, private individuals donated almost 3,100 euros to the Isenge account. One donor gave a hundred euros with the following note: 'A war veteran thanks the young people who are helping children living in difficult conditions to move forward.' The school's own Operation Day's Work drives currently yield about 1,900 euros per year.

Moreover, the upper secondary

school of the neighbouring Municipality of Lempäälä, where most Vesilahti lower secondary pupils continue their studies at upper secondary level, has also donated funds collected through its Operation Day's Work drive to Isenge.

The aid project will culminate in February 2012 when the buildings are inaugurated. The ceremony will be attended by people from different countries and the Zambia National Broadcasting Corporation (ZNBC) is planning to make a documentary about the project. Assignment Editor **Kennedy Bwalya** from the ZNBC is coming to Vesilahti to coincide with the school's Christmas Bazaar to make preparations for the documentary.

Vesilahti Lower Secondary School has also supported a nursery school in the Vietnamese **Village of Ngyen Ly**.

'In both Zambia and Vietnam, we have received strong moral support from the Finnish ambassadors and embassies operating in these countries.'



← The co-operation project with the
Zambian Village of Isenge is a joint
effort involving not only the school but
the entire village. Elixir Club members
(from right) Aili Saarinen, Inka Valtamo,
Ritva Liukko and Anneli Tuominen are
doing voluntary work for Africa.

PHOTOS Katja Särkkä

Latvia was invited to join

Isenge also receives aid from the lower secondary school's **Latvian twin upper secondary school**, Draudzīgā aicinājuma Cēsu Valsts ģimnāzija. Co-operation with Finns is co-ordinated by Ms. **Laima Pērkone**.

‘Our Zambia co-operation started about four years ago, when Vesilahti invited us to join. We seized the opportunity, because we didn’t have any previous experience of such projects.’

Ms. Pērkone explains that the Latvian education system is of a good standard and that pupils also have opportunities to participate in exchange programmes. However, there are problems relating to bureaucracy and the country’s economic situation, which may also affect people’s attitudes towards issues such as development co-operation. Nevertheless, the Zambia project seems to have changed young people’s attitudes at the twin school.

‘Students were asking why we should

help Africa even though our own country has economic difficulties. When guests from Vesilahti visited our school to tell us about Africa, students got a more realistic picture of how vast a gap there is in living standards between Latvia and Zambia. I believe that it made them feel more positive about development co-operation.’

Vesilahti has also become familiar at the twin school in other respects. Over a period of seven years, more than 50 Latvian young people have enjoyed summer jobs in the Aittakahvila Café run by the Pupil Association.

‘Internationality is not underlined’

According to teacher Anna-Kaarina Huhtala, it is fair to say that Vesilahti Lower Secondary School is an international school. For instance, the school receives plenty of guests from abroad.

‘However, I don’t think that internationality is underlined. We are just an ordinary school, but we do have these nice extra activities, such as pupil exchanges with Germany. I also find it great that Operation Day’s Work funds are dedicated direct to a specific recipient, which the pupils know very well too.’

Ms. Huhtala is happy with the fact that international activities are running relatively smoothly from the perspective of employees.

‘We have such solid routines in pupil exchanges, for example. Even the African projects are not particularly hard work for us teachers.’



The Pupil Association makes important decisions

↑ Pupils appreciate a seat on the Pupil Association's Board. Shown in the picture from left, Board Chair Iida Ollinpoika and members Heta-Mari Himanen, Ronja Nummela, Konsta Nuutero, Mariisa Uusitalo, Ulla Mäkelä and Susanna Mäkelä. PHOTO Katja Särkkä

→ **The Pupil Association plays a prominent role both in daily life and during celebrations at Vesilahti Lower Secondary School. The young people participate in decision-making within the Africa project, manage its aid account and run their own Aittakahvila Café and the school kiosk.**

Young people appreciate their Pupil Association, which is reflected in the fact that a seat on its Board is in high demand.

'The Board steers the Zambia project. We are about to leave on a seminar cruise, where we'll go through the Isenge accounts,' explains **Iida Ollinpoika**, Chair of the Pupil Association's Board from the 8th grade.

Meeting trips are organised a couple

of times each year.

'It's been perceived as being a good solution. There's not always time to deal with all the topics during breaks and it's difficult to organise transport after school. The local authorities have promised to fund one meeting trip each year, because it helps to advertise the municipality too to some extent.'

Iida is also leaving on a school trip to Zambia in February 2012. She is very much looking forward to seeing the Village of Isenge and to meeting the people who will receive their aid.

Iida Ollinpoika supposes that Vesilahti Lower Secondary School has more international contacts than many other schools.

‘I think that international activities encourage independence. During their lower secondary school years, many pupils participate in a trip that is not necessarily attended by their own parents.’

The café provides money for trips

The Pupil Association set up its own café in 1996 during economically difficult times. The local authorities gave the young people the use of an outbuilding dating back to 1840, where they have successfully operated the café during the summer months.

During the school year, they arrange refreshment services for evening events held at the school. Customers include the Municipal Council and the adult education centre’s study circle, which convene on the school premises. Young people are paid for the work they do, which they use to fund trips, among other things. Former café employee **Susanna Mäkelä** reveals that the summer job generates a nice sum for the travel fund.

‘Serving refreshments at larger events may bring in as much as a hundred euros for each employee. It’s great that pupils can enjoy a trip with aid from the Aittakahvila Café, if it’s not possible any other way. Pupils have internal school accounts where their fees are paid,’ explains Susanna, who is also on the Pupil Association’s Board.

The café caters for a couple of thousand customers every year. The largest order has been a war veterans’ party attended by almost 1,300 participants. Operations are possible because many pupils hold hygiene certificates. The Pupil Association also organises a major Christmas Bazaar on the school premises every year.



↑ Pupils run a café that caters for a couple of thousand customers every year. Delicious pastries are on offer thanks to hygiene certificate training organised for young people by the Pupil Association.

↓ During the summer months, the Pupil Association organises trips abroad which are also open to other Vesilahti inhabitants. In 2009, the destination was Paris.

PHOTOS Tapani Pietilä



Messages from Diamniadio to Vesilahti



PHOTOS Kaija Särkkä

→ After Zambia and Vietnam, Vesilahti Lower Secondary School is setting up a new aid project in Senegal. Co-operation with the Village of Diamniadio was planned in Vesilahti in October.

Gathered around the table were the Senegalese guest **Mamadou Lamine Fall** with his French interpreter and members of the lower secondary school staff and of the Board of the Pupil Association. Mr. Fall explained that Senegalese young people have some opportunities to study



↔ Senegalese guest Mamadou Fall tested the school's brand new artificial grass with local football stars.

but there is not much work around. As a result, many of them move abroad.

Mr. Fall's home village in West Africa is located on an island. There are about a thousand inhabitants and fishing is more or less the only livelihood. There is no electricity. Another problem is drinking water, which is fairly salty. Water is purified using a piece of equipment that requires petrol, which is also in short supply.

'The village has a primary school. However, there are no dwellings for teachers, who need to stay with local families instead. That's why it's difficult to get teachers to come to the village. The school building itself is old and there are no desks. There may be as many as 65 pupils sharing one classroom.'

When they leave primary school, pupils should move on to secondary school on another, bigger island. However, parents cannot always pay for their children to stay with another family, which means an end to schooling for many at that point.



There is a public health nurse living on the island, who sees patients at home. When women give birth, for example, they need to leave the island on a small boat and sometimes children are actually born on the boat. One problem is that there is no fridge for medicines requiring cold storage.

According to Mr. Fall, the most urgent priority for the village is to build a small health centre and a teachers' residence.

Problems from the local balance of power

Development activists know that projects may also run into problems, which may be caused by the local balance of power and the leaders' responsibilities towards their families. In many cases, all things go through the village chief, which is not a very simple arrangement from the donors' perspective.

Aid to the right address

However, donors have their ways of making sure that aid reaches the right

recipients. For instance, no transactions are made without receipts and funds for building the school go direct to the builder.

There may also be communication difficulties. For example, communications with the Zambian partner school Isenge are most commonly by text message, which are necessarily quite brief. The village does not have an Internet connection and postal delivery takes anywhere from a week to a month.

The idea of a development partnership is to disperse the donor/recipient relationship and to progress towards interaction on a more equal footing. The partner community should become able to stand more and more firmly on its own feet. The signs augur well for Isenge.

'The henhouse project has made a profit after the first lot of sales; in other words, it has started to generate capital for developing operations and some spending money for the people. The school is also operating on its own,' Mr. Pietilä relates.

EQUAL PARTNERSHIP WITH TANZANIA



↑ The Finns gave a camera for use by pupils of Kilingi Secondary School, who took pictures of their own homes. The photos were included in the display prepared for Kasavuori School.

Kasavuori Lower Secondary School, Kauniainen

Being a global citizen near and far

- **The school will intensify relations** with the twin school in Sanya Juu, Tanzania, making the partnership more reciprocal.
- **The objective** is to broaden lower secondary school pupils' perspectives and encourage them to appreciate the values and way of life of another culture.
- **Pupils prepared** a display for the Tanzanians and participated in an Africa-themed day with focus on manual skills.
- **A school-wide collection** was organised to gather gifts to take to the twin school.
- **A specific competence objective** is development partnership.
- **Language programme:** English, Swedish and German as A-syllabus language options; German, French and Russian as B-syllabus language options. In addition, pupils may choose language immersion in Swedish at primary school, which continues at lower secondary school with a slightly more advanced syllabus than the regular A-syllabus Swedish, geared towards maintaining language skills.
- **Website:** <http://kasavuori.fi>

Kasavuori Lower Secondary School in Kauniainen donates two thirds of pupils' proceeds from annual Operation Day's Work drives to its Tanzanian twin school. The funds have been put to good use in Africa, but there are higher hopes for this co-operation. The objective is to make interaction more equal, even though economic conditions are different.



The twin school, Kilingi Secondary School, is located in Sanya Juu in North Tanzania. Kasavuori Lower Secondary School's *Being a global citizen near and far* project aimed to familiarise pupils more closely with Tanzania and, subsequently, with different values and ways of life.

'Our Operation Day's Work funds have made it possible for the twin school to equip its chemistry lab, among other things. They provide us with very precise accounts of what they have purchased with the funds,' relates **Marjo Kekki**, a teacher of Swedish and English.

However, Kasavuori School does not want to be just a cash cow for its twin school, but would like to see more reciprocity in the twinning activities. The underlying idea is one of **culturally sustainable development**, which involves acceptance of people's diversity and respect for everyone's rights and ways of life.

In addition to problems relating to developing countries, the school also delved into issues of active citizenship. The twin school in Sanya Juu was used as an inspiration and example in these reflections.

The project was a good match with the priority theme chosen for the 2011/2012 school year, which was *Responsible citizenship*. Linking the project and the priority theme also consolidated teachers' commitment to planning.

Kasavuori School provides basic education at lower secondary level, comprising grades 7–9. The school shares premises with Kauniainen Upper Secondary School.

Global connections

The global education project was introduced to pupils in an inspiration lecture. The young people were able to do some practical work while preparing a display that was sent to the Tanzanian twin school. The seventh-graders focused on family and culture in the display.

'We prepared the display together in English classes using traditional methods. Our school is very technology-intensive and this provided a lovely counterbalance. Our twin school doesn't have electricity, so we needed to make the display for them as simple as possible and without technical aids. The Tanzanians produced a corresponding display for us,' Marjo Kekki explains.

In the two upper grades, pupils focused more on themes of global sustainable development. The pupils also prepared for their exchange periods, with pupils in grades 8 and 9 heading to the Netherlands and Poland, respectively. The main theme for the exchanges was responsible citizenship.

'The pupils co-operate online with their exchange partners to produce a joint presentation about the themes. The outputs will be presented later when we meet face-to-face in Finland and, reciprocally, in Poland and the Netherlands.'

The British **Global Dimensions** website was used in support of the work. The website offers various resources for teachers to use in order to bring a global dimension to their teaching. In particular, Kasavuori pupils enjoyed using the site's photo gallery, which inspires users to think about the global connections of

the images. In addition to ingenious pictures, the site also offers instructions for teachers.

The pictures can be found at: www.globaldimension.org.uk/pictures.

A theme day cheered up the autumn

The project culminated in a theme day held in early October, with focus on manual skills. The theme day programme included workshops on topics such as Tinga Tinga art, dance, culinary culture and the **Hodihodi online browser game** developed by the Ministry of Foreign Affairs, which deals with African people's lives and dreams.

Through the Concert Centre association, the school was able to book the Pape and Kasumai band with musicians from three African countries

for the event. The school also invited pupils from the local primary school to participate in the theme day.

With the exception of the theme day, the teachers carried out the project as part of normal lessons. They discussed the theme from the perspective of their own subject, while taking an approach suitable for each age group into account. The work was carried out using Google Presentation software and documents that could be distributed between classrooms.

Travellers brought gifts

In early October, two pupils and one teacher headed off to visit the twin school in Tanzania. Before the trip, the Kasavuori School community discussed how they could help the twin school get electricity. This was the wish expressed by the



Tanzanian guests on their visit to Finland the previous year.

The two-week trip to Africa was carried out as a school camp in co-operation with Martinlaakso Upper Secondary School and Mercuria Business College.

On their arrival, the visitors could see that the electricity line had already reached the school premises thanks to the funds from the Operation Day's Work drive. The final connection to the school building was installed during the trip.

The visitors presented the twin school with the display prepared by the pupils and some gifts collected through the school community's joint efforts. The collection had amassed 12 kilos of goods, such as pencils, rulers, compasses, calculators and English textbooks about to be discarded. In addition, textbooks for

different subjects were bought for use by the school from a local book store.

'That's obviously just a drop in the ocean for them, because there may be a hundred pupils in one classroom. There were not quite that many books,' Marjo Kekki confirms.

Pupils and teachers also knitted a big pile of baby blankets that the Finnish visitors took to a hospital in Moshi, a town close to Sanya Juu. When it was time to head home, they received the display that the Tanzanians had prepared for Kasavuori School.

The school decided to continue the global citizenship theme at its Christmas party, which will be organised in an international spirit.





PHOTO Päivi Rohkimainen

Greetings from Tanzania

→ **Kasavuori School's teacher Päivi Rohkimainen and ninth-graders Severiina Huotari and Salla Silkosuo visited the Tanzanian twin school, Kilingi Secondary School, in October 2011. They reported their news on the school website.**

Fri 07 Oct. at 5:20pm

The welcome party at Kilingi was nice! The pupils had rehearsed plenty of songs and dances. People gave official speeches and the regional education officers were among those in attendance. The pictures we presented as gifts were gratefully received.

Sat 08 Oct. at 9:35pm

Saturday was a busy day. In the morning, we visited the operations of the Tanzanian Volunteers organisation. The organisation

is headed by a Finn named Hanna Metso. After that we exchanged some cash to make various purchases. Among other things, we bought some turquoise and cream-coloured paint for painting Kilingi Primary School's classrooms. We also dropped in at a tailor's shop to order some clothing. We got acquainted with the town of Moshi in other respects too. The noisiest scene was hearing a band playing on the back of a lorry to celebrate a wedding. The engine buzzed and the band played on!

P.S. We delivered some of the baby blankets to the Moshi hospital maternity and baby wards. They were really happy to receive them!

Mon 10 Oct. at 5:30pm

At Kilingi Secondary School, we kicked off the joint 'Family and Culture' project.



We also had time to visit the homes of two teachers. People were very hospitable. Although you can see poverty all around, you see happy faces everywhere you go.

Tue 11 Oct. at 5:20pm

The day at Kilingi Primary School passed quickly. The pupils painted classrooms and played with the schoolchildren. At the school, a young man named Innocent came to say hello. He had been to Finland in 2001 and told us that he remembered the snow and how organised Finns are. We have a lot to learn from each other.

Wed 12 Oct. at 6:30pm

A day in Kilingi. In the morning, we went to the book store to order textbooks to donate to the school. They cost over two million – Tanzanian shillings, of course. We visited a boarding school for disabled children and took some blankets, clothes and shoes as gifts. The rest of the day was spent having fun at the secondary school, where we ate, danced and sang together and planted some fruit trees. Our gifts

↪ Kilingi Secondary School in Tanzania has purchased some supplies for its chemistry lab with the Operation Day's Work funds donated by Kasavuori School.

↑ The Finnish guests received a warm welcome at the Tanzanian twin school. Teacher Päivi Rohkimainen had a chance to talk through the map of Europe with the hosts.

were much needed. We will give out the remaining gifts, such as the calculators, at the farewell party next week.

Sun 16 Oct. at 4:10pm

We spent the day in Tarangire National Park. There were magnificent, primeval baobabs on the pale, sandy savannah. An elephant was pulling up an acacia tree, a giraffe reached towards the highest branches of a tree. Tanzanian nature is dazzlingly beautiful.

A BILINGUAL SCHOOL IS A SOURCE OF RICHNESS





Finnish-Russian School

Diversity is strength

- **Consolidating** pupils' abilities to live in a multicultural environment, relate to diversity and fight discrimination.
- **Supporting** pupils in order for them to become conscious of and able to make use of their experiences of acting in a bicultural environment outside school.
- **Different subjects** deal with diversity and multiculturalism in many ways.
- **The theme day** programme includes workshops and a community pedagogue as an expert guest.
- **Organisations'** materials and experts used for help.
- **The competence objective** is intercultural competence.
- **Language programme:** A1 Russian, A2 English, B1 Swedish, B2 German and French, B3 German and French.
- **Website:** www.svk.edu.hel.fi

↑ On the theme day organised as part of the Diversity is strength project, participants took a crack at playing djembe drums and learnt West African rhythms led by Senegalese visitor Macoumba Ndiaye.

← Pupils' photography assignment announced, 'All different, all equal.' Seventh-grader Dard Meer was one of the participants.

PHOTOS Valeria Pulko, Elina Koskela ja Natalia Lohi

At the Finnish-Russian School in Helsinki, pupils live in a bicultural environment every day. The *Diversity is strength* project aims to help pupils recognise the skills that they have learnt at school in order to be able to make use of them in the outside world as well.

'As our school community uses two languages, pupils have experience of

living in the midst of different cultures. However, we wanted to reflect on this issue a bit more deeply. Even if people live in the midst of two cultures, they are not necessarily aware of all the relevant dimensions,' muses **Elina Koskela**, teacher of mother tongue and literature. She adds that pupils living in the Helsinki Metropolitan Area are also surrounded by a much wider range of cultures and they need to be able to relate to these.

'We started to discuss what actually happens when you meet different people and cultures, or what various related

concepts comprise, such as “stereotype” or “prejudice”.’

The idea behind this *As a Global Citizen in Finland* project was to create a cross-curricular theme, where pupils deal with and practise competences relating to living in a multicultural environment. The school covers all levels from primary to upper secondary school, but this project targeted grades 6–9 of basic education.

‘At first we thought that the global citizen’s competences are related to skills. However, we finally concluded that global thinking ultimately stems from **attitudes and feelings**, of being genuinely willing to get to know different types of people.’

Multiculturalism as a permanent theme

In addition to lessons, the contents of the school’s *Diversity is strength* project were also discussed at a specific theme day. The event was held in early October 2011 and covered workshops led by invited representatives from various organisations, as well as experts in different arts. The activities on offer included dancing, drama, drumming, food and beading workshops. Pupils were free to choose which workshop to attend.

In addition, the classes performed a photography or poster assignment relating to multiculturalism. The third part of the theme day was a lesson given by community pedagogue **Melody Karvonen**.

One of the invited organisations was Youth for Understanding (YFU), which organised a Coloured Glasses workshop for pupils. YFU is most well-known as being a student exchange organisation, but it also provides global education.

‘Even after the theme day, multiculturalism is dealt with in many subjects, such as languages and social studies. The topic may also be discussed through the medium of film, for example. Our intention is also to organise workshop-type activities in arts and crafts subjects. In addition, we are planning study visits,’ Ms. Koskela explains. ‘The idea is that themes relating to multiculturalism and diversity will not just remain an item on the agenda, but they will be dealt with in the future too.’

Aira Undén-Selander, teacher of religion, ethics and foreign languages, believes that the project has given visibility to global education. It has also brought teachers of different subjects together and helped them to network.

‘With co-operation, learning takes wings, as it were, and I’d like to see more of this. Visitors are also always welcome.’

Attitudes taught by the environment

Multiculturalism is discussed frequently and from many perspectives in Ms. Undén-Selander’s own teaching. As a teacher at a bilingual school, she has noticed that children are open-minded everywhere. It is the environment that teaches them attitudes.

‘There is no need to highlight differences. We should reflect on what really unites us,’ Ms. Undén-Selander muses. She feels that a great source of richness for a bilingual school is that the other culture works like a mirror, which means that people’s views on their own and the other culture are constantly being constructed.

She considers global education to be very important at schools.

‘It’s often perceived as only being about analysing various threat scenarios. In my opinion, however, it is essentially linked to a **positive perspective**. It’s about seeing opportunities and accepting challenges.’

She encourages young people to study languages, because Finland will need adults with language skills and an open mind towards other cultures in the future. Learning other languages is also fun!

Pupils involved in planning

The Pupil Association was involved in planning the autumn programme. As early as in the spring, teachers talked with pupils about what type of questions and ideas they had concerning global citizenship and the prospective project. The then Chair of the Pupil Association Board, **Kea Novitsky**, explains that a small group of pupils from grades 6–9 convened to discuss the future programme in the spring.

‘We didn’t want the teachers just to come and tell us about the autumn theme day. It was important for us also to hear other pupils’ points of view. We managed

to include topics that the classes wanted to deal with.

The pupils also highlighted the fact that dealing with multiculturalism requires creating **real-life contacts** outside school. It is not enough for teachers just to tell them about the world outside.

According to Kea Novitsky, all pupils consider it important to be able to interact regularly with different types of people.

‘In our discussions, we reached the conclusion that there is probably more racism among adults than among children. The reason for this is that today’s young people are used to living with many different cultures every day. Older Finns did not become accustomed to this when they were young.’

Teacher Aira Undén-Selander feels that schools should focus more on practising the skills that make it possible to cross cultural boundaries.

‘We should also learn to recognise those visible and invisible structures that create inequality.’

↓ Participants in the theme day dance workshop learnt Flamenco Rumba.



Pupils can go to the Finnish-Russian School for all of their school years from pre-primary education through to upper secondary school. Pupils in Class 6B got to think about their own character traits at the theme day.



Close contacts with the East



→ The Finnish-Russian School, located in the Kaarela district of Helsinki, is the largest general education school specialising in the Russian language and culture in Finland. The school has about 700 pupils and 60 teachers. Native Russian speakers account for just under a quarter of all pupils, while the rest speak Finnish as their mother tongue.

The bilingual school covers all levels from pre-primary to general upper secondary education. Many pupils actually spend all of their school years at the same school with the same schoolmates.

Ever since pre-primary education, Finnish-speaking pupils receive instruction in Russian as a foreign language. Native Russian speakers, in turn, are taught Russian as the mother tongue.

Pupils frequently go abroad on study visits and to attend language courses. For instance, fourth-graders have been to St. Petersburg, Pskov or Novgorod on school camps. Pupils have visited rock-climbing festivals in Sevastyanovo in Russian Karelia, which also attract hundreds of young Russians. Lower secondary classes take cultural trips to Moscow or St. Petersburg.

Co-operation projects with Russian and other foreign schools are commonplace. The school also welcomes plenty of visitors, Russian performers and student teachers from different universities.

Support for schools' global education

- Global education materials produced by the Finnish National Board of Education:
→ www.edu.fi/teemat/globalikasvatus
- The Ministry of Foreign Affairs' window to development issues and global education:
→ www.global.finland.fi
- Organisations that visit schools:
→ www.globalikasvatus.fi/vinkkipankki/154

TEACHERS JOINED FORCES ACROSS SUBJECT BOUNDARIES

Seinäjoki Upper Secondary School

A teacher's guide to global education

- **The *World within your reach*** study unit is made up of five courses.
- **Includes** three compulsory and two applied courses, the contents of which have been compiled into seven thematic modules.
- **Complies with phenomenon-based** and action learning. All course contents are examined from the perspective of globalisation.
- **Implemented** as a continuous six-week period.
- **A guide has been produced for the study unit** to be used by other schools planning to put together similar global education modules.
- **The guide is available** in Finnish in print and online at: www.edu.seinajoki.fi/lukio/globalikasvatus.html
- **Competence objectives** include global citizens' civic competences as well as global responsibility and development partnership.
- **Language programme:** English as the compulsory A-syllabus language, plus the option to study some subjects in English and take international AS and A Level examinations; A1, B1 Swedish as the second national language; A1, B2, B3 French; A1, B2, B3 German; B2, B3 Spanish; B2, B3 Russian.
- **Seinäjoki Upper Secondary School** is one of Finland's largest general upper secondary schools with 900 students.

In 2010, Seinäjoki Upper Secondary School set up a completely new experiment with the idea of implementing the phenomenon-based approach in global education. The result was a cross-curricular the *World within your reach* study unit, combining three compulsory and two applied courses. One course equals 38 lesson hours.

In order to create the study unit, common themes were identified in different subjects while abandoning the traditional progress in individual courses. Students selecting the study unit complete these studies within a single six-week period. Students can concentrate exclusively on global development issues from different perspectives, because they do not study any other courses in parallel. The study unit is worth five course credits.

The objective of the studies is to provide students with an **overview of global themes**. Instead of dealing with the topics as fragments of different subjects, the contents support each other. Learners start to realise that there are connections between issues. In the best cases, they develop a genuine interest in the themes covered on the courses and become willing to consolidate their understanding further in the future.



The study unit has made use of both **compulsory courses**, which students would study in any case, and optional **applied courses**. The compulsory courses are *A common world* in geography, *Economics* in social studies, and *Human life and ethics* in religion. The applied school-specific courses are *Topical issues in religion* and *Pay it forward – action-based health education*. All five courses are examined from the perspective of globalisation.

Experiences gained from the studies have been so good that the teachers who created the unit also wanted to make them available to other schools. They wrote a **guide** to the study unit, which will also help other schools create similar study units. Schools may tailor studies in

← At Seinäjoki Upper Secondary School, young people interested in global issues can choose the 'World within your reach' study unit.

their own ways while making use of the practices developed at Seinäjoki Upper Secondary School.

Seven overarching themes

The *World within your reach* studies are based on several cross-curricular themes, such as *Sustainable development*, *Technology and society* and *Active citizenship and entrepreneurship*.

Another starting point for planning comprised the individual objectives of each of the five courses included in the study unit. Based on these, the teachers constructed **knowledge and skills objectives** for the new study unit. Skills objectives include making use of action-based methods and learning emotional skills.

The contents of the five courses were used to create the following seven thematic modules:

- Population – who has the right to live?
- Scarcity as a problem
- War, conflict and international crime
- Human rights and business
- Sustainable development
- Development co-operation and joint responsibility
- Health and sickness around the world

The contents of all five courses were **analysed and included as part of a specific theme**. The contents dealt with as part of **scarcity**, for example, include

renewable and non-renewable natural resources from geography, indicators of national economy from social studies and environmental ethics from religion. In addition, students have visited a food bank, for example.

Responsibility for one's own learning

Teaching makes diverse use of **action-based methods**. Contents are explored in depth while also reserving time for discussions.

Students plan their own learning and take responsibility for it. They are encouraged to perceive integrated wholes before moving on to individual learning assignments. The study unit also involves practising **teamwork skills**. The same familiar group works on global issues over

the six-week period, creating close co-operation.

Teaching makes use of methods such as role-playing debates, drama, process writing and progressive inquiry learning. In addition, students watch documentaries, create art, listen to guest speakers and organise various campaign drives. Sites visited have included a recycling centre, an immigration centre, a blood donor centre, a food bank and an organic food shop.

Assessment is based on portfolio assignments and tests for the compulsory courses and on learning logs and portfolios for the applied courses. In addition, a one-day joint assessment discussion, including a feedback form, has been organised at the end of the period. Teachers have also held their own assessment meeting.

A dream come true



→ Teachers of different subjects at Seinäjoki Upper Secondary School wanted to take a peek beyond the boundaries of their own subject at the work being done by their colleagues. They set out to explore how global issues could be examined holistically.

The women shared the dream of a new way of implementing global education. The goal was to embed the new study unit in existing curricular structures to prevent it from remaining a one-off exercise.

At the analysis stage, everyone identified the joint themes suitable for global education from their own course. The teachers also familiarised themselves with each other's course contents. The teacher-specific timetable was dismantled and replaced with a new one to support co-operation.

Due to the nature of the studies and to ensure student commitment, they



➤ Anna Kivinen (left), Tarja Heikkilä, Laura Kalliokoski and Jaana Kuoppala identified shared themes in their subjects and combined these to create an integrated study unit in global education. PHOTO Katja Särkkä

decided to include in the unit enough courses to fill the timetable for one six-week period. It was also beneficial for group dynamics and in terms of arranging various visits and events.

The teachers explain how everything started and how the exercise progressed.

- **Tarja Heikkilä (TH)**, religion, psychology, guidance counsellor
- **Laura Kalliokoski (LK)**, religion, psychology
- **Anna Kivinen (AK)**, biology, geography
- **Jaana Kuoppala (JK)**, physical education, health education
- **Katja Ranta** and **Annina Mäki**, history, social studies

How did you come up with the idea of the 'World within your reach' study unit?

TH: 'The impetus actually came from a **professional development course** provided by the Finnish National Board of Education. First of all, that's where we internalised that continuing training is

very important for teachers to brainstorm new ideas. It's also a good idea for more than one teacher from the same school to participate in the training.

'**Project funding** from the local authorities made it possible to plan the study unit, although we had to spend weekends and nights with a nominal compensation. There is no time for thinking about and planning new things during regular teaching hours.'

LK: 'We wanted to find new types of tools to explore the world. Traditional education provides fragmented information which is dealt with in different subjects over a three-year period.'

JK: 'During one summer holiday, we took out textbooks and started to reconstruct the courses. We studied what similar topics are dealt with in religion and geography, for example, and how these are connected. We identified seven themes.

'These are themes that arouse strong emotions. They also provide stimuli for concrete activities. An essential part of learning is inspiring the **capacity for empathy** – being able to put oneself in another person's position and understanding that things that happen somewhere else will also influence us in this global world.'

How did planning the study unit progress?

TH: ‘In practical terms, we started implementation by looking at our timetables side by side and checking when each of us was available for the study unit. Here we needed to take the progress of courses into account: which things need to be covered first and which should follow in order for the studies to progress **logically**. We produced a table that also showed when more than one teacher could participate in teaching at the same time.’

JK: ‘Preparing the timetable took a surprisingly long time. Everyone also had to have an equal number of lessons.’

TH: ‘Global issues are intertwined. It’s sometimes difficult to distinguish between cause and effect.’

‘Probably the most important thing that I learnt was that I am now able to explain the advantages and disadvantages of globalisation.’

Students’ thoughts about the study unit

JK: ‘It requires all-round education for everyone to be sufficiently familiar with **each other’s competence areas**. For instance, you had to read social studies and geography in order to know more or less the same things that students at upper secondary level know.’

TH: ‘I think that it’s possible to put together this type of study unit with a variety of subject combinations, as long as the people creating the unit work well together. It would be more difficult if the teachers and subjects for the project were assigned from above.’

How do you understand the phenomenon-based approach?

LK: ‘In my opinion, it’s about exploring one or a few topics from as many perspectives as possible, so as to clarify the phenomenon as a whole.’

TH: ‘If you think about, say, war, issues relating to the topic include human rights and environmental effects, for example. One phenomenon is bombarded from different perspectives.’

JK: ‘We have globalisation as the phenomenon. It covers both theoretical and practical planes. The practical aspect is represented by various drives and projects, which make a lasting impression on students.’

‘In addition, there is the psychological aspect that includes the capacity for empathy. Phenomenon-based teaching needs to involve all these aspects: **skills, knowledge and the psychological dimension**.’

What kinds of insights led you to choose the phenomenon-based approach?

TH: ‘We became aware of the fact that we speak about the same things in different subjects.’

LK: ‘As teachers, we hold our own courses and classes. There’s seldom time to discuss them with others. Of course, we are obliged to read our colleagues’ curricula once a year, but it’s still difficult to know what their teaching involves.’

‘On professional development courses, we have also noticed shared contents and themes in our subjects.’

‘In terms of contents, I would have liked to learn more about animal rights.’

'The history of the colonial period could also fit in with the unit – why things are as they stand now in Africa, for example.'

AK: 'Thanks to the *World within your reach* study unit, I personally see things differently as a teacher too. It has also provided **resources for regular courses**.

'Although many of the contents of the study unit are familiar from my own subjects, biology and geography, I have gained new perspectives on them. Many of those things that I usually just rattle off in class have become tangible in a new way.'

TH: 'A specific insight was that although the Internet is full of information and ideas for lessons, it's difficult to use them as such. You ought to have time to delve into the material properly to find out what is suitable for your own subject and for these particular young people.'

How have you been able to carry out an interdisciplinary project involving several subjects in a course-based system?

TH: 'We included three compulsory and two applied courses in the study unit. The applied courses give some space to organise various drives and visits.'

'We have used Facebook and the school's internal online learning environment in support of carrying out the study unit. We have been able to check those to see what topics have been dealt with in economics, for example.'

TH: 'It requires students to make more of an effort than usual to place the study unit in their individual study plans.'

They need **guidance counselling** for that purpose. Implementation of this type of study unit also requires strong support from the local authorities and the school.'

How would you change the National Core Curriculum to make more room for phenomenon-based work?

LK: 'Professional development plays a significant role, as do time and resources. General upper secondary education is not organised by year class and it's based on options, so it's challenging to place these types of units into the programme. We need an overarching vision of how periods and courses could be timed to progress according to the right schedule.'

'At upper secondary school, the ambitious theoretical objectives dictate the framework and busy schedule within which we need to work. This should be relaxed by providing opportunities for skills and doing things. However, this would require perhaps quite a radical revision of the curriculum and looking at general upper secondary education from a new perspective.'

TH: 'The new curriculum could oblige upper secondary school teachers to, say, organise a phenomenon-based project as part of one of their study units. Some time ought to be allocated to **planning** in teachers' timetables. It is a political decision what work approach is to be supported by pay structures.'

'I learnt a lot of individual things, but I also learnt to think about them in broader terms and combine the things that I had learnt.'



The journey to the world begins

→ **The first lesson on an autumn Friday ends at Seinäjoki Upper Secondary School. Students file out of their classrooms, but the break starts in an unusual atmosphere. The young people start heading towards classrooms, which are suddenly showing names of foreign locations on their doors.**

Internationality is strongly present at Seinäjoki Upper Secondary School, which has 900 students. The wide world opening up beyond Seinäjoki becomes tangible at the info sessions held at the beginning of each school year to explain international projects for the coming autumn and spring terms. Students receive briefings about trips and may tentatively sign up for these.

The majority of the projects presented during a break are excursions to different corners of Europe. The list even includes a student exchange period with an upper secondary school in predominantly Swedish-speaking Uusi-Kaarlepyy and a tour of different universities on a hippie bus.

In one of the classrooms, Spanish teacher **Hanna Olli** presents details of a trip to Peru. Participants are required to have completed four Spanish courses.

'You look at things differently'

Elsewhere, a dozen upper secondary school students, all girls, have gathered in the auditorium. They have completed the global education study unit entitled *World within your reach*. Each girl has just completed a concentrated six-week series of lectures relating to global topics, progressive inquiry learning, visits and a wide variety of other activities.

The study unit has been an enriching experience for them.

'At the end of the course, you look at certain things differently than before. Cotton production in developing countries is an example of one of the things that I took away from the course,' describes **Minna Timoharju**.

Elina Makkonen feels that the course provided an overview of global topics, as these were dealt with from the perspectives of different subjects, such as social studies, health education and geography.

'If these topics were discussed separately throughout the year, you wouldn't be able to connect them to form a coherent picture like on this course.'

Saara Salonen, in turn, noticed that you do not have to travel to the other side of the world to take action for the Third World. It is possible to take action

← A six-week intensive period of study opened up new perspectives on the state of the world for upper secondary school students. From left, students who have completed the study unit: Hanna Makkonen, Soila Merijärvi, Elina Makkonen, Jenni Taittonen and Minna Timoharju. PHOTO Katja Särkkä

at home, which became concrete on visits to a food bank and the Finnish Red Cross jumble sale.

Women's status and visits were of interest

'On the course, we went through facts without any sugar-coating. I understood that while we share a common globe, it is not the same for everyone. Here, we exercise human rights, whereas in developing countries, women in particular don't have access to education,' mused **Sofia Kangas**. Personally, she plans to take a gap year with her school friend to go abroad and then continue to study law at university, where she could study more about human rights, for example.

Issues affecting women, such as pregnancy complications and female circumcision, had also stuck in the minds of **Jenni Taittonen** and many other students.

The students are satisfied with the fact that they were able to do and experience different things themselves during the course. They had not been stuck inside four walls. One memorable experience was the visit to the home of **Mirjam** and **Martti Latvala** in Ylistaro. The couple have delivered loads of aid supplies to Estonian people living in poverty.

'I was impressed by the amount of donations that we saw at their old youth club house. The Latvalas make dozens of trips to Estonia every year at their own expense. Some people in Estonia live

in homes with an earth floor,' wonders **Maria Saarijärvi**.

Another experience to remember was the two-day 'globbying' event in Helsinki. Seinäjoki Upper Secondary School was one of two educational institutions invited to quiz Members of Parliament at an event organised by the Service Centre for Development Co-operation (KEPA). About a hundred new MPs attended the event.

Few boys sign up

The *World within your reach* studies clearly attract more girls than boys. Why is that?

'Boys may in fact be interested in the course, but they have a higher threshold to show up due to peer pressure. You may not say that girls are more open-minded, but they are more mature and more willing to help,' Sofia Kangas muses.

Soila Merijärvi, in turn, thinks that part of the reason may be the amount of organisation required for the studies. It takes quite a lot of work to arrange the course puzzle so as to make sure that other studies also progress on schedule.

'It would be good to make it easier to include the study unit in the timetable. Now you need to plan ahead for the whole school year. I had chosen social studies course two, but a friend reminded me that I'd then take it twice due to this study unit,' says **Jatta Haapamäki**.

Most students seem to agree that the study unit brought certain things closer that would have otherwise remained distant. When you actually meet an ordinary person who has done voluntary work in Africa, for example, it does not feel impossible for you to go abroad as well.



Lapinlahti Upper Secondary School and Upper Secondary School in Visual Arts

We are all

- **Increasing** teachers' awareness of what intercultural expertise involves and describing the dimensions of this intercultural competence and relevant pedagogical capabilities.
- **Reflection** on implementation of the human rights included in the basic values of the curriculum as part of general upper secondary education.
- **Phenomenon-based** working methods are addressed and introduced with the theme of limits to growth.
- **The curriculum** updated in terms of global education.
- An environmental art camp organised with **Petrozavodsk Art School** to carry out intercultural co-operation in practical terms.
- **Specific competence objectives** are intercultural competence and ethics as well as a sustainable lifestyle.
- **Language programme:** A1 English, B1 Swedish, B2 German and French, B3 German, French, Spanish, as well as Italian and introduction to Latin in co-operation with Portaangepää Christian Institute.
- **Website:** <http://lukio.lapinlahti.fi>

- ↑ The theme chosen for the camp was migratory birds, which were prepared from natural materials. The birds were unique individual beings, just like people, but they all shared a common nest.
PHOTO Juha Koponen



SHARING A COMMON NEST

The combined Lapinlahti Upper Secondary School and Upper Secondary School in Visual Arts started its *As a Global Citizen in Finland* project through in-depth reflection. What should global education actually be like, and how can it be implemented in general upper secondary education today?

This upper secondary school specialising in visual arts operates in North Savo and has long traditions in global education. The school itself provides good conditions for intercultural contacts, as its students come from more than 30 different locations in different parts of Finland. About half of the just over 200 students are enrolled on the visual arts programme, while the remaining half study the regular upper secondary school programme.

The upper secondary school saw the *As a Global Citizen in Finland* project as being a good opportunity to increase positive attitudes, understanding and respect towards other cultures among students and teachers. The project was also linked to a theme that had already been dealt with as part of visual arts education, for example: how other cultures and nations have influenced our own culture.

The school decided to take the theme of **limits to growth** as the focus for joint analysis. The topic was addressed in an integrated manner in several subjects

during the spring of 2011.

‘Different courses focused on issues such as the consequences of the philosophy of continuous growth for developing countries. We pondered whether inequality between rich and poor countries or between generations will increase if we use natural resources wastefully. As a theme, limits to growth fits well as part of global education and all subjects,’ school head teacher **Antti Jokikokko** explains.

All teachers were involved in planning and implementing the project. The project was prepared on a teachers’ training day, where they delved into global education and the phenomenon-based approach. As a case study, they chose to focus on the role of human rights in the curriculum.

The teachers also devised **integrative and phenomenon-based teaching models** at upper secondary school. The project provided new insights into updating the curriculum.

Quality of education under the microscope

The school took up the **quality** of global education as the starting point for planning the project. The amount of education was not considered to be that much of a problem, because global topics have played a visible role in the upper secondary school’s provision for a long time now.

The limits to growth theme sits well with many subjects

- In limits to growth, Lapinlahti Upper Secondary School found a theme that integrated education, fitted in with courses in many subjects and sat well with global education.
- On a **graphics design** course, students made posters dealing with the themes. Before that, they had a brainstorming session to reflect on what the objective of continuous growth involves and whether it is possible in the first place. There may be many types of growth: intellectual, economic, physical or statistical.
- **Creative dramatics** dealt with the works of Chekhov. After some reflection, people realised that one of the leading themes in what he wrote is farmers' fight for their farmland. The theme was seamlessly linked to limits to growth.
- In **mathematics**, it was easy to start reflecting on the sufficiency of natural resources through calculations. How far will natural resources stretch, or how soon will oil reserves be depleted at the current rate of consumption?
- **Our common Baltic Sea** was the theme of a competition organised by the Mint of Finland to design a commemorative coin. Lapinlahti school participated in the competition as a national upper secondary school specialising in visual arts and students linked the limits to growth theme to the Baltic Sea theme.
- **To discuss** in all classes: Does our generation have the right to exploit raw material resources at current rates? Can we demand developing countries to restrict their consumption at a lower level than what we have achieved?



- ↑ A geography class discussed interaction between humans and the environment and continuous growth with their teacher Esa Hämäläinen.
- ← On the history of art course, students write project papers of cultural phenomena outside Europe. PHOTO Juha Koponen

‘When you read studies on multicultural education, you come across the fact that it is often just like tourism into other cultures propping up old prejudices and power structures,’ Mr. Jokikokko says pointedly.

The upper secondary school’s own international activities were examined critically, assessing whether it remains at the level of shopping tourism or whether its projects actually support students’ growth as global citizens.

This reflection was also extended to cover concepts. The project therefore adopted the term **intercultural education**, with a view to emphasising that mere peaceful coexistence between cultures is not always enough. The most constructive solution in global contacts is **to engage in dialogue based on**

interaction and learning from each other.

Interculturalism was understood broadly, so as to cover relations both between and within states. Internal relations include aspects such as social class, social gender, religion and world view, and sexual orientation.

Visual arts teacher **Juha Koponen** agrees with the broad idea of interculturalism. He points out that it is possible to identify several sub-cultures even within the school’s own environment. One of the watersheds involves age differences.

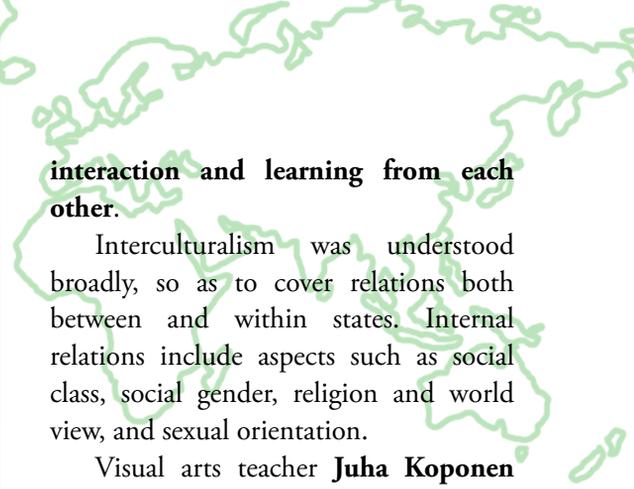
‘At school, individuals of different ages meet as a matter of course, without anyone speaking at all about the meeting of two different cultures. I personally try to avoid the narrow idea that only people of different colours and different mother tongues differ from each other. The key here is genuine dialogue that makes us change our own behaviour with the aid of stimuli from other people.’

Ideals do not always become reality

In Lapinlahti, people also decided to reflect on construction of a student’s identity. For instance, is there only one way of being Finnish?

‘People often feel that we have one Finnish culture and that multiculturalism conflicts with this national identity. I’d personally claim that there is no such thing as one homogeneous Finnish culture. Nor is culture something permanent, but it’s being created all the time,’ Mr. Jokikokko analyses.

Mr. Jokikokko claims that **monoculturalism** and **ethnocentrism** are also surprisingly often visible in





↑ The environmental camp for Finnish and Russian art schools was organised in the heart of nature in Lapinlahti. Art teacher Vladimir Zorin from Petrozavodsk got to speak during the opening session. During the art camp, a flock of migrating swans settled on the lake shown in the background. PHOTO Juha Koponen

schools' own curricula. This is the case regardless of the fact that the words 'multicultural and global education' are repeatedly mentioned in the National Core Curriculum for Upper Secondary Schools. In reality, the situation may be such that the role of global education remains insignificant. A specific problem is that people are not always able to convert the general objectives set out in the curriculum into everyday school life in concrete terms.

In Mr. Jokikokko's opinion, it would also be a good idea to reconsider the **sequence of teaching global topics**.

'During the years spent at school, the sequence of learning is Finland, the Nordic countries, Europe and the rest of the world. But if the global level is not addressed until lower secondary school, pupils have already had time to construct stereotypes in their minds from other sources.'

At Lapinlahti Upper Secondary School, people have also reflected on what types of **pedagogical capabilities** teachers need in intercultural education. They feel that the competence required of teachers focuses more on attitudinal and behavioural dimensions rather than just on knowledge and skills.

Intercultural education also entails questioning one's own mindset and prejudices. The Lapinlahti project also aimed to achieve this objective.

'I'd believe that there have been changes in teachers' and students' attitudes and that their awareness has increased as a result of the project. For instance, they are more aware of what lies at the other end of the international food chain, or of the significance of fair trade and the types of power structures that prevent fair trade.'

Environmental art crosses cultural boundaries

→ In the autumn of 2011, intriguing migratory birds made from natural materials showed up in the rural landscape of Lapinlahti. These sizeable birds, seen taking wing from their nest, were the result of co-operation between young Finns and Russians.

The environmental art camp included participants from two twin schools, Lapinlahti Upper Secondary School and Karelian State Art School in Petrozavodsk. The young artists prepared migratory birds using supplies found in nature, such as reeds and willow twigs. The theme was also linked to the subject area, limits to growth, which had been addressed extensively the previous spring. The occasion was part of the *As a Global Citizen in Finland* project.

The camp was held in Lapinlahti in the surroundings of the local Lastu School of Architecture and Environmental Culture. Students were immersed in the midst of rural nature and the built-up environment. The next event will be a snow and ice sculpture competition in

Petrozavodsk.

‘There were about a dozen students creating art at Lastu. However, the theme and spirit of the camp involved all upper secondary school students in one way or another,’ explains visual arts teacher Juha Koponen.

In Lapinlahti, internationality in visual arts education is not limited to occasional meetings with foreigners. In history of art, for example, students learn about non-European cultures. As part of the courses, students write project papers containing visual and textual material in the form of an independent information acquisition project.

‘The papers can deal with any culture, as long as it’s not European. The topic may be, say, the Micronesian islands, Australian Aboriginal people or Greenland’s Inuits. The non-European aspect has been included in studies at Upper Secondary School in Visual Arts for years now. In visual arts, it’s completely essential to understand the kinds of influences received from other cultures.’





Ekenäs Upper Secondary School

Ekenäs Upper Secondary School – in a global world

- **The objective** is to further consolidate the school's international character and to seek new models for activities.
- **Upper secondary school students' growth as global citizens** is supported through various events and contacts with other countries.
- **Language programme:** A1 Finnish, A2 English, B2 French and German, B3 French and German, as well as Spanish in co-operation with other upper secondary schools.
- **Student exchanges** with twin schools are important to the process of becoming a global citizen.
- **Reciprocal study visits are organised with a Beijing-based twin school;** a new Comenius partner found on the Greek Island of Leros.
- **The goal** is to provide at least half the students with an opportunity to participate in international projects.
- **Phenomenon-based** teaching is applied on courses dealing with civil wars and the holocaust.
- **Specific competence objectives** are intercultural competence and ethics.
- **Website:** www.edu.raseborg.fi/ekenasgymnasium

UPPER SECONDARY SCHOOL OPENS DOORS TO THE WHOLE WORLD

Swedish-language Ekenäs Upper Secondary School in Tammissaari has been doing continuous and concrete work in global education for years now. This has involved frequent student exchanges with foreign twin schools. In the future, the school wants to make internationality an even more visible part of education.

The school, located in the town of Raasepori within the Uusimaa Region, operates on the rationale that international contacts must form part of studies as a matter of course.

The school specialises in **intercultural competence and international co-operation**, because these competence objectives have become more and more important in a globalising world. The aim is to support young people in their growth as open-minded global citizens.

Student exchanges and other forms of co-operation have been carried out with partner schools located in Russia, France, Sweden, Germany, Italy and China, among others. On student exchanges, young people live with their foreign host families. In addition to language skills, students also learn social skills.

Ekenäs Upper Secondary School has just over 230 full-time students.

In addition to student exchanges, they are prepared for international contacts through language studies. Besides Finnish and English, the language programme offers German, French and Spanish courses.

A thrilling visit from China

The *As a Global Citizen in Finland* project offered the upper secondary school a chance to implement global education in an even more diverse manner. The 2011 autumn term got off to a colourful start when the school welcomed 18 students and two teachers from its Beijing-based twin school.

‘The guests stayed with us for a week. The school organised lectures for them about topics such as Finland’s history and culture. The visit culminated in a joint event for the entire school community, where the Chinese visitors introduced themselves and told us about their own culture,’ relates **Sture Lindholm**, who teaches history and social studies.

‘The guests stayed with our students’ families in their leisure time. The programme also included a joint barbeque night out in the midst of Tammissaari nature. There were about sixty participants and we also had the chance to go swimming.’

Journeys into the shadows of Europe

Cultural exchanges with partner schools provide a shot in the arm for students and teachers alike. However, the upper secondary school's global education also includes more serious aspects.

In the spring preceding the Chinese visit, the school had organised a visit to Auschwitz, Sachsenhausen and Ravensbrück concentration camps. The trip was part of the long-standing *The holocaust – an aberration in history?* course. About fifty students and two teachers participated in this one-week trip.

In addition to the concentration camps, they visited a former Stasi prison in East Germany, where the young people had a chance to meet former prisoners. The group also visited a museum dedicated to the Berlin Wall.

The following autumn, the school organised a course entitled *In the footsteps of civil war*. During the course, a group of students visited Bosnia and Croatia to study the traces of war in Sarajevo, Srebrenica, Tuzla and Vukovar.

The course was prepared with a seminar discussing nationalism and the events that led to the dissolution of Yugoslavia as well as the Bosnian War of the mid-1990's. The school also received a visit from Professor **Helena Ranta**, who shared her experiences of identifying victims in mass graves left behind by the Srebrenica massacre and her experiences as a witness at human rights trials.

To the fount of Mediterranean culture

The past and present of Europe were also enriched through a new **Comenius project**. The school's partner was Geniko Lykeio Lerou, an upper secondary school located on the Greek Island of Leros near the Turkish coast. Indeed, Mediterranean culture is the school's theme for the 2011/2012 school year.

As part of the student exchange, 20 Greek students will visit Tammisaari and an equal number of Finns will head to Leros in the spring of 2012. The Comenius project was prepared by organising a theme day with a visit from **Christine Schildt**, who described her life with author **Göran Schildt** on the Island of Leros. Authors **Camilla** and **Magnus Lindberg**, in turn, introduced their new book about Leros. In addition, students also made a trip to the Maritime Centre Forum Marinum in Turku to marvel at the Schildts' vessel, Daphne.

The autumn programme also included a regional assembly of the **European Youth Parliament (EYP)**, which was attended by about a dozen students from Ekenäs Upper Secondary School.

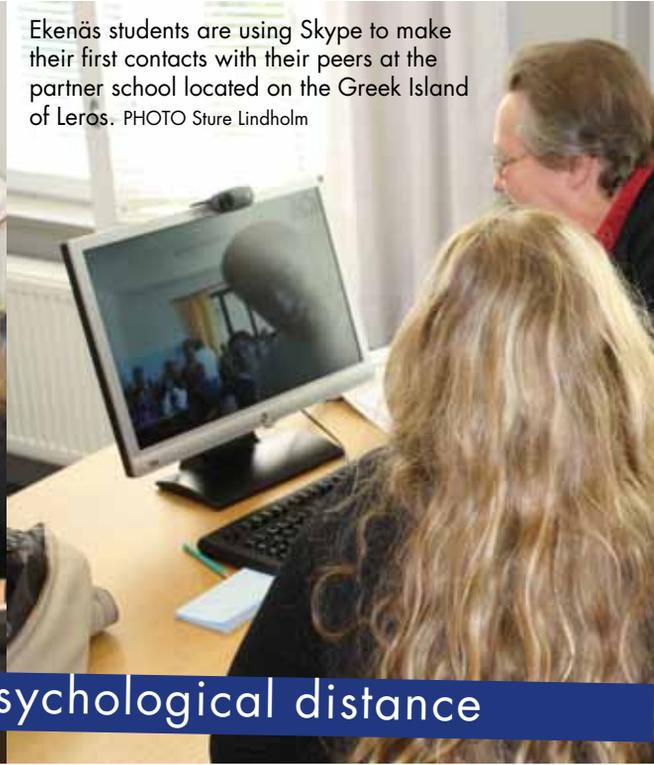
➤ Professor Helena Ranta describes her experiences in Srebrenica to the group of students who will soon travel to Bosnia.
PHOTO: Marianne Pärnänen

→ Cultural exchanges between Finns and Chinese in the autumn of 2011, when the upper secondary school welcomed some twenty students from its twin school in Beijing. PHOTO: Marianne Pärnänen





Ekenäs students are using Skype to make their first contacts with their peers at the partner school located on the Greek Island of Leros. PHOTO Sture Lindholm



Contacts reduce the psychological distance

→ **Determined global education has started to bear fruit at Ekenäs Upper Secondary School. Young people are able to interact with people from different cultures and learn to appreciate cultural diversity.**

The upper secondary school steers young people to grow to take global responsibility and to respect diversity. Cultural education combined with equality and human rights education form an important part of global education carried out by the school.

Teacher **Sture Lindholm**, co-ordinator of the *As a Global Citizen in Finland* project, and head teacher **Marianne Pärnänen** talk about global education at Ekenäs Upper Secondary School.

Why did Ekenäs Upper Secondary School decide to participate in the *As a Global Citizen in Finland* project run by the Finnish National Board of Education?

‘We wanted to get new ideas and stimuli for our work and also to learn from other people’s experiences. In addition, we saw an opportunity to make use of the project to develop new forms of co-operation. The school would certainly have continued to implement its own global education in any case.’

Has the project progressed as planned or have there been surprises?

‘We have moved forward as planned, because the school had already made a conscious commitment to international co-operation and it has amassed plenty of experience on that score.’



What kind of feedback have you received from students concerning the project?

‘Their reaction to the visit by the Chinese was very positive. Our students felt that it was very instructive and rewarding to be able to play hosts to Chinese students. Most of them have kept in touch with their new friends.’

‘In the spring of 2012, about twenty of our students will, in turn, visit Beijing. Preparations for the visit will start with an introductory course in the culture and history of China.’

Have you achieved those competences or learning objectives that were pursued through the project?

‘Through participation in international projects, students have at least learnt to respect people from other cultures. Students have also gained new capabilities to communicate with them both verbally and non-verbally.’

‘The young people have also shown that they respect cultural diversity. This is evidenced by their eagerness to invite our Chinese guests to stay with their families.’

‘Those who participated in the trip to Germany and Poland have gained a deeper understanding of issues relating to intolerance and totalitarianism.’

‘We have recently **learnt a lot about international interaction**. Our experience of co-operation with the Chinese will now help us build intensive co-operation with the Greek Island of Leros.’

What resources will your international project provide for you and possibly for other schools as well?

‘For several years, we have been developing a model based on **direct contacts** with foreign partners. This has turned out to be very rewarding. Students have visited other countries and have seen how people live there. They have also welcomed their foreign peers to Finland and into their own homes.’

‘These experiences are a good way of preparing oneself for global citizenship. These things cannot be learnt theoretically in a classroom.’

‘The contacts reduce the psychological distance between different cultures, while also increasing understanding towards others.’

Global education involves developing inclusive teaching solutions based on phenomenon-based pedagogy. Do you have any experience of these methods?

‘The *In the footsteps of civil war* course has applied the phenomenon-based approach for a long time now, because it studies different stages of civil wars from different perspectives and in various countries. The same starting point is also applied on the course dealing with the holocaust, which includes a visit to Polish and German concentration camps and to former East German prisons.’

‘These visits provide experiences that cannot be conveyed in class. Young people are particularly impressed if they get to hear survivors’ own experiences of being at camps or in prison.’

‘Our own experience of such a teaching method is very positive. However, in order to be effective, it also requires a broad theoretical foundation.’



SEVEN MORE GATEWAYS TO THE WORLD

French-Finnish School of Helsinki

Language and culture – global citizens' resources

→ The project aimed to increase understanding of our own place in the global whole. Special attention focused on the African cultural area, in particular French-speaking Africa. Project activities were organised at all levels of this state-owned specialised school.

The idea was to consolidate understanding of the significance of language and culture to one's own identity in a global world. In addition, the project dealt with intercultural interaction and global citizens' responsibility.

The project theme was selected as the theme for the whole school year. The theme year was visible at the school both during lessons and in the school environment. Implementation methods included workshops specifically focusing on art and cultural experiences, partially

run by external workshop leaders, as well as study visits and guest lectures. The themes were integrated in teaching in different subjects.

Pupils in grades 3–6 of primary school familiarised themselves with different cultures using action-based methods, compared schoolchildren's lives in Finland and Senegal and contacted their Senegalese peers by letter.

Pupils in grades 7–9 of lower secondary school reflected on the significance of language and culture to an individual's identity and well-being and organised a theme day relating to the topic, involving workshop studies.

The upper secondary school, in turn, organised a guest lecture series on the theme and planned a study visit to Senegal.

→ Website: www.hrsk.fi

Jokela Primary School, Raaha

Use common sense, reduce your carbon footprint!

→ This sustainable development project involved all the village school's pupils in grades 1–6 and all the teachers. The primary school children were taught to become aware of the effects of their actions on the limited natural resources. In addition, the project dealt with equality and the lack of equality in the world. The school gained more experience of phenomenon-based learning.

Pupils familiarised themselves with practical newspaper work. They prepared a 4-page supplement on sustainable development, which was attached to the *Raahen Seutu* newspaper. The pupils collected information and wrote the texts

with help from reporters. The newspaper was delivered to 17,000 households.

As part of its eTwinning project, the school community has delved into Finnish and other cultures as well as recycling activities with its Romanian, Polish and French partner schools. The schools exchanged recycled materials, which were used to make recycled craft products.

The next project, entitled *This is my thing*, will develop pupils' life and civic skills, produce digital learning logs and create practices making use of IT and social media that are suitable for primary school.

→ Website: www.peda.net/veraja/raahe/jokelankoulu

Kauhajoki Upper Secondary School

As a global citizen at Kauhajoki Upper Secondary School

→ The objective was to increase upper secondary school students' global citizenship skills and familiarise them with developing countries. One of the competence objectives was for the young people to understand their responsibility for global issues, such as poverty and climate change.

The upper secondary school carries out student exchanges with the Dutch Raayland College, among others. On this occasion, the theme selected for student exchanges was global citizenship and the students going on an exchange studied the topic using the Dutch Windows of the World model. They also got the chance to observe multiculturalism in the Netherlands with its broad spectrum of cultures.

In addition, students performed a teamwork assignment in Finland, comparing Finnish, Dutch and Zambian cultures. Global citizenship was also dealt with on a school-specific applied course entitled *Geography for global citizens*.

In September, the school welcomed Dr. Marjatta Tolvanen-Ojutkangas, a long-standing UNICEF officer, who talked about the UN Convention on the Rights of the Child. She defined a global citizen as being a person who is not indifferent to what is happening on the other side of the world. Neither is it enough for a global citizen to see that only their own country is doing well.

→ Website: <http://lukio.kauhajoki.fi>



Seventh-graders at Pori-based Kuninkaanhaka Lower Secondary School explored their roots in visual arts and mother tongue classes: how deep do they reach into the world?

Kuninkaanhaka Lower Secondary School, Pori

From a Pori resident to a global citizen

→ As the starting point for its 2011/2012 project, the lower secondary school took on a local identity, which also provides resources for global citizens.

Seventh-graders studied construction of their own identity, based on their own lineage, as well as local identity and global change. The idea was to make a comparison between a person and a tree with extensive roots and many contacts with the world. A clarified understanding of their own culture helps pupils respect other cultures as well.

With help from their parents, the pupils acquired information about their family tree and chose one person from their family history to be the subject of

further research. The story of this relative was then discussed as part of different subjects. In mother tongue, for example, they wrote a history of this person. In visual arts and crafts classes, they produced portraits of their relatives.

Concrete project outputs include the pupils' portfolios and an exhibition. At the end of the project, the pupils will assess how their perceptions of themselves, their lineage and their relationship with the world have changed. Later on during the project, participants will consider the possibilities of international co-operation as well as the threats and challenges posed by globalisation to Pori residents – a Pori resident can be a global citizen in many ways.

→ www.cedunet.fi/kuninkaanhakakoulu

Mäntymäki Primary School, Kauniainen

At home and abroad – what can I do?

→ The primary school's global project has put forward the idea that the world is common to everyone. The project has offered pupils tools to relate to diversity in everyday life as being a natural thing.

The school has pupils in grades 1–6 of basic education and the *As a Global Citizen in Finland* specifically targeted those in the first two grades. As one specific target set for the project was the most pupil-centred approach possible, children were involved right from the planning stages.

Mäntymäki School's theme for the whole school year is Tanzania and the local twin school. In the autumn of 2011, the school focused on UNICEF's operations.

Concrete project outputs have included making baby blankets at school, a clothes collection and the proceeds from a joint walking event. Project partners include the local parish and the local Karelian Society, among others.

→ <http://mantymaki.fi>



Pispala Primary School, Tampere

A global citizen in the gaming world

→ The primary school covering grades 1–6 started to outline the world through UNESCO World Heritage Sites. The school has both solid competence in cultural heritage education and ICT competence. To begin with, pupils visited one of the UNESCO World Heritage Sites, Suomenlinna Sea Fortress, which was the largest worksite in the Nordic countries during its construction phase in the 18th century. The strategic location of the fortress later had a bearing on the fact that a modest fishing village called Helsinki was selected as capital of Finland.

Pupils in grade six familiarised themselves with Suomenlinna by arranging a school camp trip, taking their laptops and cameras with them. The pupils first designed some board games based on actual historical events. Based on these board games, the pupils then created 3D computer games about Suomenlinna using the Mission Maker game editor. At the same time, they learnt storytelling. The game development work was included in everyday schoolwork such that pupils participated both in designing and implementing the game.

Pupils were involved in discussions about how conservation of mankind's common property, i.e. the World Heritage Sites, is everyone's responsibility. The idea behind the project was that it is easier for children to understand high aims if these are made more tangible through educational games.

The project's starting points included

phenomenon-based and action learning methods, game-based learning and reflection on global identity. For the next phase, the project is planning a game about Old Rauma, which is another of UNESCO's more than 850 World Heritage Sites. Each of these offers a significant gateway into mankind's history.

→ Website: <http://pispalankoulu.yhdistysavain.fi/koulu/hankkeet/globalikasvatushanke>





Vaasa Teacher Training School

Global citizens in Finland – a strategic plan for the school

→ The Swedish-language Vaasa Teacher Training School drew up a strategic plan for its global education and planned teaching work for the school year according to the strategy. In addition to the teachers, the content of the strategy also became familiar to all the pupils and students from primary to upper secondary school during the course of the year, and they also participated in its implementation.

The project team planned the strategy based on ideas provided by pupils, students and teachers. Based on the strategy outline, teaching staff then planned the school year's activities at each level of education.

The objective set for the project was for all teachers to feel that the strategy provides them with support for their global education work. Likewise, all pupils and students should feel that they have moved one step forward on their way to becoming global citizens.

Teachers and students at the Vaasa Unit of Åbo Akademi University participated in implementation of the strategy during the autumn of 2011. Executive head teacher Gun Jakobsson describes the strategy in detail in her article on pages 112 – 118.

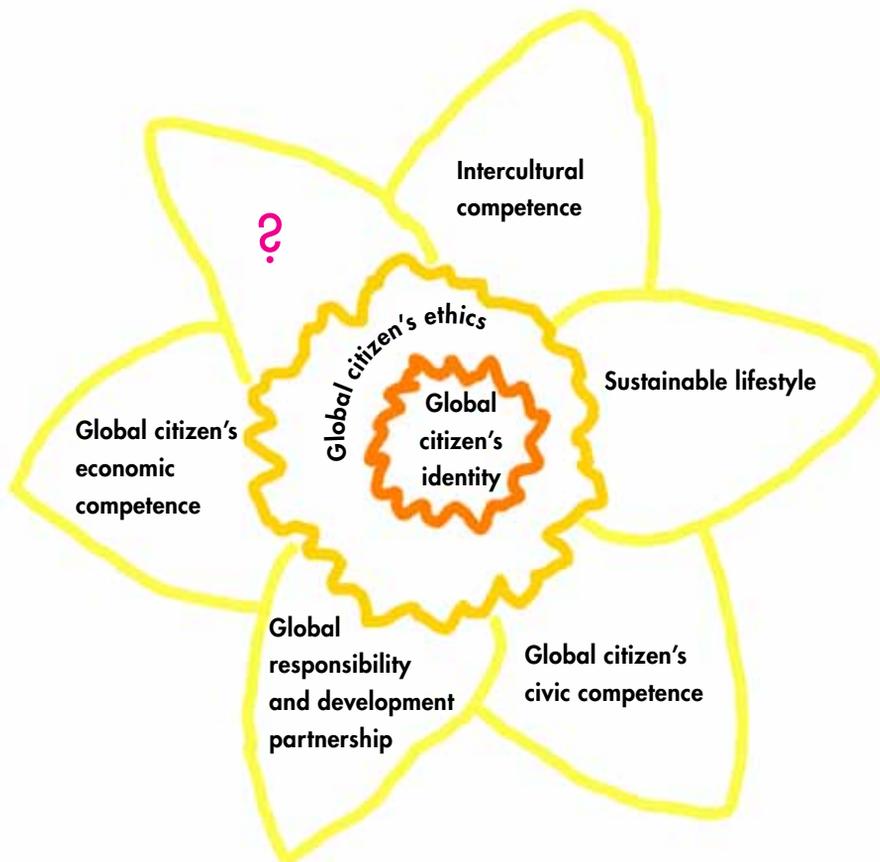
→ Website: www.vasa.abo.fi/vos

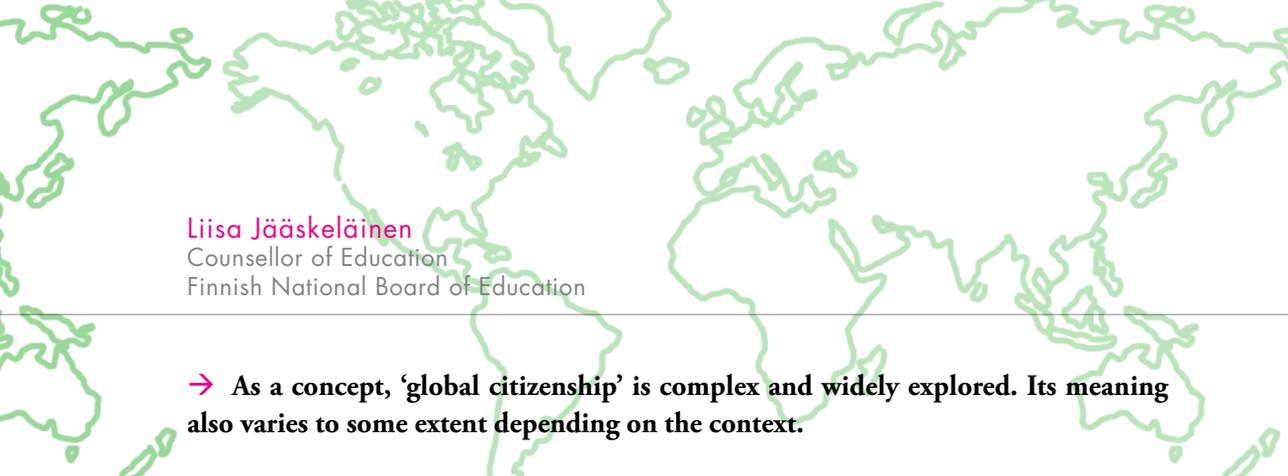
↓ Vaasa Teacher Training School Class 8B at work on the concept of 'global citizen'. PHOTO Carina Storhørs





II What could global citizens' competences be?





Liisa Jääskeläinen
Counsellor of Education
Finnish National Board of Education

→ **As a concept, ‘global citizenship’ is complex and widely explored. Its meaning also varies to some extent depending on the context.**

The *As a Global Citizen in Finland* project started from the perspectives compiled on the University of Jyväskylä’s Research Portal of Civil Society. According to these perspectives, global citizenship may be understood or experienced in terms of:

- an identity as part of the surrounding world;
- being almost synonymous with a cosmopolitan orientation, where the key is willingness and readiness to relate to cultural diversity and to empathise with otherness;
- internationalisation characterised by aspiration for environmental responsibility and universal ethics;
- responsible agency in a global civil society, where the key is ‘glocalisation’, or the global intertwining with the local;
- political cosmopolitanism, where commitment to citizenship of a nation-state expands to loyalty towards humanity up to a point of even entertaining the possibility of a world state;
- economic cosmopolitanism, where interest focuses on the global market economy; and
- ethical global citizenship, which is understood as being about respect for the different aspects of humanity and commitment to regarding every individual as equal regardless of origin and status.

The areas of competence relating to global citizenship build a global citizen’s identity. The adjacent ‘competence flower’ took shape during the project. Its roots are in many ways in the cross-curricular themes and subject syllabi of the current National Core Curricula. We also consider learning challenges indicated by a question mark to be important. Amidst the rapid change of the world, even competence cannot be static and it is therefore necessary to leave room for continuous reflection, new questions and definitions. Challenges relating to consumerism or digital competence, for example, seem to be growing constantly. The project work has got off to a good start and this needs to continue – in particular when drawing up the national core curricula and local curricula.

Irmeli Halinen

Counsellor of Education
Head of Curriculum Development Unit
Finnish National Board of Education



Competence approach and its pedagogical implications

The world around us is changing all the time, which means that we also need to be able to reform and accumulate our competence. The structures and challenges of doing, knowing and being are changing essentially¹. These changes require us to have comprehensive competence, or knowledge and skills, which may be described in terms of competencies.

When teaching is developed making use of the competence approach, we need to reflect both on our view of humanity and our conceptions of knowledge and learning. This, in turn, influences what is considered important in schoolwork, how the objectives set for teaching and learning are described and how schoolwork is organised.

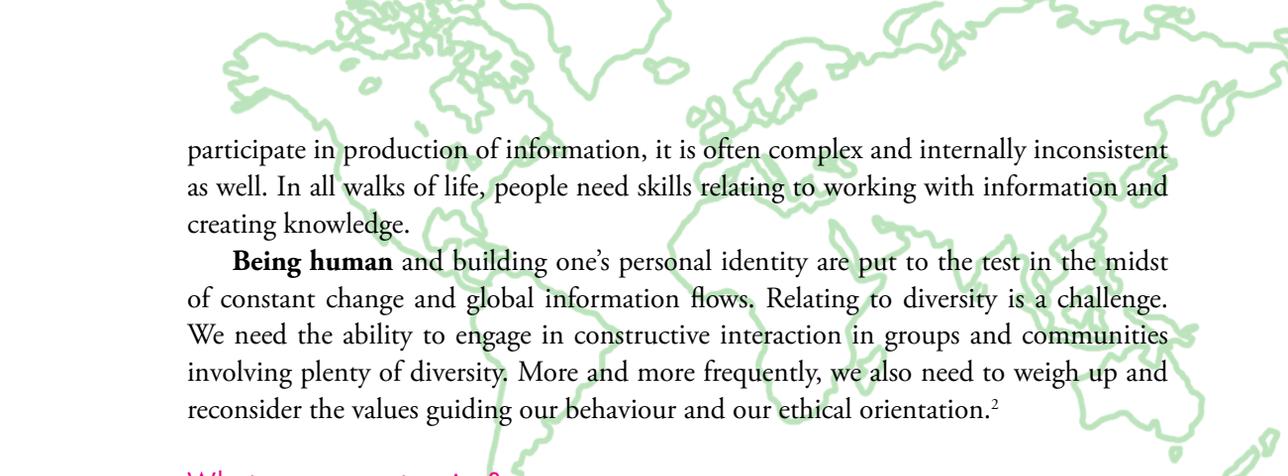
What is relevant in change?

Doing is changing in such a way that all the results that are important and most effective are created through co-operation and in various networks. The local and the global become intertwined. Different parts of the world and we as people are more and more dependent on each other. Our lives and fates are influenced by many common factors, in particular the parameters imposed by the climate and nature as well as diverse globalisation. We need each other and we can find solutions together.

Globalisation manifests itself globally in areas such as economic and cultural harmonisation and movement of people, jobs, goods and capital. Mobility, in turn, may produce new tensions. It may be visible both in increasing cultural, linguistic and philosophical diversity at a local level and in terms of growing regional differences. The nature of work and the competence required at work change rapidly.

Knowing is distributed in both technical and social terms. Technology helps us outsource memory-dependent functions, in particular, and build networks for fast flow of information. Knowledge creation processes are more collaborative by nature. In many cases, what we know together with other people becomes essential. The amount of information grows rapidly and it is in a constant state of flux. When many people

¹ Ståhle, P. (2009). Luento Perusopetus 2020-seminaarissa. Julkaisematon.
[A lecture at the Basic Education 2020 seminar. Unpublished. *In Finnish.*]



participate in production of information, it is often complex and internally inconsistent as well. In all walks of life, people need skills relating to working with information and creating knowledge.

Being human and building one's personal identity are put to the test in the midst of constant change and global information flows. Relating to diversity is a challenge. We need the ability to engage in constructive interaction in groups and communities involving plenty of diversity. More and more frequently, we also need to weigh up and reconsider the values guiding our behaviour and our ethical orientation.²

What are competencies?

Competencies are an interesting attempt to comprehensively outline the knowledge and skills required in society and in life in general terms. The starting point is the realisation that, in addition to basic skills, such as reading, writing and arithmetic, people also need other skills, which are independent of specific branches of knowledge, at least to some extent. A competency is more general and comprehensive than just a skill or the content of a specific subject.

Based on long-term development work carried out within the OECD³, for example, **competence is defined to comprise five different dimensions – knowledge, skills, values, attitudes and behaviour, i.e. the ability to use all these elements in different contexts in a relevant way. This ability to act, in turn, is built on motivation and a sense of competence.** In other words, competent action is about how inspiring and challenging we find a situation, what drives our motives for action and will to act and to what extent we believe in our chances of dealing with a situation. Action also mobilises values and attitudes through which our contextual **ethical orientation** is constructed.

In order to act competently in a given situation, we must be able to make use of the knowledge and skills that we possess. Let's take the competency of good interaction as an example:

*Good interaction requires **knowledge** of the language(s) involved, means of communication offered by technology and the topic of interaction. We need the **skill** to use the language(s) and different communications, we need listening and expression skills, etc. We also need **values** that promote good and respectful interaction, such as respect for human rights and recognition of everyone's human dignity, acceptance of cultural and other forms of diversity, as well as appreciation of truth. Interaction calls for a friendly and attentive **attitude**, interest, politeness and a feel for situations. In addition, we need the **will to interact**, confidence in our own interaction skills and the **ability to use our full capacity** as required by the situation.*

In other words, competence means the ability to deal with the diverse demands of each specific situation successfully and to make use of competence in an appropriate

2 Opetus- ja kulttuuriministeriö (2010). Perusopetus 2020 – yleiset valtakunnalliset tavoitteet ja tuntijako. Opetus- ja kulttuuriministeriön työryhmämuistioita ja selvityksiä 2010:1.

[Ministry of Education and Culture (2010). Basic education 2020 – the national general objectives and distribution of lesson hours. Reports of the Ministry of Education and Culture 2010:1. *In Finnish. English summary available.*]

3 DeSeCo. Definition and Selection of Competences. OECD.

manner.

The prerequisite for competent action is **the ability to reflect on your own action in relation to the situation**. This is not about isolated packages of knowledge, skills, values and attitudes; at the core of everything lies the will and skill to reflect on action – to ask yourself whether your knowledge is up to date or relevant to the situation, whether you have sufficient skills to meet the challenges, what kind of attitude you take towards different factors of the situation and what the ethical basis of your action is like in this specific situation.

Competencies as teaching objectives

Defined in this way, competencies open up a useful way to reflect on the objectives to be set for education and teaching. **It is precisely through definition of objectives that the societal connection of education is created.** Objectives manifest our perceptions of society and the kind of education that is needed in the future, as well as of the types of competencies that this education manifests – or, to be more precise, what types of knowledge, skills, values, attitudes and behaviour it should manifest. The idea of education, similar to competencies, always includes **the notion of education, not only as the ability to function in society, but also as a reflective and self-regulating process that evolves in dialogue with others.**⁴

The competence approach involves both an individual and a social perspective. The purpose of using competencies is to describe **what type of competence an individual needs** in order to live a good and meaningful life and to be able to function at work and in society as an effective and useful member of society. At the same time, descriptions of competencies include a **vision of the desirable development of society.**

As part of its Basic Education 2020⁵ work in 2009–2010, a broad-based expert group appointed by the Ministry of Education and Culture considered the key competencies for the future. The group decided to call these competencies ‘**citizenship skills**’ and named the following five key competence areas:

1. Self-knowledge and responsibility skills
2. Expression and manual skills
3. Working and interaction skills
4. Thinking and problem-solving skills
5. Participation and influencing skills.

4 Linturi, H. & A. Rubin. 2011. Toinen koulu, toinen maailma. Oppimisen tulevaisuus 2030. Tulevaisuuden tutkimuskeskus. Turun yliopisto. TUTU-julkaisuja 1/2011. [Another school, another world. The future of learning 2030. Finland Futures Research Centre. University of Turku. Publications of Finland Futures Research Centre 1/2011. *In Finnish.*]

5 Opetus- ja kulttuuriministeriö (2010). Perusopetus 2020 – yleiset valtakunnalliset tavoitteet ja tuntijako. Opetus- ja kulttuuriministeriön työryhmämuistioita ja selvityksiä 2010:1. [Ministry of Education and Culture (2010). Basic education 2020 – the national general objectives and distribution of lesson hours. Reports of the Ministry of Education and Culture 2010:1. *In Finnish. English summary available.*]

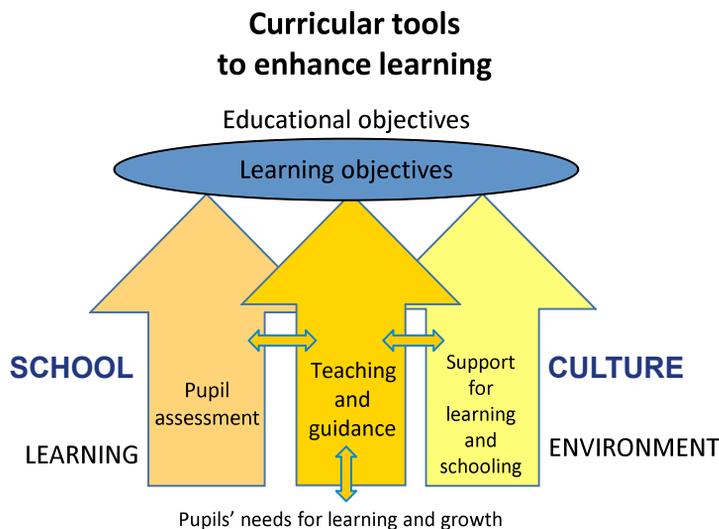
These areas have also been included in Section 3.4, ‘Teaching methods and working approaches’, of the National Core Curriculum for Basic Education, which was revised in 2010.⁶ The key competence areas are perspectives that teachers need to bear in mind when choosing teaching methods and working approaches.

Impact of competencies on the curriculum

The role of the curriculum is to build a bridge between the two premises of schoolwork, pupils’ needs and educational objectives. The curriculum provides a set of tools that helps to take pupils’ individual needs into account and build a learning pathway towards objectives that are important in terms of society. The **key curricular tools** include:

- teaching and guidance of pupils;
- support for pupils’ learning and schooling; and
- assessment and provision of feedback for pupils.

In addition, the prevailing **school culture** and **the quality of the learning environment** provided for pupils are also important factors that influence achievement of the objectives. The best place to construct education for the future is a school where the ways of relating, listening and treating people are conducive to building the integrity and self-respect of every member of the community. In such a community, interaction and feedback help members to discover their own strengths and inspire them to learn more.



Irmeli Halinen

6 Perusopetuksen opetussuunnitelman perusteiden muutokset ja täydennykset 2010. Määräykset ja ohjeet 2011:20. Opetushallitus.
[Amendments and additions to the National Core Curriculum for Basic Education 2010. Regulations and guidelines 2011:20. Finnish National Board of Education. *English translation available.*]

The curriculum defines objectives both for pupils' learning and for all of the above-mentioned factors that influence learning. The purpose of the objectives is to get all elements of schoolwork to function in alignment and to support pupils in achieving their learning objectives.

When learning objectives are defined in terms of competencies, the different elements of schoolwork also need to be considered in a new way. As part of planning teaching and other school activities, it is necessary to ask how to promote the different dimensions of competencies – knowledge, skills, values, attitudes and behaviour, the motivation and sense of competence influencing the ability to act, as well as pupils' ability to reflect on their own actions – in all situations.

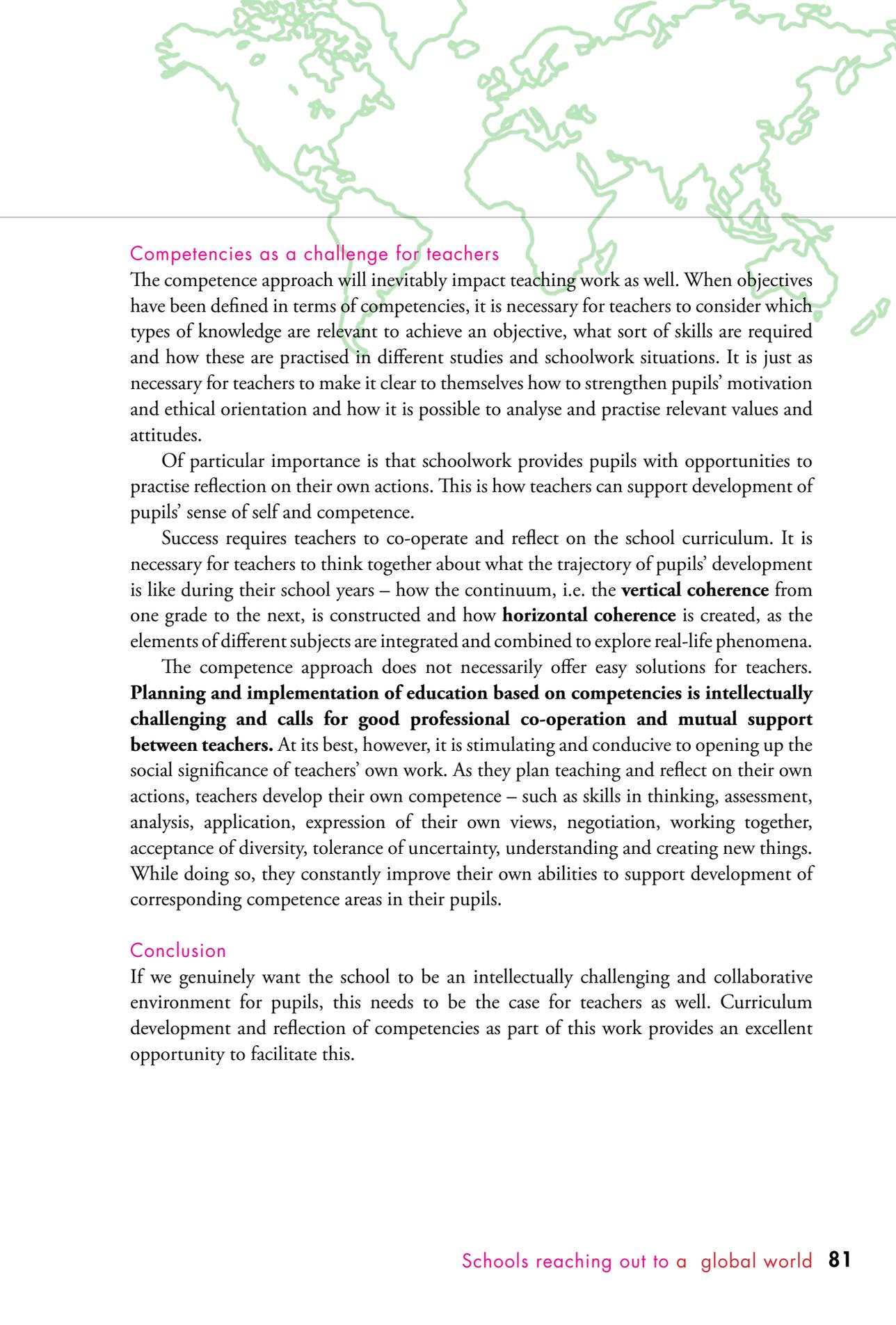
The more consistent and internally intact the curriculum is, the better it can be assumed to support both teaching and learning. At its best, the competence approach helps to bring together the social objectives of education, general objectives for learning, as well as the specific objectives for different areas of learning, individual subjects and each grade, so as to create an integrated whole.

If we continue working on the earlier example of the competency of good interaction and refine it into an objective-setting statement, such a sentence could read as follows: 'Pupils are able to use spoken and written language, information and communications technology as well as other communications appropriately, to listen and express their thoughts in a clear and interesting manner, to create dialogue and to participate in interaction respectful of other people and in co-operation as required in each specific situation.'

The challenge here is to describe an objective in terms of a competency in such a way that the description is comprehensive enough while not remaining so general that it would be difficult for teachers, pupils and parents to understand. Objectives need to be set in sufficiently concrete terms and so as to cover all the dimensions included in the competency in one way or another.

The curriculum needs to indicate **how the general objectives described in terms of competencies are connected to subject-specific and grade-specific objectives**. It is quite an effort to consider how to make the gradual build-up of competencies throughout grades and in different subjects visible in a written curriculum.

Each subject gives its own contribution to development of the competencies set as objectives. Depending on the nature of the subject, its link to each competency is slightly different – for instance, visual arts or music probably have a different effect on development of the competence area relating to expression than mathematics. Mathematics, in turn, may influence different areas of thinking skills than visual arts or music.



Competencies as a challenge for teachers

The competence approach will inevitably impact teaching work as well. When objectives have been defined in terms of competencies, it is necessary for teachers to consider which types of knowledge are relevant to achieve an objective, what sort of skills are required and how these are practised in different studies and schoolwork situations. It is just as necessary for teachers to make it clear to themselves how to strengthen pupils' motivation and ethical orientation and how it is possible to analyse and practise relevant values and attitudes.

Of particular importance is that schoolwork provides pupils with opportunities to practise reflection on their own actions. This is how teachers can support development of pupils' sense of self and competence.

Success requires teachers to co-operate and reflect on the school curriculum. It is necessary for teachers to think together about what the trajectory of pupils' development is like during their school years – how the continuum, i.e. the **vertical coherence** from one grade to the next, is constructed and how **horizontal coherence** is created, as the elements of different subjects are integrated and combined to explore real-life phenomena.

The competence approach does not necessarily offer easy solutions for teachers. **Planning and implementation of education based on competencies is intellectually challenging and calls for good professional co-operation and mutual support between teachers.** At its best, however, it is stimulating and conducive to opening up the social significance of teachers' own work. As they plan teaching and reflect on their own actions, teachers develop their own competence – such as skills in thinking, assessment, analysis, application, expression of their own views, negotiation, working together, acceptance of diversity, tolerance of uncertainty, understanding and creating new things. While doing so, they constantly improve their own abilities to support development of corresponding competence areas in their pupils.

Conclusion

If we genuinely want the school to be an intellectually challenging and collaborative environment for pupils, this needs to be the case for teachers as well. Curriculum development and reflection of competencies as part of this work provides an excellent opportunity to facilitate this.

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Global citizen's ethics

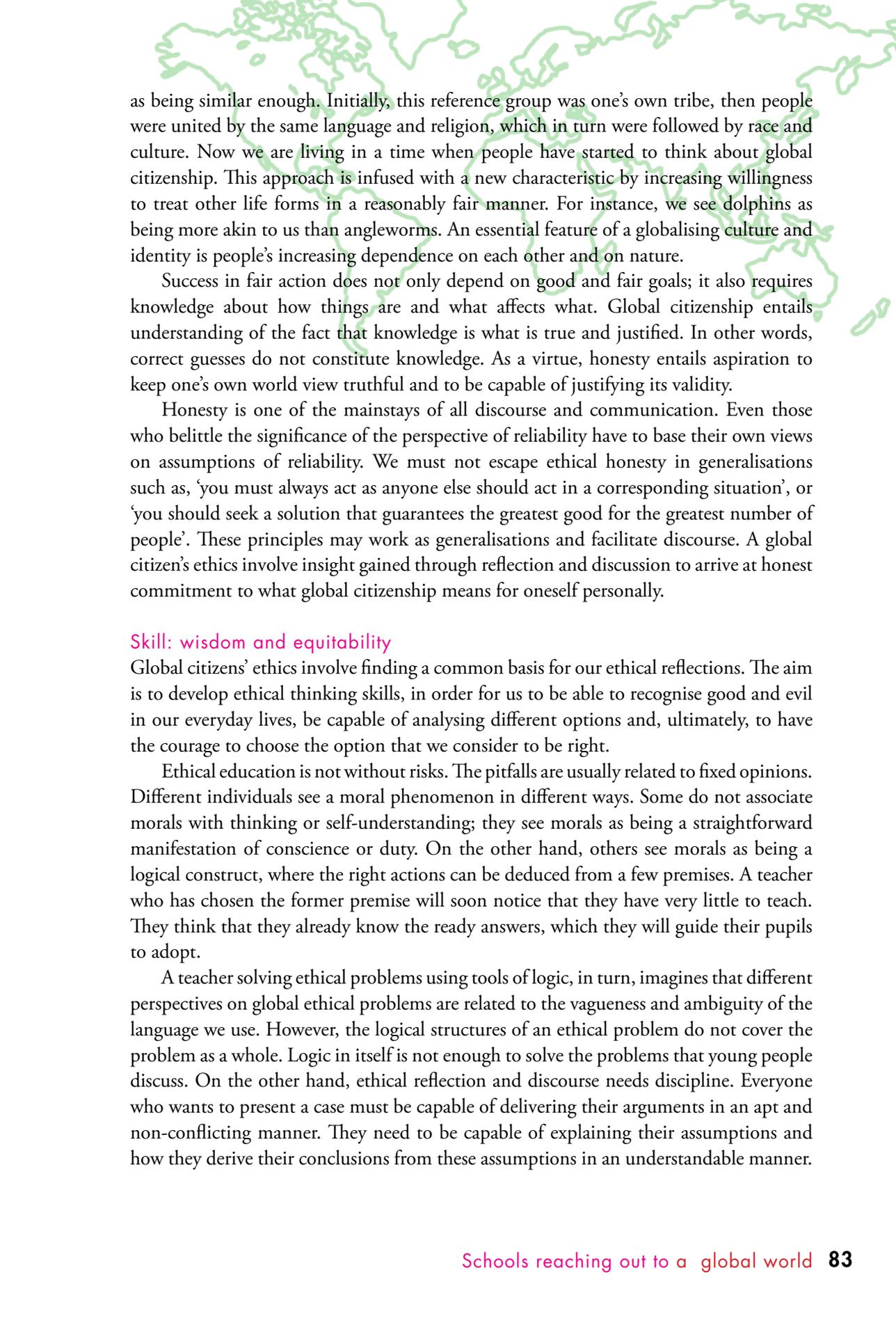
Fundamental and human rights as the common mainstay

In Finland, people are protected by three types of fundamental and human rights. Firstly, the *national system of fundamental rights* acknowledges civil and political rights as well as economic, social and educational rights. This is complemented by *international human rights conventions*, which have been drawn up within the United Nations (UN, such as the Convention on the Rights of the Child, Treaty Series of the Statutes of Finland No. 59–60/1991) or the Council of Europe (CoE) with its European Convention on Human Rights (Treaty Series of the Statutes of Finland No. 85–86/1998) generally considered to be the most important in terms of Finland. The third system of protections for fundamental and human rights stems from the *European Union (EU) law* (Treaty Series of the Statutes of Finland No. 18–19/1990, 6/1976, 7–8/1976, 59–60/1991). Conversely, the Universal Declaration of Human Rights is not an intergovernmental agreement, but it may be understood as providing an interpretation or explanation for what the concept of 'human rights' means.

The majority of the world's states have acceded to these conventions and accepted monitoring of their implementation. It is therefore fair to speak about global human rights, which provide the foundation to trace universal ethics common to all people – in other words, a global citizen's ethics. However, people are generally interested in issues of a good life, in particular at an individual level. What distinguishes good from evil? Is everything that complies with law and agreements fair? Why choose good, when evil seems to deliver success? Ethical contemplation stems from posing questions like these and trying to answer them in the most universally applicable way possible. But is it possible to reach any sort of consensus on what is good, right or fair in the current, mosaic world?

Knowledge: justice and honesty

Throughout history, people have compared their rights with a reference group regarded



as being similar enough. Initially, this reference group was one's own tribe, then people were united by the same language and religion, which in turn were followed by race and culture. Now we are living in a time when people have started to think about global citizenship. This approach is infused with a new characteristic by increasing willingness to treat other life forms in a reasonably fair manner. For instance, we see dolphins as being more akin to us than angleworms. An essential feature of a globalising culture and identity is people's increasing dependence on each other and on nature.

Success in fair action does not only depend on good and fair goals; it also requires knowledge about how things are and what affects what. Global citizenship entails understanding of the fact that knowledge is what is true and justified. In other words, correct guesses do not constitute knowledge. As a virtue, honesty entails aspiration to keep one's own world view truthful and to be capable of justifying its validity.

Honesty is one of the mainstays of all discourse and communication. Even those who belittle the significance of the perspective of reliability have to base their own views on assumptions of reliability. We must not escape ethical honesty in generalisations such as, 'you must always act as anyone else should act in a corresponding situation', or 'you should seek a solution that guarantees the greatest good for the greatest number of people'. These principles may work as generalisations and facilitate discourse. A global citizen's ethics involve insight gained through reflection and discussion to arrive at honest commitment to what global citizenship means for oneself personally.

Skill: wisdom and equitability

Global citizens' ethics involve finding a common basis for our ethical reflections. The aim is to develop ethical thinking skills, in order for us to be able to recognise good and evil in our everyday lives, be capable of analysing different options and, ultimately, to have the courage to choose the option that we consider to be right.

Ethical education is not without risks. The pitfalls are usually related to fixed opinions. Different individuals see a moral phenomenon in different ways. Some do not associate morals with thinking or self-understanding; they see morals as being a straightforward manifestation of conscience or duty. On the other hand, others see morals as being a logical construct, where the right actions can be deduced from a few premises. A teacher who has chosen the former premise will soon notice that they have very little to teach. They think that they already know the ready answers, which they will guide their pupils to adopt.

A teacher solving ethical problems using tools of logic, in turn, imagines that different perspectives on global ethical problems are related to the vagueness and ambiguity of the language we use. However, the logical structures of an ethical problem do not cover the problem as a whole. Logic in itself is not enough to solve the problems that young people discuss. On the other hand, ethical reflection and discourse needs discipline. Everyone who wants to present a case must be capable of delivering their arguments in an apt and non-conflicting manner. They need to be capable of explaining their assumptions and how they derive their conclusions from these assumptions in an understandable manner.

Increasingly multicultural schools have pupils from several different linguistic and cultural backgrounds. In order for diversity to be a source of richness and opportunity, it is necessary to identify uniting factors in the midst of diversity. In this respect, the culture of learning from and caring for each other and doing things together should be introduced as part of schools' daily routines. Regardless of national differences, we have the duty to learn and develop within ourselves the skills, knowledge and values we use to build a culture of justice to the world – unity in diversity.

Global citizens' ethics may emphasise the consequences of actions, the purpose of actions or virtues and vices, but at the same time, it may be universal and indivisible. The contents and skills involved in global citizens' ethical thinking represent windows and keys, if they provide a comprehensive ability to use such knowledge and skills.

Will: courage

The National Core Curriculum guides schools to build a connection between values and activities. In Finland, the essential basic values within the National Core Curriculum include human rights, equality, democracy, preservation of natural diversity and viability of the environment, and acknowledgement of multiculturalism. Schools are responsible for promoting sense of community, responsibility and respect for individuals' rights and liberties on the basis of these values. In other words, schools aim to maintain awareness of issues relating to society and individuals and to create space for global ethical questions and discussions.

The term 'global ethics' refers to the fact that all global issues also have an ethical dimension. This involves the aspiration to build a value basis that unites and binds humanity as a whole. When speaking about a global citizen's ethics, it is fair to say that the aim is to nurture good ethical values, ethical thinking skills and the courage to choose good. Courage without knowledge and goals is defiance. Moderation means a balance of values that helps one to carry on.

Justice, honesty, wisdom, courage and moderation are classical virtues that become visible in an individual's actions.



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INTERCULTURAL COMPETENCE

Background: Introduction to key concepts

The *As a Global Citizen in Finland* project uses the **concept of intercultural competence** with full knowledge of the fact that there is no single established term for intercultural know-how. Intercultural competence in itself is a broad concept open to many interpretations. Depending on researchers, its definition may focus on cultural sensitivity or growth in expertise, for example. Furthermore, interculturalism is also often seen as being a synonym for multiculturalism. The range of terms used in international literature, in particular, is perplexingly diverse. The meanings of related terms depend on the perspective, interpretation and context (*intercultural dialogue vs. competence vs. education; education for intercultural understanding, intercultural education, intercultural communicative education, multicultural education, anti-racist education, cross-cultural education, transcultural education*).

In this article, interculturalism is understood, first and foremost, in terms of bridge-building dialogue and intercultural interaction where people learn from each other. In other words, it is not our intention to use the term to refer to or emphasise differences between ethnic and other cultural groups (cf. multiculturalism).

Intercultural competence covers individual and school-level cultures as well as broader groups' cultures. The concept also includes the stratification and transformation of cultural identities. The networked world of our times may also be described as being like a department store of cultures and identities. The diversity of options on offer requires schools to operate so as to integrate learners' knowledge, skills, attitudes and experiences and to create a culture that consolidates community spirit. In a nutshell, intercultural competence enables establishing individual diversity as part of everyday life and the starting point for interaction – diversity is something that is enjoyed and can also be celebrated. Through intercultural interaction (dialogue), pupils' identities are also consolidated as they experience that they are genuinely able to participate in developing and changing the school's atmosphere, culture and operations.

The foundation of intercultural competence consists of attitudes, values, sensitivity and the capability to learn open interaction with others and to learn through collaboration. Understandably, the most considerable challenges hindering intercultural

dialogue and action are tied to values. Keys to fundamental change and competence probably lie in intercultural activities based on individuals' value education and self-reflection. Comprehensive competence becomes reality through learning of knowledge, skills and willingness to act. The most important aspect is the experience of building trust and common goals and actions. Conversely, it is not essential to learn isolated pieces of competence knowledge or related theories. Intercultural learning takes place through common activities applying various types of cultural knowledge.

In everyday school life, interculturalism and internationality are mixed in many ways. Intercultural competence may be mentioned, for example, as being one of the objectives of a school's international activities. However, as schools often lack the strategy and concepts structuring the activities, development of their intercultural competence is not based on a common pedagogical vision and, consequently, on an approach that would integrate subjects. There are still only a few schools that plan the phases of an international theme week or a study visit, for example, by describing how pupils practise their intercultural competence and how it is assessed as part of these. In addition, it is still uncommon for schools to involve pupils in planning or evaluating operations.

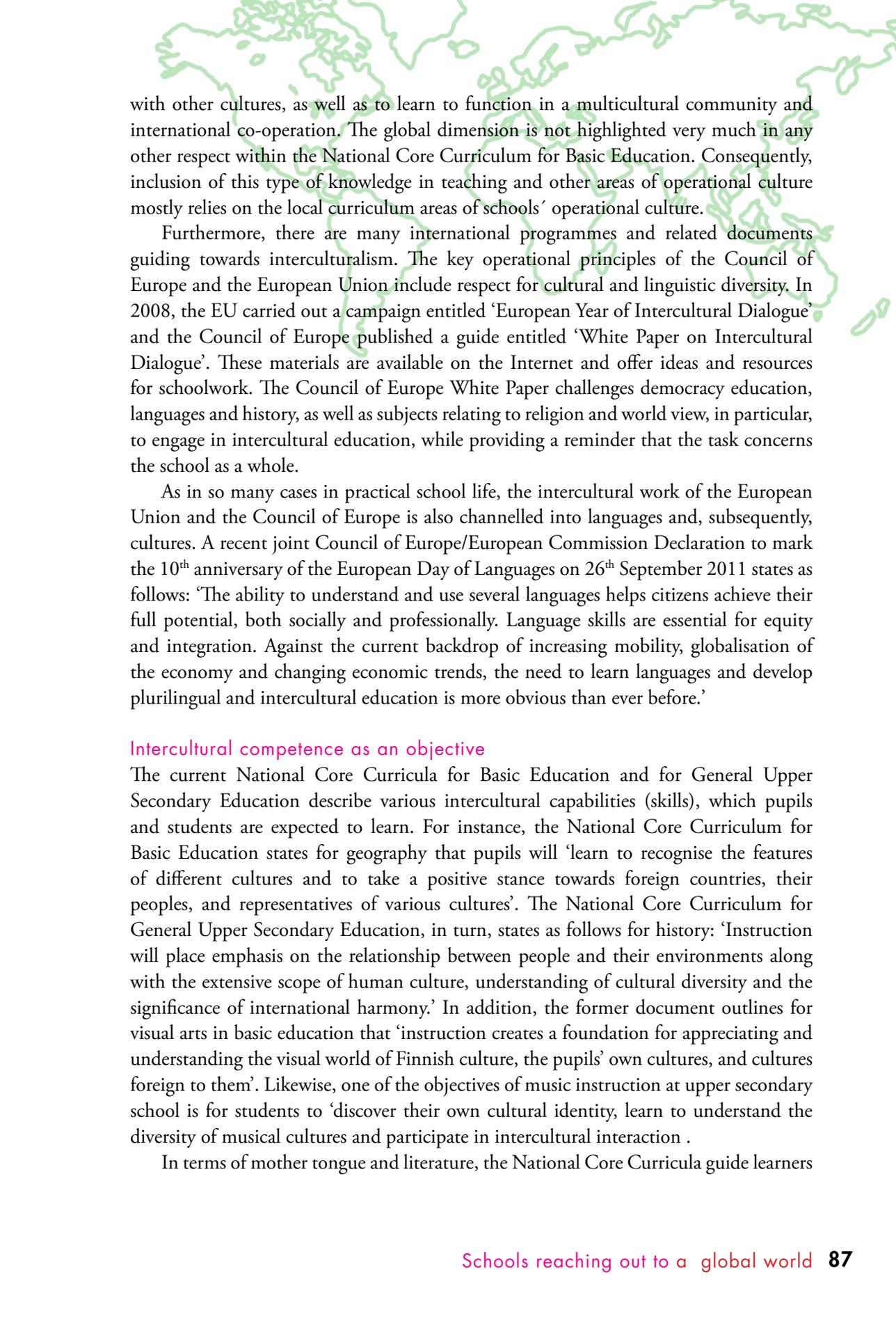
DIFFERENT AREAS OF COMPETENCE

Information about interculturalism in key documents

How is interculturalism defined in key educational documents? What do the effective National Core Curricula for Basic Education (2004) and for General Upper Secondary Education (2003) require from educational and teaching work? These documents refer to several key international agreements and recommendations that create a shared value basis for education in different countries.

In other words, the starting point for interculturalism is a perception of people's equality and universal values. This perception is infused into the cross-curricular theme entitled 'Cultural Identity and Internationalism' included in the National Core Curriculum for Basic Education ('Cultural Identity and Knowledge of Cultures' in general upper secondary education). In basic education, the goal of the cross-curricular theme is to help the pupil to understand the essence of the Finnish and European cultural identities, discover his or her own cultural identity, and develop capabilities for cross-cultural interaction and internationalism. Its key aspects include acknowledgement of equality of people representing different cultures, knowledge and appreciation of one's own spiritual and material cultural heritage, and understanding the roots and diversity of one's own culture.

The National Core Curriculum for Basic Education views an individual's relationship with culture and his or her own identity as being relatively constant. The starting point is a perspective on a cultural identity which includes layers of indigenous, Finnish, Nordic and European cultures. In addition, definition of the starting points for the corresponding upper secondary school cross-curricular theme also highlights the universal human perspective. Schools are expected to offer opportunities for pupils to familiarise themselves



with other cultures, as well as to learn to function in a multicultural community and international co-operation. The global dimension is not highlighted very much in any other respect within the National Core Curriculum for Basic Education. Consequently, inclusion of this type of knowledge in teaching and other areas of operational culture mostly relies on the local curriculum areas of schools' operational culture.

Furthermore, there are many international programmes and related documents guiding towards interculturalism. The key operational principles of the Council of Europe and the European Union include respect for cultural and linguistic diversity. In 2008, the EU carried out a campaign entitled 'European Year of Intercultural Dialogue' and the Council of Europe published a guide entitled 'White Paper on Intercultural Dialogue'. These materials are available on the Internet and offer ideas and resources for schoolwork. The Council of Europe White Paper challenges democracy education, languages and history, as well as subjects relating to religion and world view, in particular, to engage in intercultural education, while providing a reminder that the task concerns the school as a whole.

As in so many cases in practical school life, the intercultural work of the European Union and the Council of Europe is also channelled into languages and, subsequently, cultures. A recent joint Council of Europe/European Commission Declaration to mark the 10th anniversary of the European Day of Languages on 26th September 2011 states as follows: 'The ability to understand and use several languages helps citizens achieve their full potential, both socially and professionally. Language skills are essential for equity and integration. Against the current backdrop of increasing mobility, globalisation of the economy and changing economic trends, the need to learn languages and develop plurilingual and intercultural education is more obvious than ever before.'

Intercultural competence as an objective

The current National Core Curricula for Basic Education and for General Upper Secondary Education describe various intercultural capabilities (skills), which pupils and students are expected to learn. For instance, the National Core Curriculum for Basic Education states for geography that pupils will 'learn to recognise the features of different cultures and to take a positive stance towards foreign countries, their peoples, and representatives of various cultures'. The National Core Curriculum for General Upper Secondary Education, in turn, states as follows for history: 'Instruction will place emphasis on the relationship between people and their environments along with the extensive scope of human culture, understanding of cultural diversity and the significance of international harmony.' In addition, the former document outlines for visual arts in basic education that 'instruction creates a foundation for appreciating and understanding the visual world of Finnish culture, the pupils' own cultures, and cultures foreign to them'. Likewise, one of the objectives of music instruction at upper secondary school is for students to 'discover their own cultural identity, learn to understand the diversity of musical cultures and participate in intercultural interaction .

In terms of mother tongue and literature, the National Core Curricula guide learners

to appreciate their own culture and language. The subject guides learners towards greater understanding of multiculturalism and multilingualism and towards linguistic and cultural tolerance. Studies in languages should give learners capabilities for functioning in foreign-language communication situations. The tasks of the instruction are to accustom learners to using their language skills and educate them in understanding and valuing how people live in other cultures, too. Development of intercultural competence is cited as a specific objective of language instruction as early as in basic education. In general upper secondary education, instruction in foreign languages should pay special attention to European identity and European multilingualism and multiculturalism.

In language instruction, command of intercultural skills is supported through curricula, declarations, educational programmes and campaigns, complete with various European instruments. Since the 1990's, the Council of Europe has developed the European Language Portfolio, which allows learners to record their language learning achievements in various communication situations. A clearly intercultural emphasis has been adopted in A Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA or, more commonly, CARAP after its French abbreviation), which was completed in 2011. The CARAP/FREPA levels guide learners towards understanding and command of intercultural knowledge, skills and attitudes. The Finnish National Board of Education co-operates with the European Centre for Foreign Languages (ECML), which has published the CARAP instrument, in order to increase awareness of it in Finland as well.

The key starting points in the European declarations and instruments referred to above are the multilingualism of communities and the plurilingualism of individuals, which are both rooted in the diversity of cultures and its appreciation. These terms also include the idea of languages used at schools, various conceptions of knowledge in the disciplines underlying different subjects, as well as the cultural elements and settings intertwined with these. Of particular importance is to recognise those power and communicative structures that are related to the language of instruction at school. In order to deal with interculturalism meaningfully at school level, linguistic and cultural awareness should be adopted as the starting point for all teaching and learning. At the same time, pupils' linguistic diversity should be made audible and visible.

Success in interculturalism calls for will

A genuinely intercultural school can only be built through joint efforts and contributions from the entire school community. In intercultural everyday school life, space and visibility is given to all learners' cultures. The starting points should be individuals' different cultural identities, reflection on subject-specific and integrative intercultural elements, as well as pedagogical solutions derived from these. When thinking about learning environments, pedagogy and how to make cultures visible, it is also necessary to consider pupils' multicultural leisure time. Pupils learn both from one another and in social media communities, for example. The school should consolidate learners' active and constructive agency in both school and leisure communities in every way.

It should also be borne in mind that different methods of information acquisition in different subjects (visual, auditive, motor and verbal) are equal ways of exploring and representing cultural reality. It is therefore important for schools to ensure that the different sensory areas, symbol systems and conceptions of knowledge are taken into account in an equitable manner when building cultural knowledge. Only in this way will integration of education that is included in the competence approach build bridges and consolidate cultural knowledge effectively – being more than the sum of its parts. In order to succeed, this requires in-depth subject expertise, constructive co-operation and the ethos of a cultural educator from every teacher.

The entire school community should encourage both learners and teachers to question and critically assess cultural conceptions and related values and attitudes. Presentation of and marvelling at cultures in the light of possible stereotypes and inadequate information is not enough to bring about growth towards interculturalism. We should therefore have the courage to ask how cultures and cultural interactions are discussed. What intentions do speeches and presentations pursue? With whose eyes and from whose perspectives are things examined? Who are ‘we’ and who are ‘others’? What kinds of values lie in the background? What do we actually know about the culture in question and are the intentions genuinely well-meaning? And do we even know what is meant by ‘good’ in the first place and do we share the idea of it? In other words, we need the will and courage to jump outside our comfort zone and to process even unpleasant criticism constructively with pupils and colleagues.

‘Our school needs to support all types of diversity in many different ways. Otherwise we run the risk that diversity is taken into account, it is tolerated, but it is represented as being an exception from the mainstream. We want diversity and difference not to be a challenge, a problem or a burden for the school and teaching work, but the intention is always to create a positive attitude towards diversity. Transformation and caring play a key role in intercultural learning and teaching. Curiosity and positive interest towards other people, their customs, actions and cultures form the starting point for the entire learning process.’

(Quote from head teacher Antti Jokikokko’s description of the results of assessment of the curriculum and transformative pedagogy as part of Lapinlahti Upper Secondary School’s project)



On a visual arts composition course, pupils reflected on the possibility/impossibility of continuous growth in visual phenomena, for example. PHOTO Juha Koponen

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Sustainable lifestyle

Background: Decade of Education for Sustainable Development 2005–2014

The importance of sustainable development in Finnish education policy has increased in recent years. It is emphasised in the Government's *Development Plan for Education and Research for 2007–2012* and in the forthcoming *Draft Development Plan for Education and Research for 2011–2016*, which was going through a consultation process at the time of writing this article.

Sustainable development aims to guarantee equal opportunities for a just, safe and healthy life for current and future generations while safeguarding the preservation of ecological carrying capacity and natural and cultural diversity. The current levels of natural resources usage and our patterns of consumption, production and operation threaten the Earth's capacity to cope. People's health, safety and well-being are also being endangered by several factors caused by social changes.

The United Nations Conference on Sustainable Development, Rio 20+, will be organised in Rio de Janeiro in the summer of 2012. One of the key themes of the conference will be **green economy**, which is seen as playing an essential role in achieving the goals of sustainable development and eradication of poverty. In addition to environmental and development policies, sustainable development must also be included as part of economic policy, in order to achieve real changes.

In Finland, the requirement of sustainable development focuses attention on climate change, the state of the Baltic Sea, conservation of natural diversity, and adaptation to rapid changes in the global economy and to demographic change. Besides climate change, the most significant global challenges are related to global poverty, inequality and population growth. These global challenges are also in evidence in Finland.

In 2002, the United Nations General Assembly proclaimed the years from 2005 to 2014 to be the *Decade of Education for Sustainable Development (DESD)*, which is being co-ordinated at international level by UNESCO. The vision of the UN decade is to develop a world where everyone has the opportunity to benefit from quality

education and learn the values, behaviour and lifestyles required for a sustainable future. In Finland, the authorities drew up a strategy entitled *Sustainable development in education – Implementation of the Baltic 21E programme and Finnish strategy for the Decade of Education for Sustainable Development (2005–2014)*. The objective was to educate motivated citizens who are committed to a **sustainable lifestyle** and who want to accumulate the knowledge, skills and attitudes needed for promoting sustainable development as an integral part of lifelong learning.

Learning a sustainable lifestyle will have an influence long into the future. School education must develop pupils' future-oriented thinking and building of the future upon ecologically, economically, socially and culturally sustainable premises.

Different areas of competence

Knowledge: environmental awareness, significance of ecosystem services and prerequisites of a sustainable lifestyle

Positive experiences of the environment develop children's and young people's **environmental awareness**. The younger the children in question, the more important it is to focus positive attention on the beauty, pleasantness and fascination of the environment. Children cannot be blamed for environmental damage. Instead, it is important to develop their **environmental sensitivity**. The best way to do this is to

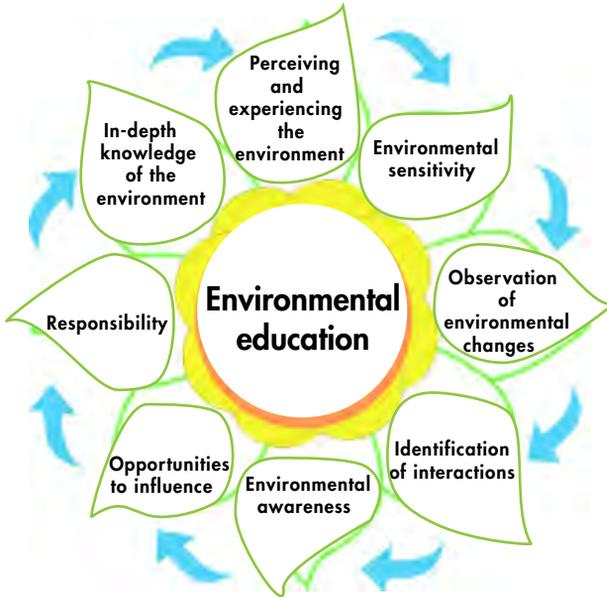


Experiential learning and wondering at nature provide pupils with positive experiences of nature.

PHOTO Mervi Aineslahti.

perceive the environment by making equal use of the senses of sight, hearing, smell, taste and touch. Diverse sensory observation also develops older pupils' environmental sensitivity, which forms the basis for educating environmentally aware citizens.

Experiential learning has proven to be the best way of promoting adoption of a sustainable lifestyle. Through personal experiences, pupils' **relationship with the environment** becomes deeper, creating personal meaning for sustainable lifestyle choices. The key factors of environmental education can be summarised as per the figure below.

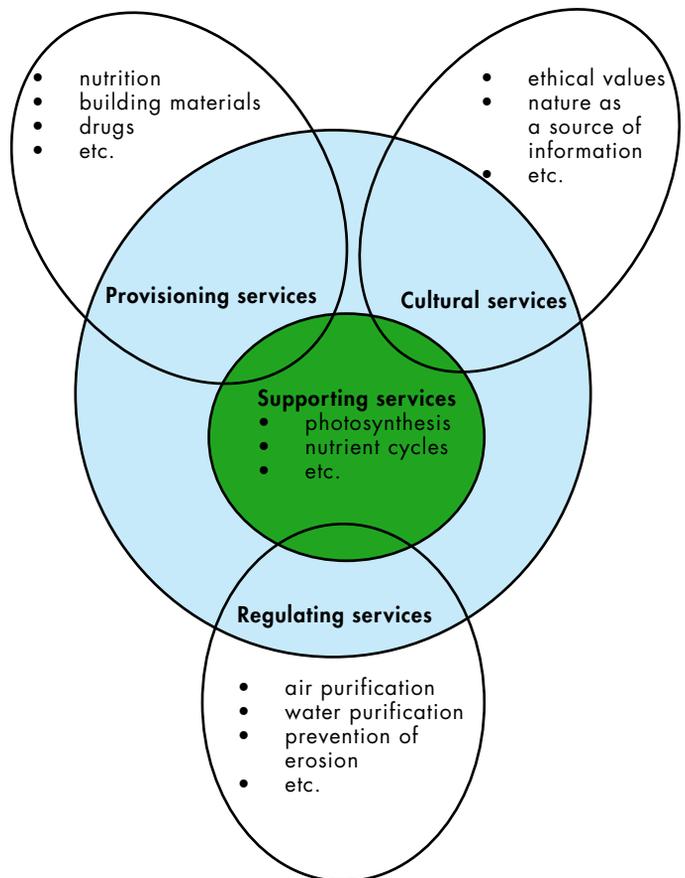


Key factors of environmental education. ILLUSTRATION Lea Houtsonen.

Progressive inquiry learning methods allow pupils to gain in-depth understanding of aspects concerning natural, built-up and social environments. They need to know how nature works, how human activities change the environment and in what ways the environment can be nurtured. It is important for pupils to become aware of their own dependence on the environment as well as of the consequences of their own actions and how these are linked to environmental problems. Guiding children and young people towards **ecological thinking** calls for familiarisation with local nature and environments. In upper grades, pupils move from observation of their own local environments to dealing with global problems and their potential solutions.

At present, the theoretical foundation of a sustainable lifestyle is essentially linked to the concept of **ecosystem services**. Ecosystem services refer to all material and immaterial benefits that people obtain from nature. Our life, well-being and culture are fully based on nature. We need food, fuel and other basic commodities derived from different organisms. Provisioning of all the above-mentioned services is based on much more complex, supporting ecosystem services, such as nutrient cycles and photosynthesis.

Ecosystem services are free and essentially at the disposal of each and every one of us. However, they are distributed very unevenly over the globe. Ecosystems are also vulnerable and limited. The reason behind many conflicts and wars is damage to ecosystems or struggles for the right to use the ecosystem services available in a certain area. Typical examples include desertification and declines in fish stocks. The survival of ecosystems depends on human activity. The key in school education is for pupils to understand that a human being is part of nature's great diversity; people have the chance either to destroy or to preserve ecosystems and their diversity. People can also protect, restore and revitalise ecosystems and biodiversity.



Ecosystem services are divided into four categories: supporting, regulating, provisioning and cultural services.

ILLUSTRATION Ministry of the Environment, Lumonet.

Skills: sustainable competencies

Building a sustainable future calls for skills relating to ecological mobility, living and eating. Every one of us can influence the environmental burden caused by these actions through our own behaviour. The Finns' greenhouse gas emissions amount to an average of 10,000 kg per year. About one third of emissions come from housing, another third from transport and the remaining third from consumer goods. Limiting global warming to two degrees would require cutting emissions to about 2,000 kilos per year. Means of

cutting emissions include energy savings and reduction in the use of fossil energy sources in particular, switching to renewable sources of energy, such as wind, bio, water and solar energy, and **changing consumption habits**.

Learning sustainable lifestyles requires practice. At school, this means developing environmental thinking and skills, listening to young people and, say, expanding learning environments. Ecologically sustainable development may be carried out at school through environmentally friendly everyday practices. Pupils can study together saving energy and water, waste recycling and preventing waste generation, sustainable consumption and sustainable food choices. They can obtain a theoretical basis for learning a sustainable lifestyle by means such as studying product **life cycles**, calculating their own **carbon footprints** or comparing the **ecological backpacks** of different products. Awareness of the fact that their own actions matter motivates them towards adopting a sustainable lifestyle.

Social and cultural sustainability skills cover **inclusive thinking**, life skills and the ability to take personal responsibility. In these respects, education focuses on co-operation, interaction skills, consideration for other people and good manners. Through participation, children and young people get the feeling that they can make a difference. Culturally sustainable development involves tolerance towards other people. Schools can find partners and experts to co-operate with in their local areas. Children's and young people's empowerment is consolidated by knowledge of their own roots and possibilities for making good changes: where I come from, my cultural background, the things that I want to commit to promoting and the people I want to do this with.

In order to become reality, a sustainable lifestyle calls for **structures, technologies and approaches that maintain and promote sustainability**. It is important to recognise the connection between a sustainable everyday life and its external prerequisites in the local community as well as in production and consumption patterns near and far. Examples of the infrastructures of a sustainable society include cycle paths and an efficient public transport system, energy networks using renewable sources of energy, or eco-efficient buildings. Citizens and consumers can also be steered towards a sustainable lifestyle by means of taxation, legislation, certification and eco-labelling. Art also has a wide range of means to inspire environmental responsibility. Taking action to promote a sustainable lifestyle also involves **knowledge of various steering methods** and advancing their introduction.

In terms of economic sustainability, schools can educate pupils to become conscious and competent consumers, guide them towards moderation and frugality and to share, lend, borrow and reuse goods, and to introduce them to sustainability of products and services and to **fair trade products**. Learners' thinking is steered from the culture of consumption towards an economically sustainable culture. It is important for learners to learn to understand the mechanisms of the global market economy and to recognise how global and local economies are intertwined and how they can favour more equitable



and healthy economic development through their own choices as citizens, consumers or customers, or in their future employment.

Education for sustainable development at school provides children and young people with opportunities to practise **critical thinking** and participation in decision-making processes as well as taking responsibility and **collaboration**.

Will: the will to act in a sustainable manner as a responsible global citizen

Acquisition of the knowledge and skills required for a sustainable lifestyle is motivated by attitudes, values and will. A sustainable lifestyle is about **choice, responsibility** and **action**. Learning a sustainable lifestyle starts with participation in dealing with matters concerning one's own school community and extends to the local community. Interaction with people from different cultural backgrounds opens up opportunities to understand diversity and expand the shared sphere of life. An advocate of a sustainable lifestyle reaches out to co-operate even with far-away partners, who may be from different continents. The key is to commit to the common good, which may take a concrete form of action such as planting trees or may come in the shape of a cycling event, for example.

Citizens need to be able to assess their own lifestyles and have the will to reform their ways of action as builders of a sustainable future. Critical reflection of our own lifestyle and pondering what really matters in life helps us perceive opportunities for change. As part of growth towards a sustainable lifestyle, empowerment takes place especially in those processes and situations where learners recognise that things are not right and that they need to do something to bring about change. This may be by refraining from perpetuating the sufferings of farm animals, saving natural resources, protecting the environment, a development co-operation campaign or, say, fighting racism. The sense of empowerment opens up opportunities for and forms part of making a difference. Joining networks of like-minded people, social media and other groups brings about confidence in the possibility of change and may lead to structured social participation. Schools play a key role in guiding learners towards constructive criticism and innovative social action.



Global citizen's economic competence

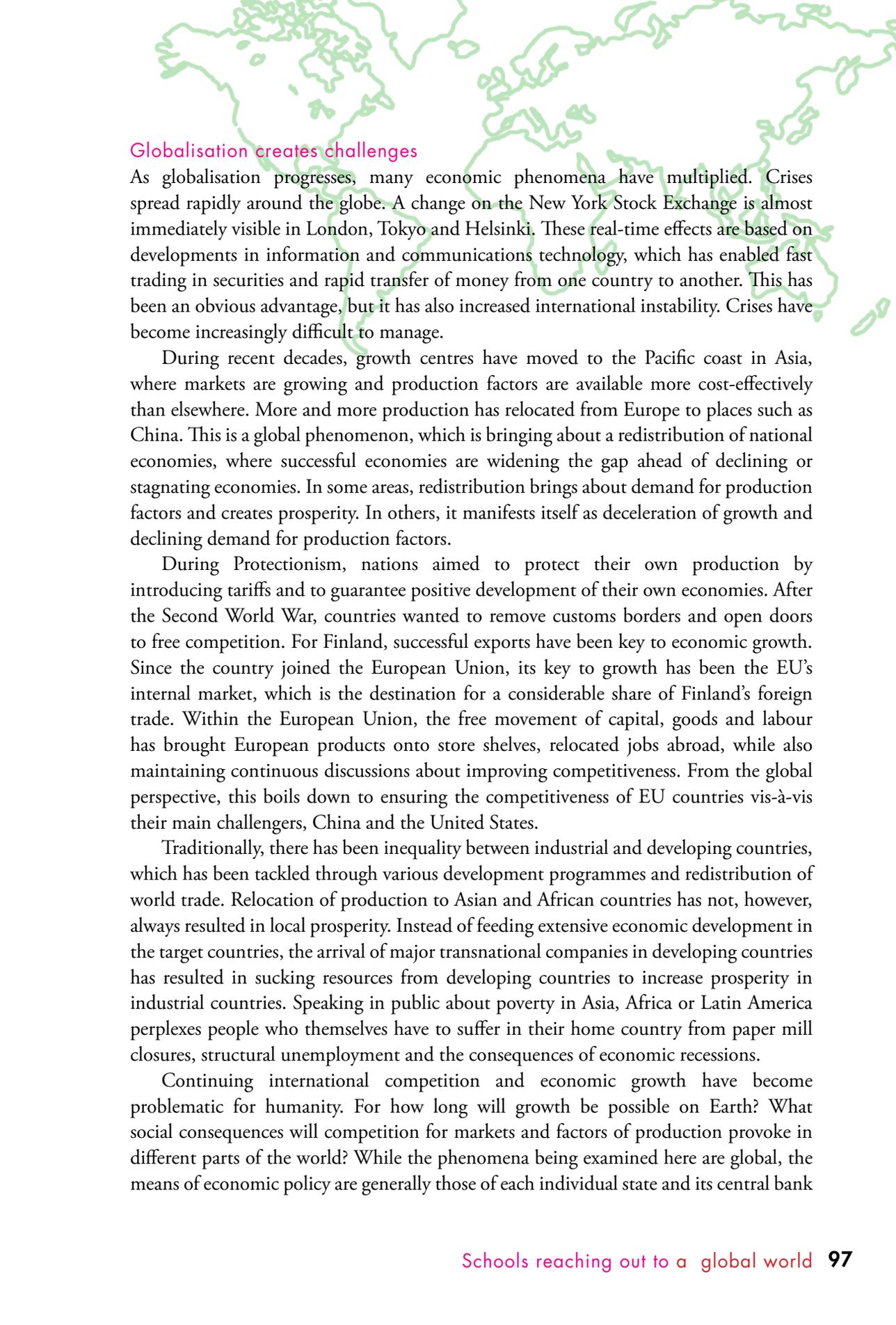
→ **Motto: Financial management is the skill of satisfying unlimited needs in a world of limited resources.**

Basis of economic competence

In all their actions, a citizen is a 'homo economicus', someone who manages their finances in order to overcome restrictions imposed by scarce resources. The role of general education is to provide learners with the knowledge and skills necessary in society and to prepare them for citizenship of Finland and the European Union. Competence relating to society and the economy is also useful in the global community as a whole, even if 'global citizenship' cannot be considered to be an actual goal.

The scientific basis for economic knowledge provided by social studies at school – the economic theory – forms a system. This is why its substance is at the heart of economic thinking, to which other economic knowledge obtained at school is linked. Economic competence requires knowledge of basic economic concepts. Instruction aiming to provide economic competence examines citizens as agents of households, companies and the national economy in terms of the commodity, financial and production factor markets and their relationship to public finances. From the perspective of social studies taught in general education, citizens are consumers, employees, entrepreneurs, tax payers and active members of society who make value choices and decisions.

From the perspective of global citizenship, traditional economics is just as topical now as it ever was. Economic knowledge is universal. National economies can be described throughout the world using the same terminology, such as through market forces. Economic analysis may focus on growth in the gross domestic product, the internal and external balance of the economy and regulation of the national economy through economic policy. However, the ongoing globalisation has brought about issues that make it necessary to prepare citizens for global thinking and for using economic knowledge to deal with new situations. Adopting a new type of thinking calls for open-minded interest in international changes in the economy.



Globalisation creates challenges

As globalisation progresses, many economic phenomena have multiplied. Crises spread rapidly around the globe. A change on the New York Stock Exchange is almost immediately visible in London, Tokyo and Helsinki. These real-time effects are based on developments in information and communications technology, which has enabled fast trading in securities and rapid transfer of money from one country to another. This has been an obvious advantage, but it has also increased international instability. Crises have become increasingly difficult to manage.

During recent decades, growth centres have moved to the Pacific coast in Asia, where markets are growing and production factors are available more cost-effectively than elsewhere. More and more production has relocated from Europe to places such as China. This is a global phenomenon, which is bringing about a redistribution of national economies, where successful economies are widening the gap ahead of declining or stagnating economies. In some areas, redistribution brings about demand for production factors and creates prosperity. In others, it manifests itself as deceleration of growth and declining demand for production factors.

During Protectionism, nations aimed to protect their own production by introducing tariffs and to guarantee positive development of their own economies. After the Second World War, countries wanted to remove customs borders and open doors to free competition. For Finland, successful exports have been key to economic growth. Since the country joined the European Union, its key to growth has been the EU's internal market, which is the destination for a considerable share of Finland's foreign trade. Within the European Union, the free movement of capital, goods and labour has brought European products onto store shelves, relocated jobs abroad, while also maintaining continuous discussions about improving competitiveness. From the global perspective, this boils down to ensuring the competitiveness of EU countries vis-à-vis their main challengers, China and the United States.

Traditionally, there has been inequality between industrial and developing countries, which has been tackled through various development programmes and redistribution of world trade. Relocation of production to Asian and African countries has not, however, always resulted in local prosperity. Instead of feeding extensive economic development in the target countries, the arrival of major transnational companies in developing countries has resulted in sucking resources from developing countries to increase prosperity in industrial countries. Speaking in public about poverty in Asia, Africa or Latin America perplexes people who themselves have to suffer in their home country from paper mill closures, structural unemployment and the consequences of economic recessions.

Continuing international competition and economic growth have become problematic for humanity. For how long will growth be possible on Earth? What social consequences will competition for markets and factors of production provoke in different parts of the world? While the phenomena being examined here are global, the means of economic policy are generally those of each individual state and its central bank

or, in the case of Europe, of the European Union and its Central Bank. What makes global thinking so difficult is that the phenomena cover the entire world, but people's perspective on them is local.

What skills do young citizens need?

It is important to teach economics and its concepts, but in many cases students keep such knowledge in one compartment and their experiences of how the world works in another without being able to use the concepts to structure their own lives or, correspondingly, to link their own experiences to the concepts. In pedagogical terms, the most demanding part is not imparting economic *knowledge*, but building a *bridge* between a student's world and a global world.

Students encounter global economic issues in their own lives. This is why the key to globalisation must be found in everyday life, such as consumer habits and students' own school days. Schools can teach students to see things that provide explanations for changes in everyday life and make it easier to manage. The following passages present approaches that facilitate understanding globalisation. These have been framed in the form of questions.

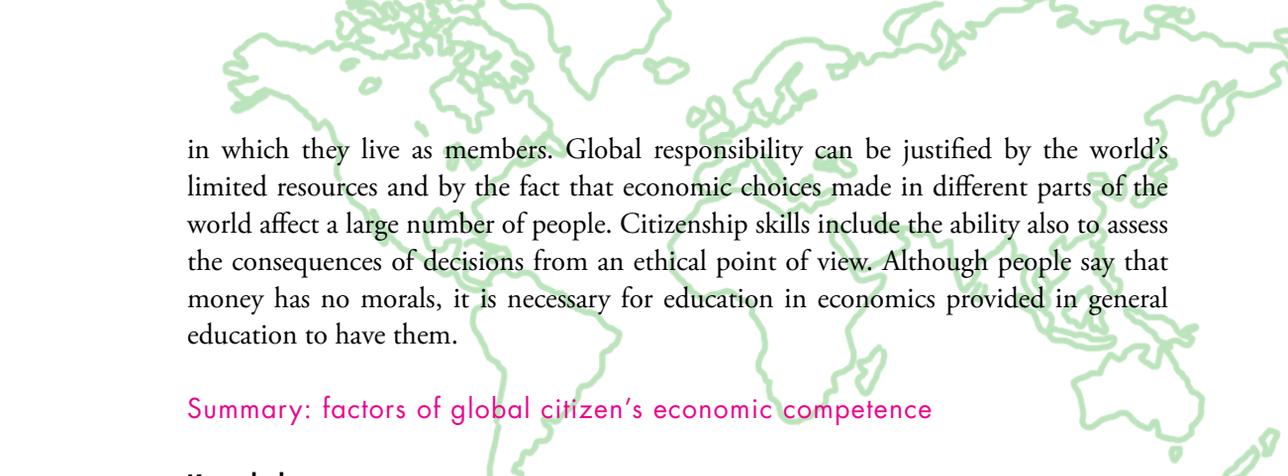
What issues in my life are related to globalisation? Material for this approach can be found in consumer choices in local stores, for example. Finnish and European Union citizens' global skills include the ability to read the messages of their own everyday lives and environments and to interpret their connections to international economic phenomena.

How are global economic changes affecting my own life? Material may include news about the strengthening or weakening of the euro against the US dollar or about the European Central Bank increasing or reducing key interest rates. Young citizens must be able to deal with global economic phenomena and, to some extent, anticipate the effects that these have on their own lives.

How should I act in the midst of global changes? Young citizens need to consider the values on which they develop their own economic habits. For instance, globalisation means efficient use of the world's raw material resources, but it also entails deforestation and advancing climate change. In other words, they must be able to apply knowledge and assess whether they can convert this knowledge into their own responsible actions.

How do I resolve the problem of scarcity? Material and immaterial resources are always scarcer than needs. Scarcity is a problem for households, companies, municipalities and states – actually, all of humanity. There is only one remedy for scarcity: rational financial management, which allows reconciliation of available resources with people's needs. The most essential realisation is that the basic problem of economic thinking both for individuals and for all of humanity is the same: the ability to resolve the problem of scarcity when needs are unlimited and global resources are limited.

What ethical principles should I adhere to when managing my finances? Consumers are responsible for their choices, employees for their work and entrepreneurs for their products, customers and employees, and everyone is responsible for the society



in which they live as members. Global responsibility can be justified by the world's limited resources and by the fact that economic choices made in different parts of the world affect a large number of people. Citizenship skills include the ability also to assess the consequences of decisions from an ethical point of view. Although people say that money has no morals, it is necessary for education in economics provided in general education to have them.

Summary: factors of global citizen's economic competence

Knowledge

- is familiar with the basic concepts of economics and able to use these to describe economic phenomena;
- is able to acquire topical information about economic life;
- understands the significance of economic thinking in solving international problems.

Skills

- manages his/her own finances responsibly and ethically;
- recognises the effects of globalisation on his/her own life;
- is able to assess the consequences of global economic events;
- applies economic thinking flexibly to solving everyday problems.

Values and attitudes

- takes a responsible and ethical attitude towards financial management;
- weighs up the options of financial management as value choices.

Ability to act

- is able to make deliberate financial decisions;
- is able to manage his/her own finances and to act as a consumer, an employee and a tax payer, etc.

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Global citizen's civic competence

Citizenship means a bond between an individual and society. Traditionally, it has been interpreted in terms of belonging to one's own society and state, but in a networked, internationalised and globalised world, loyalty extends further, to humanity in general terms.

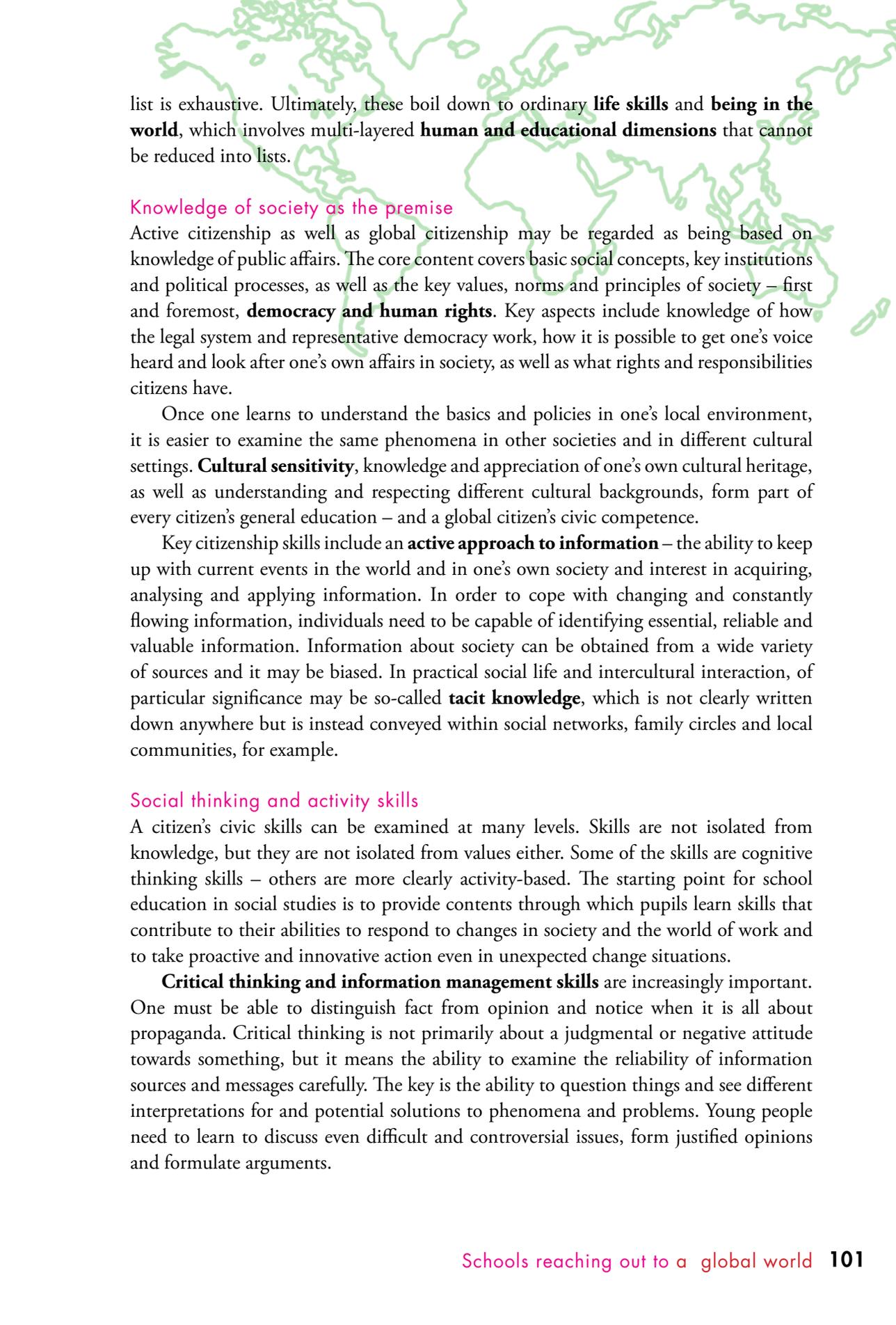
Citizenship education and, as part of it, instruction in social studies has traditionally focused on socialisation within the framework of one society and, at the same time, usually one nation-state. Regardless of how good a foundation this approach may create, it is no longer enough in a world where almost all societies are multicultural and where international and intercultural links are more and more important.

The starting point in school education is, nevertheless, to build a **cultural identity through knowledge and appreciation of one's own spiritual and material cultural heritage**, because this in turn creates conditions for development of comprehensive social awareness, **understanding of other cultures** and **global responsibility**. The school's learning culture and operating methods must support the pupils' development as independent, initiative-taking, co-operative and engaged citizens, who are able to act flexibly in a rapidly changing world.

Civic competence may also be referred to using terms such as *democratic competence* or *civic literacy*. This competence includes knowledge concerning society and political processes, versatile **citizenship skills**, **ability to reflect on values** and **interest in common affairs and influencing**. Competence must also be considered to cover **civic confidence**, or belief in one's own abilities to function in society.

A citizen's and a global citizen's civic competence is a complex whole, where **participation and influencing skills** intertwine with social skills, communication and media competence, economic and consumer skills, judicial competence, cultural competence and global ethics, as well as the ability to assume responsibility. It also covers the capability for flexible, respectful and equal intercultural interaction.

Civic competence can be divided in the traditional manner into knowledge, skills, values and attitudes, but these elements are inseparably intertwined in an individual's thoughts and actions. Competencies can be categorised in different ways and no single



list is exhaustive. Ultimately, these boil down to ordinary **life skills** and **being in the world**, which involves multi-layered **human and educational dimensions** that cannot be reduced into lists.

Knowledge of society as the premise

Active citizenship as well as global citizenship may be regarded as being based on knowledge of public affairs. The core content covers basic social concepts, key institutions and political processes, as well as the key values, norms and principles of society – first and foremost, **democracy and human rights**. Key aspects include knowledge of how the legal system and representative democracy work, how it is possible to get one's voice heard and look after one's own affairs in society, as well as what rights and responsibilities citizens have.

Once one learns to understand the basics and policies in one's local environment, it is easier to examine the same phenomena in other societies and in different cultural settings. **Cultural sensitivity**, knowledge and appreciation of one's own cultural heritage, as well as understanding and respecting different cultural backgrounds, form part of every citizen's general education – and a global citizen's civic competence.

Key citizenship skills include an **active approach to information** – the ability to keep up with current events in the world and in one's own society and interest in acquiring, analysing and applying information. In order to cope with changing and constantly flowing information, individuals need to be capable of identifying essential, reliable and valuable information. Information about society can be obtained from a wide variety of sources and it may be biased. In practical social life and intercultural interaction, of particular significance may be so-called **tacit knowledge**, which is not clearly written down anywhere but is instead conveyed within social networks, family circles and local communities, for example.

Social thinking and activity skills

A citizen's civic skills can be examined at many levels. Skills are not isolated from knowledge, but they are not isolated from values either. Some of the skills are cognitive thinking skills – others are more clearly activity-based. The starting point for school education in social studies is to provide contents through which pupils learn skills that contribute to their abilities to respond to changes in society and the world of work and to take proactive and innovative action even in unexpected change situations.

Critical thinking and information management skills are increasingly important. One must be able to distinguish fact from opinion and notice when it is all about propaganda. Critical thinking is not primarily about a judgmental or negative attitude towards something, but it means the ability to examine the reliability of information sources and messages carefully. The key is the ability to question things and see different interpretations for and potential solutions to phenomena and problems. Young people need to learn to discuss even difficult and controversial issues, form justified opinions and formulate arguments.

Global citizens need **interaction and co-operation skills**. It has become increasingly important to be able to negotiate and **resolve conflicts amicably** and to **participate in various networks** creatively and constructively, making joint decisions. Internationally oriented communication skills will play a more and more prominent role in the future.

Civic skills are also bound to **linguistic competencies**. In addition to good reading and writing skills, other **communication skills** are more and more important. These are related to acquisition of information and efficient and critical reception, production and communication of various messages, also including more and more visual information. **Media literacy** is an indispensable modern skill for citizens and global citizens. The media unites and involves. It is not possible to understand the world, and it is not possible to teach social studies successfully, unless this is linked to following the media on a daily basis and, subsequently, to active reflection on political, economic, cultural and other issues and events taking place in surrounding society and the world at large. The media provides citizens with unparalleled opportunities for multi-dimensional participation and influencing.

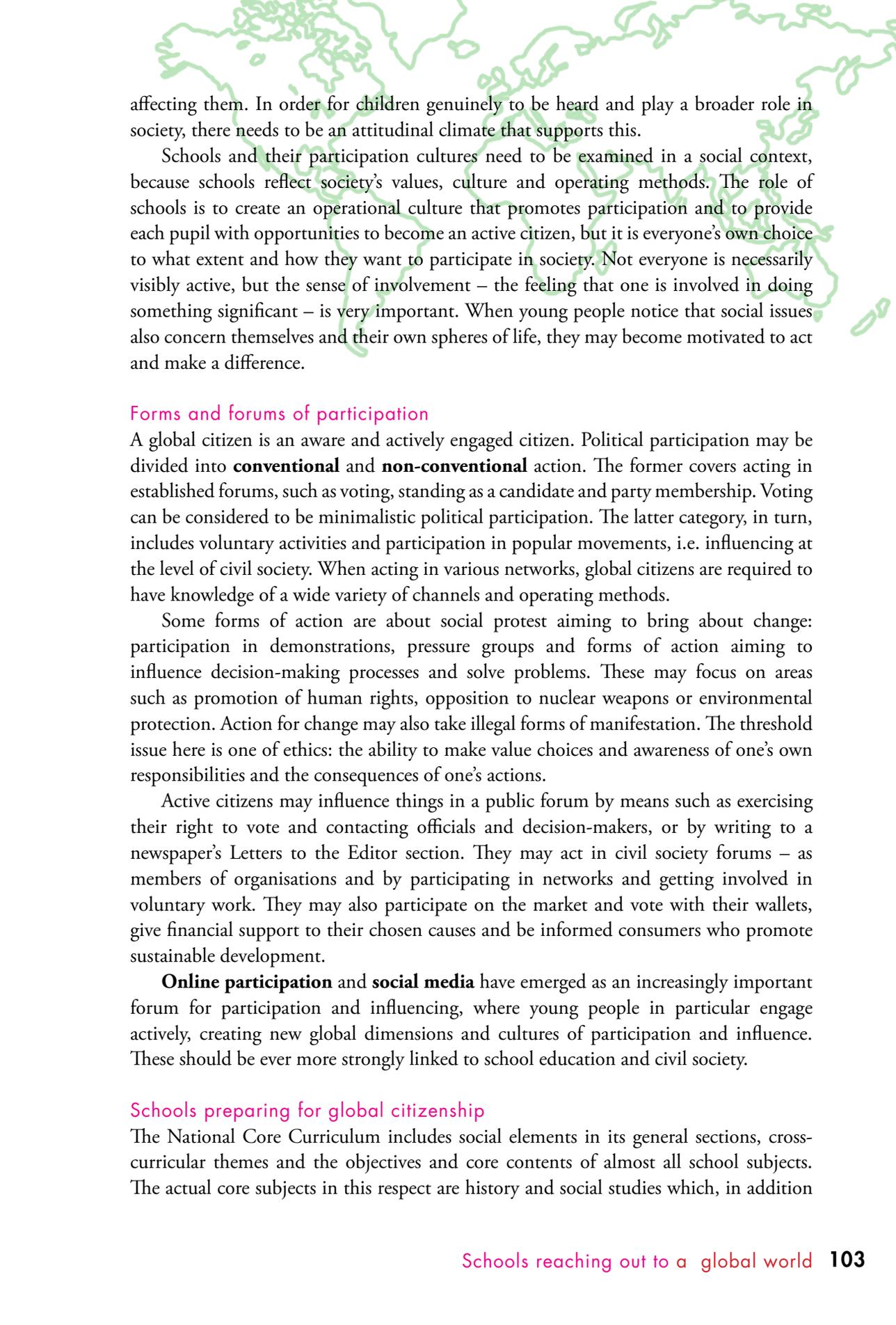
Active citizenship is learnt through action and participation. In a safe environment under adult supervision, doing things together and assuming responsibility encourage children from an early age to participate in and influence their own and common affairs at home, at school and in society. A school should have an open and **active operational culture that encourages participation**, where all members of the school community can participate in making decisions on the school's common affairs, assume responsibility and promote a **collaborative operational culture**. This calls for **genuinely listening to children and young people** and **real opportunities for participation and influencing** in practical everyday life. The influencing mechanisms should be effective both at school and in the local community.

Values, will and trust

The value premises for citizens and global citizens include **responsibility** and **respect for human rights, democracy, equality and legal and moral values**. This is related to **belief in justice** and the **fight against racism and discrimination**. In addition to rights, individuals have responsibilities and their decisions and actions have consequences. Citizens must possess the capability for ethical reflection and the will to work towards the common good.

Active citizenship should be examined as an ethical issue related to social values. Action as such does not have intrinsic value, but its value is determined by what it is that people are doing and what they are trying to accomplish. Realisation of good values and principles calls for individuals' trust in their own chances of taking action while interest and will, in turn, trigger action.

Open discussion creates trust, enables political decisions and motivates people to participate in action for goals that they find socially significant. An inadequate culture of discussion may be reflected in citizens' willingness to participate in social activities. Laws require involvement of children and young people in preparation of many decisions



affecting them. In order for children genuinely to be heard and play a broader role in society, there needs to be an attitudinal climate that supports this.

Schools and their participation cultures need to be examined in a social context, because schools reflect society's values, culture and operating methods. The role of schools is to create an operational culture that promotes participation and to provide each pupil with opportunities to become an active citizen, but it is everyone's own choice to what extent and how they want to participate in society. Not everyone is necessarily visibly active, but the sense of involvement – the feeling that one is involved in doing something significant – is very important. When young people notice that social issues also concern themselves and their own spheres of life, they may become motivated to act and make a difference.

Forms and forums of participation

A global citizen is an aware and actively engaged citizen. Political participation may be divided into **conventional** and **non-conventional** action. The former covers acting in established forums, such as voting, standing as a candidate and party membership. Voting can be considered to be minimalistic political participation. The latter category, in turn, includes voluntary activities and participation in popular movements, i.e. influencing at the level of civil society. When acting in various networks, global citizens are required to have knowledge of a wide variety of channels and operating methods.

Some forms of action are about social protest aiming to bring about change: participation in demonstrations, pressure groups and forms of action aiming to influence decision-making processes and solve problems. These may focus on areas such as promotion of human rights, opposition to nuclear weapons or environmental protection. Action for change may also take illegal forms of manifestation. The threshold issue here is one of ethics: the ability to make value choices and awareness of one's own responsibilities and the consequences of one's actions.

Active citizens may influence things in a public forum by means such as exercising their right to vote and contacting officials and decision-makers, or by writing to a newspaper's Letters to the Editor section. They may act in civil society forums – as members of organisations and by participating in networks and getting involved in voluntary work. They may also participate on the market and vote with their wallets, give financial support to their chosen causes and be informed consumers who promote sustainable development.

Online participation and **social media** have emerged as an increasingly important forum for participation and influencing, where young people in particular engage actively, creating new global dimensions and cultures of participation and influence. These should be ever more strongly linked to school education and civil society.

Schools preparing for global citizenship

The National Core Curriculum includes social elements in its general sections, cross-curricular themes and the objectives and core contents of almost all school subjects. The actual core subjects in this respect are history and social studies which, in addition

to providing information about different cultures, society, democracy and citizens' opportunities to influence, aim to guide pupils to grow into active and responsible members of society.

In two extensive international comparisons, 14-year-old Finns' civic knowledge has been ranked top. Conversely, their interest in politics or social issues has not been at a high level. Alongside Sweden and Norway, Finland was among those countries where young people's interest in social issues was statistically significantly below the international average. Furthermore, politics or social issues were seldom discussed in Finnish homes when compared internationally. Then again, young Finns show quite considerable confidence in social institutions and they are also patriotic. Young Finns value other forms of social participation and influencing more than traditional political participation.

Schools may play a significant role in young people's political socialisation, in particular for those young people whose homes are socially passive. Diverse collaborative working approaches that support participation, class committees, pupil associations, various working groups and club activities consolidate young people's interaction and co-operation skills and inspire them to become active. Various social and international school projects, complete with co-operation with homes, different municipal sectors, organisations, companies and other parties, open up awareness of the different dimensions of society and the world through first-hand experiences, stimulating young people to take action.

Civic education and learning to participate and influence should start at an early age, because shaping attitudes concerning social participation takes time and broad commitment. In promotion of civic and democracy education at school, it is important to start with existing strengths and things that work well. Strengthening a positive school culture that promotes involvement and collaboration is the starting point and the entire school community should commit to this.

Developing a new type of democratic culture is possible. Children and young people are eager to participate, but their operating methods and channels of influence are partly different from those of the adult population. Media education in support of participation will become increasingly important. The media cultures of young people and schools should meet and the media skills and other competencies learnt by young people during their leisure time should be linked to school education and also made use of to strengthen civic competence and social participation.

The culture of influence changes as each generation moves democracy forward in a new way. Young people play a key role in creating new means of active citizenship and global participation and a new political culture, when they are given the chance to do so.

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Global responsibility and development partnership

Background: Millennium Development Goals

Global responsibility became an established term in our vocabulary with the *Education for Global Responsibility* project run by the Ministry of Education and Culture in 2007–2009. The project defined citizens' global responsibility for a good life and a sustainable future as being the goal of global education.

Development partnership is another term coined in the 21st century. The United Nations Millennium Declaration adopted by countries around the world at the UN General Assembly in 2000 was used as a basis to derive eight Millennium Goals. The first seven goals set their sights on resolution of the world's main development challenges by 2015. The eighth goal aims to generate global development partnership, which is required to solve other development challenges.

Pedagogical materials for teaching the UN Millennium Goals are available for teachers on the Finnish National Board of Education website at: <http://www03.edu.fi/oppimateriaalit/mdg/opettajille/index.html>

Developing countries play a key role in terms of the seven main development challenges. With regard to implementation and monitoring of the **eighth Millennium Goal**, i.e. global development partnership, the main attention focuses on the more prosperous parts of the world. Fulfilment of the goal is measured in terms of level of development co-operation appropriations, for example. The target level defined by the UN is a 0.7% share of the gross domestic product. This is a target that Finland also aims to achieve.

Besides official public development co-operation, commitment to global partnership is also weighed through the responsibility that each country and its citizens feel and show both in international co-operation and in their own everyday lives.

The global and local levels go hand in hand – this relationship is described by the term

KOHTI VUOTTA 2015 YK:N VUOSITUHATTAVOITTEET SUOMEN KEHITYSYHTEISTYÖN PÄÄKUMPPANIMAISIA

Etiopia Kenia Mosambik Nepal Nicaragua Sambia Tansania Vietnam

Etusivu

1. Köyhyys ja nälkä pooleksi
2. Peruskoulutus kaikille
3. Tasa-arvo
4. Lapsikuolleisuus alas
5. Äitien terveys
6. HIV/AIDS ja taudit kuriin
7. Kasvava kehitys
8. Kestävä kehitys

Etusivu

Tulosta

Kehitysyhteistyötä ollaan tehty jo 1940-luvun lopulta lähtien. Aluperin avunsaajana ollut Suomi nousi nopeasti avunantajamaaksi jo 1950-luvun aikana. Vaikka uudet kehitysmaat usein kertovat vain negatiivisesta kehityksestä, kehitysyhteistyöllä on saavutettu merkittäviä tuloksia: elinikä kehitysmaissa on noussut yli 20 vuotta, lukutaitoisten aikuisten määrä on kaksinkertaistunut, puhtaasta juomavettä saavien osuus on noussut kolmanneksesta jo noin 85 prosenttiin ja lapsikuolleisuus on reiluksi puolittunut 1950-luvun tasosta. Lisäetua ovat kehittyneet niin hyvin, ettei niitä enää luokitella kehitysmaiksi.

Kehitys on kuitenkin ollut alueellisesti epätasaista ja tietyt väestöryhmittä ovat jääneet siinä osittomiksi. Muutoksella on ollut järkevää tukea myös alkeisasteisille kouluille.

Tervetuloa siunstalle.

Pedagogical materials for teaching the UN Millennium Goals are available for teachers on the Finnish National Board of Education website at: <http://www03.edu.fi/oppimateriaalit/mdg/opettajille/index.html>

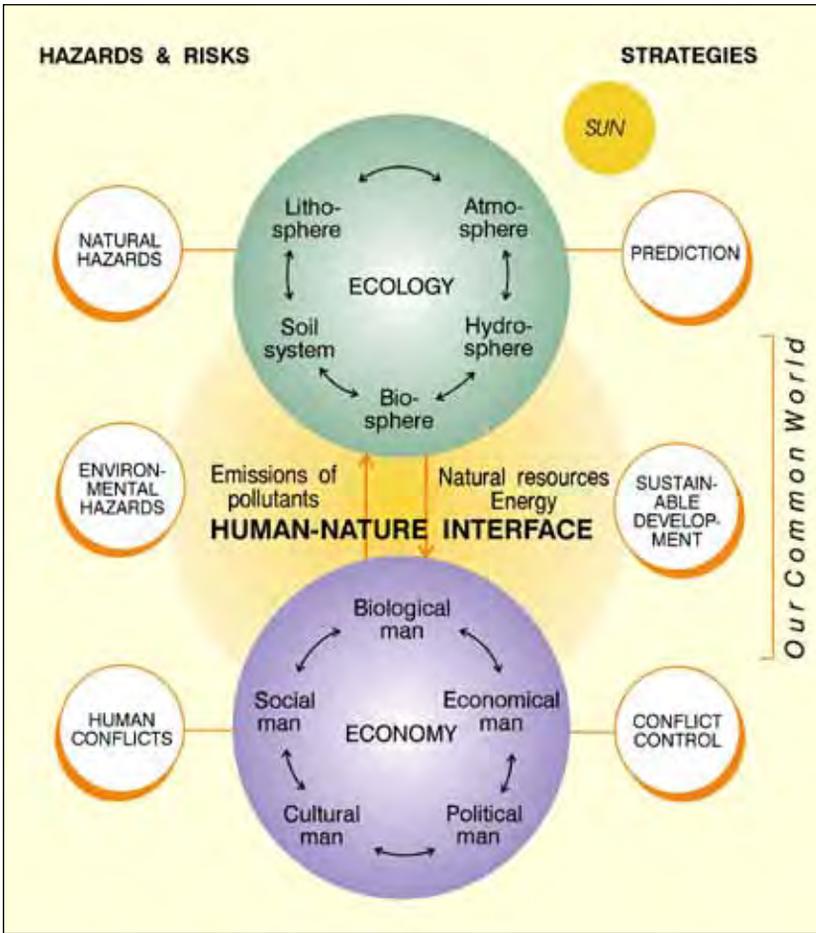
glocal, or *locally global*. The world of 21st century children, young people and adults is defined by *interdependence*. Irrespective of kilometres or cultural differences, decisions, actions and events are felt both in local communities and on the other side of the world.

Global education is an **important domestic dimension of international development co-operation** carried out by Finland.

As a foundation, people need to understand the world's enormous economic and social barriers. At present, there is talk of *pockets of poverty*. The majority of the world's poor live in so-called medium-income countries, where part of the population is concurrently enjoying a very high standard of living.

What sort of development are we aiming at and what kind of development are our actions generating? Processing abundant, complex and even conflicting information requires skill. Global partnership also requires the skill to get along with different people, i.e. intercultural competence. Competence areas are also entwined in this sense.

Global responsibility and development partnership are built on knowledge, skills and will. The will to take an active part in building a better world is built on knowledge and skills. We Finns are not sitting at the edge of the world looking in at what is taking place elsewhere and how it might affect us. We are also part of the rest of the world ourselves and we have an influence on it.



The world model of global risks includes three sets of phenomena: ecology, economy and resource connection embodying the relationship between human and nature. Each set of phenomena includes its own risks and potential solutions. ILLUSTRATION: Houtsonen & Peltonen.

Different areas of competence

Knowledge: adapted to learners, stemming from their own community

A key premise of global education comprises the above-mentioned link between the local and global dimensions (*the global in the local*): young people must become aware of **their own community's identity, significance and opportunities for the rest of the world.**

Every day, young people receive information about global issues, ranging from natural disasters, the effects of climate change, human rights, wars or conflicts. Keeping up with global news and the state of the world through newspapers and other media is an integral part of school education. The media shape pupils' world views and their effects are equally visible at cognitive, functional and emotional levels.

However, it is advisable to take care not to make pupils feel responsible for the world's global problems. **Conveying positive images of developing countries in lower grades**, in particular, and possible co-operation with pupils coming from developing countries will create a good foundation for global education at a later stage. Experiential aspects can be introduced to teaching through the use of music, video and other similar means. **A personal relationship** with the topic being studied will create a fruitful starting point for consolidating pupils' understanding of global issues.

One of the key tasks of global education is to help pupils structure the world. As pupils get older, global problems, their causes and effects will be dealt with in more depth. Even at this point, it is still important to avoid creating one-sided negative stereotypes of developing countries.

Skills: dialogue and critical assessment of information

The objective of global education is to increase young people's **critical** and **creative thinking**, openness to understand diversity and optimism to act for a better world. Pupils need skills to **participate** in and **influence** global issues in their own local everyday lives.

The core concepts of global education are **dependence** and **connection**. The world needs to be seen as being a comprehensive system, which is characterised by ever increasing interdependence. Times and distances have been reduced while interaction between people has increased. Globalisation leads to both opportunities and threats and management of globalisation calls for co-operation and partnership.

In order to understand the world around them, young people need **points of reference**, **value systems** and also the **ability to draw their own conclusions from issues**.



The Finnish National Board of Education has produced online material entitled 'Globaali-ikkuna' ('Global Window'), which opens up views to the world through five different approaches: globalisation is examined through culture, mobility, the environment, the economy and international relations alike. Each section includes three perspectives and related tasks. In addition to basic tasks, users are encouraged to reflect on issues, in particular, from the perspectives of human rights and media education. The sixth section, 'Me and globalisation', includes videos where familiar people speak about their own relationship with globalisation and its effects on their lives.

Website (in Finnish): <http://www2.edu.fi/globaali-ikkuna/>



In school education, teachers may take examples from pupils' own environment and their everyday experiences in dealing with global issues. A familiar local example activates pupils to see global connections of issues.

Key global education skills are considered to constitute **the ability to adapt to change, the ability to understand complex phenomena and the ability to tolerate uncertainty** in different respects.

Will: personal action makes a difference

At the 2002 Maastricht Global Education Congress, global education was defined as being 'education that opens people's eyes and minds to the realities of the world, and *awakens them to bring about a world of greater justice, equity and human rights for all*.

The key task of global education is to educate people towards global responsibility. This may be understood to mean developing and increasing such behaviours, knowledge, skills and attitudes that allow **pupils to become empowered to recognise attitudes and ethical values relating to global issues and become sensitive to the demand for justice and appreciation of diversity**. Pupils should be guided to understand the effects of their own actions in global terms as well as the effects of globalisation on their own lives.

Growth towards global responsibility takes place in interaction with others in one's own immediate circle, in the wider community, in one's own country and through to the global level.

School projects involving pupils and joint school partnerships increase pupils' motivation and will to act as responsible global citizens.

Global education may also be carried out in various networks and different learning environments, both virtual and physical. Particularly beneficial in terms of growth towards global responsibility are those learning environments where pupils have the opportunity to feel empowered.

In summary: the key is for pupils to understand how global phenomena also have an influence at a local level as well as how their own local actions have an influence at a global level. The citizenship skill relating to global responsibility is the ability to critically examine the ethics of one's own operational principles.



PHOTO Carina Storthors/Vasa övningsskola

III Moving forward on the learning pathway



Gun Jakobsson
Executive Head Teacher
Vaasa Teacher Training School

Global citizenship – a contemporary challenge for schools

Starting point of the project: Formulating competences for school strategy

The weekend issue of the local newspaper included reports on the World Day event at the local Multicultural Centre and a minority action suggested by a Finnish MP. For a comprehensive school pupil or general upper secondary school student, the picture painted by the articles is bound to be confusing: the superficial treatment of events and statements in the media without any background or deeper context gives a chaotic view of the world. The Refugee Woman of the Year encourages the multicultural community to influence society actively to build a better society for future generations while at the same time an MP suggests that gays and Somali people should be put in the province of Åland to see what kind of model society they create there. Who should you take seriously? Who can you rely on?

Schools should co-operate with different interest groups to help children and young people to find their ways to global citizenship. Local schools can gather resources and existing educational experience together to draw up a global citizenship strategy. Reflecting on the competences that future global citizens will need can be used as the starting point for drafting a structure for the strategy. The starting point can be to identify discrepancies between ideals, objectives and everyday reality – like in the above example about the local newspaper. The desired competences are needed to use education as a tool to bridge the gap between isolated islands of opposing opinions.





The *Blue marble* photo was taken by the crew of NASA's Apollo 17 spacecraft and is used as the symbol of Earth Day.

In Finland, we are good at carefully formulating well-balanced objectives for schools and education, but reality and objectives do not always meet. Reality is full of poverty, famine, wars, catastrophes, inequality, dictatorships, pressure to change and development needs... Which competences do our young people need to meet the challenges presented by reality and to reach their targets? What challenges are schools facing in trying to bridge the gap and what kinds of strategies could help us to make the leap?

These issues can be illustrated with certain imminent factors of global citizenship. They can be described as contradictions or tensions that can essentially be alleviated by schools:

1. Active citizenship has been implemented, for example, by the EU theme for the year 2010 – European Year for Combating Poverty and Social Exclusion – through promoting participation as a solution to exclusion. Passivity caused by the welfare state can probably best be cured by systematic education that starts at an early age and social communities, such as schools. According to an old saying, democracy is not learned, it must be practised.

2. A sustainable lifestyle engages children and young people on many levels. From a global perspective, the most prominent tension lies between continuous economic growth and dwindling resources. Educational institutions need to make conscious efforts to tackle the conflicting interests between increasingly aggressively marketed products aimed at children and young people and educational institutions' engagement in local, national and international environmental projects.

3. Intercultural competence begins with small, local steps: the *KiVa Koulu* anti-bullying programme in Finnish schools has successfully united and further developed the best properties of earlier programmes dealing with the same issue. Its' materials are ideal for further expansion of the contents towards promoting

understanding, embracing differences and intensifying co-operation. Actively exercising conflict management and campaigning for peace in one's own environment improves the ability to deal with more extensive contexts.

4. As for **ethics**, global citizens are probably no different from any others, but schools should focus on certain issues, such as basic human needs and rights, respect for individuals and cultures as well as conservation of natural and cultural diversity. In everyday life, it is also possible to see contrasts in attitudes: open versus closed, diversity versus similarity, authenticity versus pretence and, above all, concrete actions instead of ostensible quasi-work. In the words of a Swedish saying: less talk and more action.

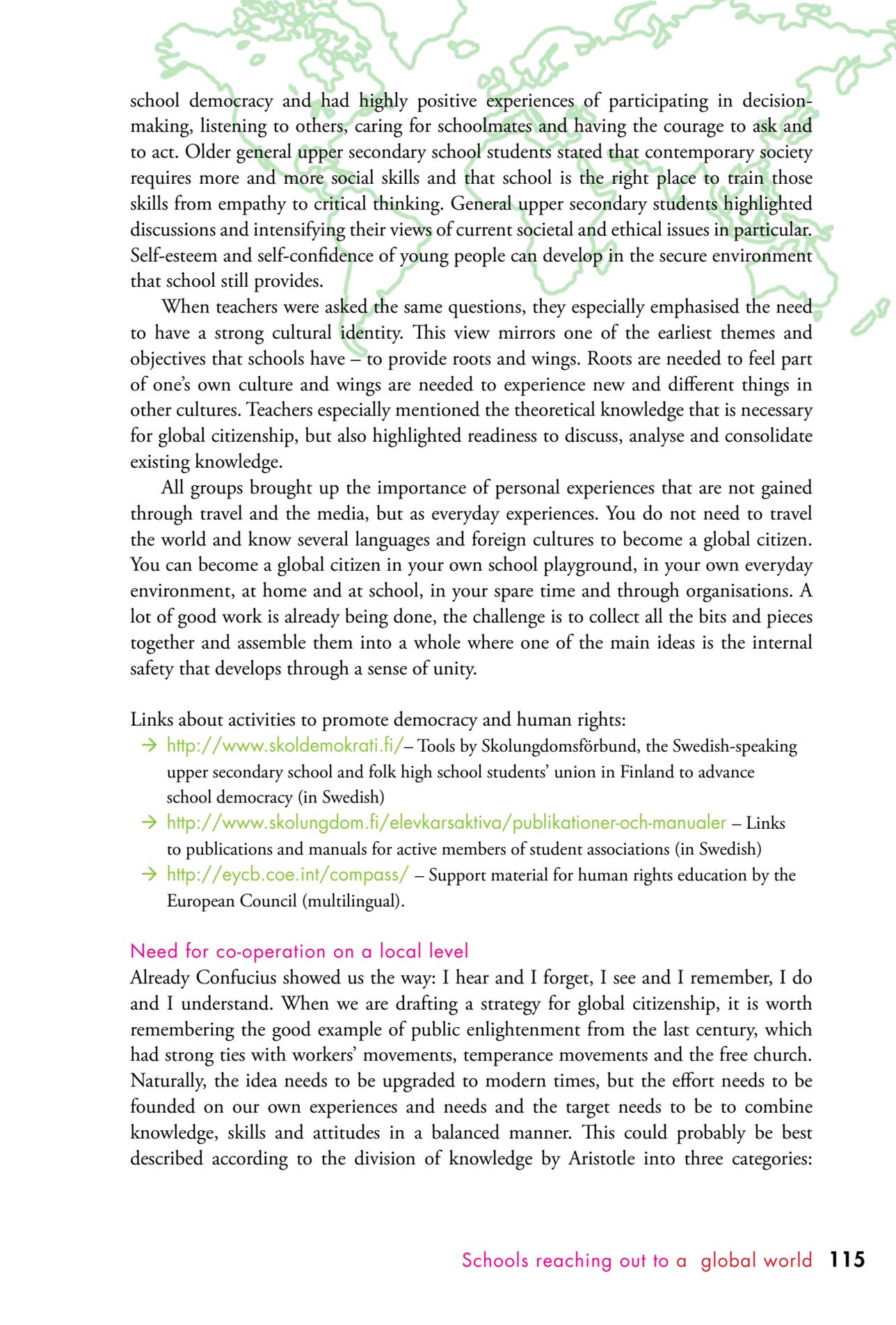
The concept of democracy needs to be expanded

Unfounded opinions and me-centred culture are spreading like a disease in contemporary society. This can at worst lead to the concept of democracy shrinking to result in only freedom of speech and self-determination: I may say what I want and do whatever I want to do. This is where school needs to defend wider views and increased consciousness about everyone having equal rights to information and possibilities to participate in decision-making in the spirit of democracy. School is an ideal place not only for learning about democracy but also for practising its rules – from thoughts to words and deeds.

In 2010, Finland's Svenska Skolungdomsförbundet, the Swedish-speaking upper secondary school and folk high school students' union in Finland, implemented a development project that was described as follows: The School Democracy Project comprised four areas: values, decision-making and co-operation, teaching and assessment as well as physical and psychological working environment. The different levels of education at Vaasa Teacher Training School – primary school, lower secondary school and general upper secondary school – participated in the project for three years. When the school participates in various development projects, it integrates the new elements into its activities thus advancing the targets set. Permanent results of the project include establishing an active association for comprehensive school pupils, participation of pupils and students in workgroups and meetings, systematic homeroom teacher and group counsellor activities to promote participation in school.

Initiating a *Green Flag* project was a natural continuation of the democracy project. In 2011, the institution was awarded status as a Green Flag School and the activity continues in the democratic spirit typical of the project. To engage pupils and students more extensively, more target-oriented scheduling is needed for future actions. Among the groups that looked into the concept of global citizenship, pupils in the third and fifth forms in particular were unified in their opinion that a citizen of the world takes care of the environment. Many pupils mentioned gimmicks and campaigns, such as Earth Hour and other energy-saving events.

In the *As a Global Citizen in Finland* project, certain groups were given the opportunity to discuss and intensify the concept of global citizenship. Delightfully, comprehensive school pupils in the fifth and eighth forms in particular had internalised



school democracy and had highly positive experiences of participating in decision-making, listening to others, caring for schoolmates and having the courage to ask and to act. Older general upper secondary school students stated that contemporary society requires more and more social skills and that school is the right place to train those skills from empathy to critical thinking. General upper secondary students highlighted discussions and intensifying their views of current societal and ethical issues in particular. Self-esteem and self-confidence of young people can develop in the secure environment that school still provides.

When teachers were asked the same questions, they especially emphasised the need to have a strong cultural identity. This view mirrors one of the earliest themes and objectives that schools have – to provide roots and wings. Roots are needed to feel part of one's own culture and wings are needed to experience new and different things in other cultures. Teachers especially mentioned the theoretical knowledge that is necessary for global citizenship, but also highlighted readiness to discuss, analyse and consolidate existing knowledge.

All groups brought up the importance of personal experiences that are not gained through travel and the media, but as everyday experiences. You do not need to travel the world and know several languages and foreign cultures to become a global citizen. You can become a global citizen in your own school playground, in your own everyday environment, at home and at school, in your spare time and through organisations. A lot of good work is already being done, the challenge is to collect all the bits and pieces together and assemble them into a whole where one of the main ideas is the internal safety that develops through a sense of unity.

Links about activities to promote democracy and human rights:

- <http://www.skoldemokrati.fi/> – Tools by Skolungdomsförbundet, the Swedish-speaking upper secondary school and folk high school students' union in Finland to advance school democracy (in Swedish)
- <http://www.skolungdom.fi/elevkarsaktiva/publikationer-och-manualer> – Links to publications and manuals for active members of student associations (in Swedish)
- <http://eycb.coe.int/compass/> – Support material for human rights education by the European Council (multilingual).

Need for co-operation on a local level

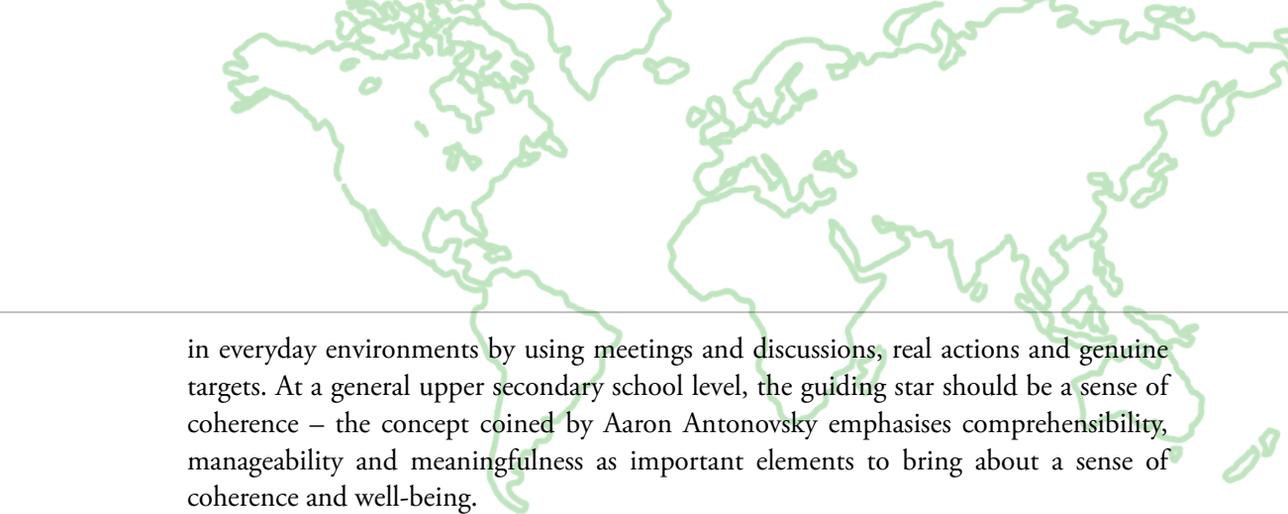
Already Confucius showed us the way: I hear and I forget, I see and I remember, I do and I understand. When we are drafting a strategy for global citizenship, it is worth remembering the good example of public enlightenment from the last century, which had strong ties with workers' movements, temperance movements and the free church. Naturally, the idea needs to be upgraded to modern times, but the effort needs to be founded on our own experiences and needs and the target needs to be to combine knowledge, skills and attitudes in a balanced manner. This could probably be best described according to the division of knowledge by Aristotle into three categories:

episteme, techne and froneis.

For some people, the task is primarily about knowledge, that is, the curricular contents, teaching and methods of action concerning different subjects. However, it is also about teachers' consciousness and their abilities to include in their teaching elements that support education and not just transfer of factual information. The focus needs to be on investing in reflecting and internalising instead of just memorising facts. Every school subject can include elements that make a difference, although they are most readily evident in subjects dealing with natural sciences and cultural competences, such as languages. Naturally, school shall support co-operation between teachers and possibilities to continue education internally using the abundance of support material provided by different organisations. Part of this material can be used without much editing in teaching!

A well-known pedagogic idea is that learning is easy when it is fun. We also know that informal learning in everyday settings outside educational institutions is pleasant throughout life, whereas formal learning at school with a system of external rewards can suffocate inner motivation and at worst result in making school just plain tedious. Therefore, the strategy should bring formal learning at school closer to informal learning





in everyday environments by using meetings and discussions, real actions and genuine targets. At a general upper secondary school level, the guiding star should be a sense of coherence – the concept coined by Aaron Antonovsky emphasises comprehensibility, manageability and meaningfulness as important elements to bring about a sense of coherence and well-being.

At Vaasa Teacher Training School, international co-operation is an important part of activities at all levels. The focus of activities has been on Europe, but contacts include African, Asian and American countries as well. A key idea is that exchanges shall involve everyone at school, not only the chosen few who participate in the actual exchanges. Certain Comenius projects at general upper secondary school are designed to deal with the themes of the projects in several subjects and this gives the projects visibility. A workshop with 60 participants from 6 participating countries on the current theme *Food for thought* will be held in the city of Vaasa in February 2012. The idea of an umbrella describing international activities that cover many ongoing processes has now become the umbrella of global citizenship.

As a teacher training school, the school has the possibility every year to offer teaching practise opportunities for teacher students from ten European universities that have an agreement with Åbo Akademi, the Swedish-speaking university of Finland. A popular recurring event at the comprehensive school is Culture Days, where teacher students lead pupils in song and play and also organise various practical exercises relating to the heritage of their home countries. There is also more formal co-operation with a teacher training institution in Osaka, Japan. Language barriers have hindered implementation of deeper practical co-operation, and focus has therefore been on cultural knowledge and creative planning of lessons that go beyond language problems. The Japanese institution has regularly employed European language assistants for long-term assignments. The assistants are often teacher students in the final stages of their studies.

Every year, a theme is assigned for the school. The idea is to take a curricular theme and combine it with an actual theme about the EU, the UN, Unicef or some other national, European or international organisation. For some years, health and security have been natural choices for themes at Finnish schools. These themes have been combined with creativity (2009 was the European Year of Creativity and Innovation) and inclusion (2010 was the European Year for Combating Poverty and Social Exclusion). This year's theme, Commitment and Responsibility at School and in Society, is linked to the EU theme of 2011, the European Year of Volunteering. Each teacher or subject group describes in the school curriculum how the theme will be dealt with during the year. The theme will also be promoted with theme days and events.

The anti-bullying action programme *KiVa Koulu* has been expanded and intensified

at comprehensive schools in particular. At general upper secondary school, themes such as equality, crisis management and prevention of problems have also been handled. The continuous work on school rules to advance well-being at school and school security are also within the sphere of the themes. In a new co-operation project with a high school in Alberta, Canada, students of a few general upper secondary schools discuss, among other things, the umbrella theme *Student Well-being* and what can be done to make school enjoyable for all. All of the above examples provide excellent and highly motivating opportunities to exercise democracy.

The ample provision of activities by the local community which could be used to support the pedagogy function of schools is an element in the school strategy that has so far not been used enough. The World Day was mentioned at the beginning of this article: With 114 nationalities making up 5.4% of the population, Vaasa is one of the most multicultural cities in Finland. Speakers of Russian, Arabic and Somali are the largest groups, but among other languages heard in Vaasa are Yoruba, Amhara and Tagalog. The Multicultural Centre in the city is a venue for common activities, such as renowned theatrical performances, involving inhabitants of Vaasa old and new.

The key role that school plays in raising global citizens can be described with a quote from Henry Ford: 'Coming together is beginning, keeping together is progress, working together is success.' We need to meet in order to be able to agree what we want. To get things going requires commitment to the task at hand. When sharing our knowledge, experiences, tips and ideas we are concretely promoting global citizenship in Finland.



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Global education – theoretical background and new perspectives

From 5th to 7th October 2011, the Finnish National Board of Education (FNBE) organised an international symposium entitled *Becoming a Global Citizen*¹ as part of the *As a Global Citizen in Finland* project. A total of 72 participants from 13 countries convened at Hanasaari Swedish-Finnish Cultural Centre in Espoo to discuss what global education is and what types of competence global citizens need. Participants also heard examples of how global education is carried out in different countries. The symposium was organised in co-operation with the Ministry of Foreign Affairs, the Global Education Network Europe² (GENE) and Hanasaari Swedish-Finnish Cultural Centre.

This article compiles key perspectives from the symposium materials. The aim is to inspire readers to reflect on the theoretical premises, interpretations and new possibilities of global education. The symposium's English-language final publication will be completed towards the end of 2011 and it will be published on the GENE website.

1 http://www.oph.fi/english/sources_of_information/conferences/becoming_a_global_citizen/documentation

2 <http://www.gene.eu/>

Helmuth Hartmeyer's theses on Global Learning



As an introduction to the symposium's panel discussion, Dr. Helmuth Hartmeyer, Chair of the Global Education Network Europe (GENE) and Director for Cooperation with civic society at the Austrian Development Agency under the Austrian Foreign Ministry, proposed the following seven theses on what the world challenges us to learn, based on his doctoral thesis³. Pay attention to the fact that in German speaking countries the concept Global Learning is used often instead of global education.

1. Global Learning is more than a programme for improving the world
2. Fear of default makes for bad teaching
3. Learning means reflection
4. Action is only one of the many dimensions of Global Learning
5. Education should give priority to reaching out in diversity
6. We need educational landscapes to create coherence of the body, the soul and the mind
7. Global Learning is primarily about the formation of competencies.

The first three of these theses will be discussed in more detail here.

1. Education is more than a programme for improving the world

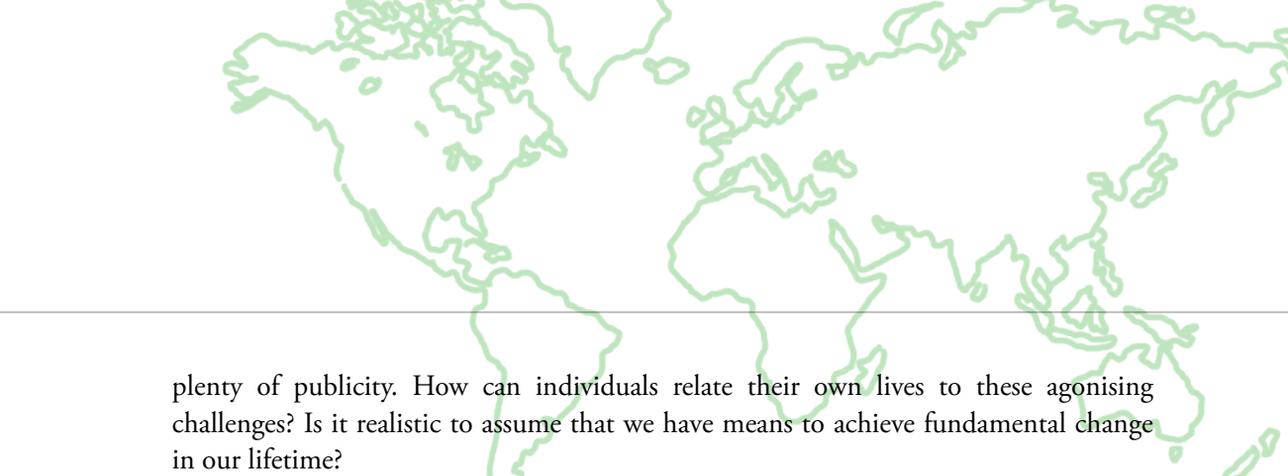
Global education deals with wide-ranging issues that are often very difficult as well, such as depletion of natural resources, uneven distribution of wealth, famine and poverty. Changes are rapid and difficult to grasp.

Dr. Hartmeyer stresses that the role of education is not to transfer accountability and resolution of problems to the next generation, but to provide tools to examine issues and create understanding of the state of the world. The key is to promote the ability to build relations with other people and to act together as learners. This requires time and room for dialogue, opening up different perspectives and reflection on values, as well as for forming an idea about what we can do.

2. Fear of default makes for bad teaching

There is plenty of information about the state of the world. Threat scenarios receive

³ Hartmeyer, H. (2008). *Experiencing the World. Global Learning in Austria: Developing, Reaching Out, Crossing Borders*. Waxmann, Münster.



plenty of publicity. How can individuals relate their own lives to these agonising challenges? Is it realistic to assume that we have means to achieve fundamental change in our lifetime?

Dr. Hartmeyer stresses that teachers need to maintain their professional distance, remain calm and shield pupils from too much anxiety. ‘Grass does not grow faster if you pull it’, an African proverb says. It is important to remain optimistic and enhance pupils’ ability to be active even in the face of major challenges.

3. Learning means reflection

The complex interdependencies of today’s world are poorly understood. It is difficult to see the complicated network of causes and effects. The human brain needs to adapt to quickly increasing diversification, where linear causal relationships no longer function and where social, cultural and ecological environments are not stable.

Dr. Hartmeyer thinks that, in a world that stresses virtual reality, more and more significance should in fact be given to concrete places, such as schools, libraries, learning centres and coffee shops, where people convene to find out what is happening in the world and to join other people. It is important to find one’s own place – not only in economic and social terms – but also notionally, emotionally and culturally.

Constant questioning – including questioning one’s own knowledge, views and operating methods – forms the core of global education. Learning should be an open and holistic process coming from the needs and experiences of teachers and learners. Learning is about discovering, comprehending and conquering new things. The key is participation, curiosity, investigation and reflection.

Global education is education that supports and encourages human growth towards creativity, empathy, courage, openness and preparedness for new challenges. It is about creating learning pathways, the limits and end points of which no-one has staked out in advance.

Theses 4–7 specified the message of the first three theses. They emphasised the importance of open-minded reflection, seeking different solutions and perceiving the diversity included in communities as being a source of richness. Examination of global issues requires more co-operation between subjects and making sure that education is conducive to consolidating pupils’ integrity and ability to take action. Not everything is global, but things may be quite local and concrete. In many cases, local changes have global backgrounds. The competencies required for building the future are best created when learning is linked to real-life issues in a natural way.

Annette Scheunpflug's ideas about identity and ethics



Annette Scheunpflug is Professor of Philosophy of Education at the University of Erlangen-Nuremberg in Germany. She discussed the effects of globalisation on people's identities and ethics and how global education can support identity development.

The most significant change is the increase of diversity and complexity.

In her keynote presentation, Annette Scheunpflug made visible⁴ how human identity took shape in different phases of history:

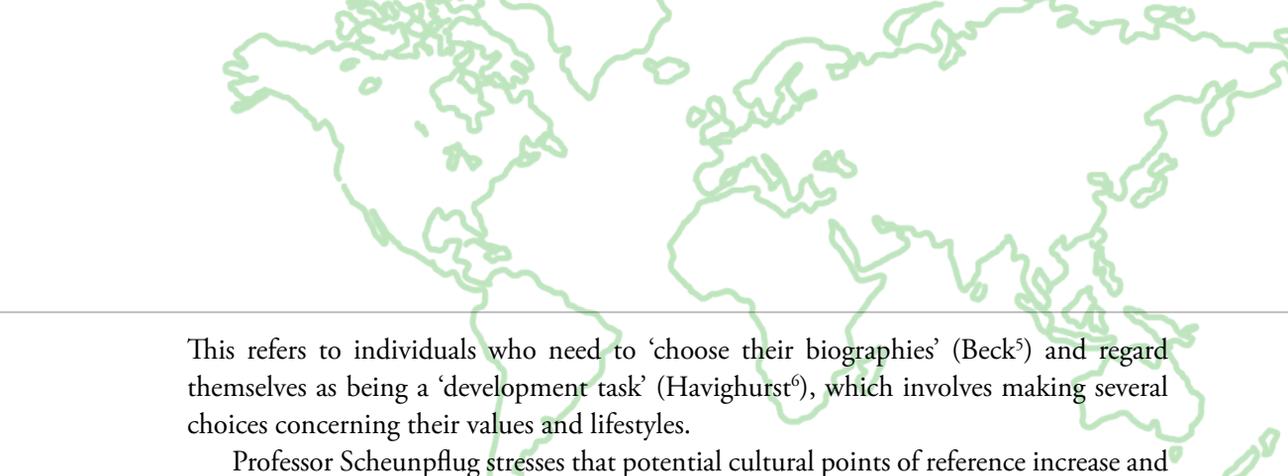
1) **In pre-industrialised societies**, identity was not a topic of reflection; people were socialised into their identities unconsciously by living like other members of the same community. Traditions gave people an idea of who they were.

2) As the dominance of **nation-states** and 'one culture' became stronger, identities were constituted and steered towards collective and national identities with political motives. The key point of reference was the nation-state or cultural group where the majority language played a prominent role. The mode of operation was conscious socialisation, aiming to exclude others. The objective was imperialistic inclusion or exclusion of 'the others' and negation of the value of those not belonging to the same group.

3) **In societies with several cultures**, identity is defined in regional, ethnic, cultural or linguistic terms. Identity may consist of several different dimensions at once. Society covers several cultural entities and separate cultures. These societies already allow space for immigrants' own cultural traditions, ethnic identities, and gender and linguistic diversity.

4) **In globalising societies**, an individual's identity is established in interaction with a multicultural environment. These types of identities may integrate elements from different cultural backgrounds, resulting in so-called 'hybrid identities'. Many people learn to speak several 'cultural languages'. The mode here is self-construction of identity on an individual's own terms and transformation of identity in different contexts. Professor Scheunpflug would therefore rather speak about 'transformational identities'.

⁴ Scheunpflug, Annette. Identity and Ethics in Global Education in *Becoming a Global Citizen*. Proceedings of the International Symposium on Competencies of Global Citizens (to be published in Ireland in 2011).



This refers to individuals who need to ‘choose their biographies’ (Beck⁵) and regard themselves as being a ‘development task’ (Havighurst⁶), which involves making several choices concerning their values and lifestyles.

Professor Scheunpflug stresses that potential cultural points of reference increase and diversify in globalising societies, requiring more complex concepts of ethical and moral orientation. Orientation must therefore be enlarged in three dimensions:

Space. The once far-away neighbour has become a close neighbour thanks to the media, migration, tourism and worldwide economic and political co-operation. The challenge of justice is no longer focused only on a national level but needs to be addressed in a worldwide dimension.

Time. It is necessary to consider future generations. They must have the same rights to live on this planet as we do and the generations before us did. Sustainable development must be seen as being the right of future generations in all strategies.

Facts. Good intentions can cause bad outcomes, even catastrophes. The impact and risk assessment of all approaches and strategies forms a key part of ethical behaviour. Worldwide justice, sustainability and impact assessment are the most pressing challenges in times of globalisation. This calls for new concepts of identity, as we are seeking new balance and a new place in relation to others.

Professor Scheunpflug feels that schools could do a lot to support pupils in developing their identities. Being a global citizen is not in contradiction to being a citizen of one’s home town, region or country, but it requires a widening of perspectives which might be unique in the history of mankind so far. Among other things, it would be important to:

- make different cultural traditions visible;
- open up opportunities to produce art, including popular culture, and gain aesthetic experiences;
- provide opportunities to get to know different groups and organise role-playing games, for example, which make it possible to ‘walk in the shoes of others’;
- strengthen multilingualism and use several languages;
- deal with different religions and reflect on the difference between rational and religious thinking;
- encourage young people to reflect on the state and opportunities of worldwide justice and sustainability and embed impact assessment as a permanent habit.

5 Beck, U. (1995). Was meint eigenes Leben? In Beck, U., Ziegler, U. Rautert, T. (Eds): *Eigenes Leben. Ausflüge in die unbekannte Gesellschaft, in der wir leben.* München, Beck.
[What does ‘own life’ mean? In Beck, U., Ziegler, U. Rautert, T. (eds): *Own life. Excursions into the unknown society in which we live.* In *German.*]

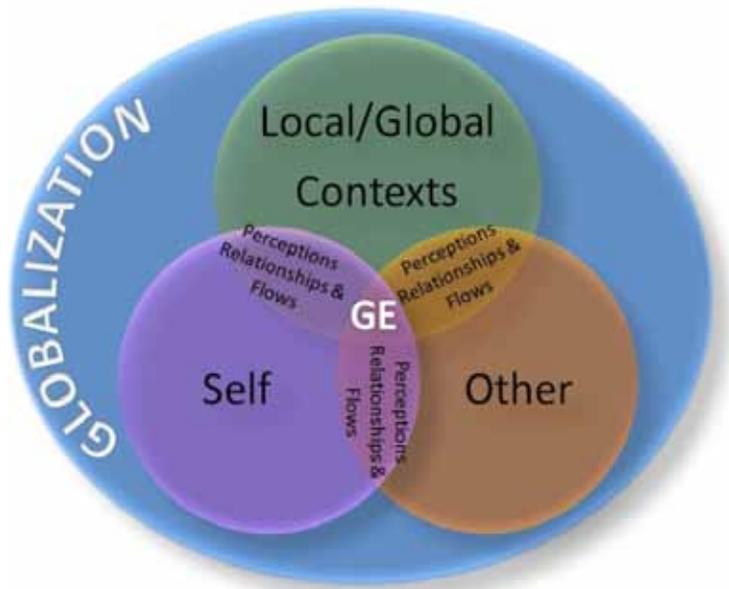
6 Havighurst, R.J. (1972). *Development task and Education.* McKay.

Frameworks of globalisation and global education according to Vanessa de Oliveira Andreotti

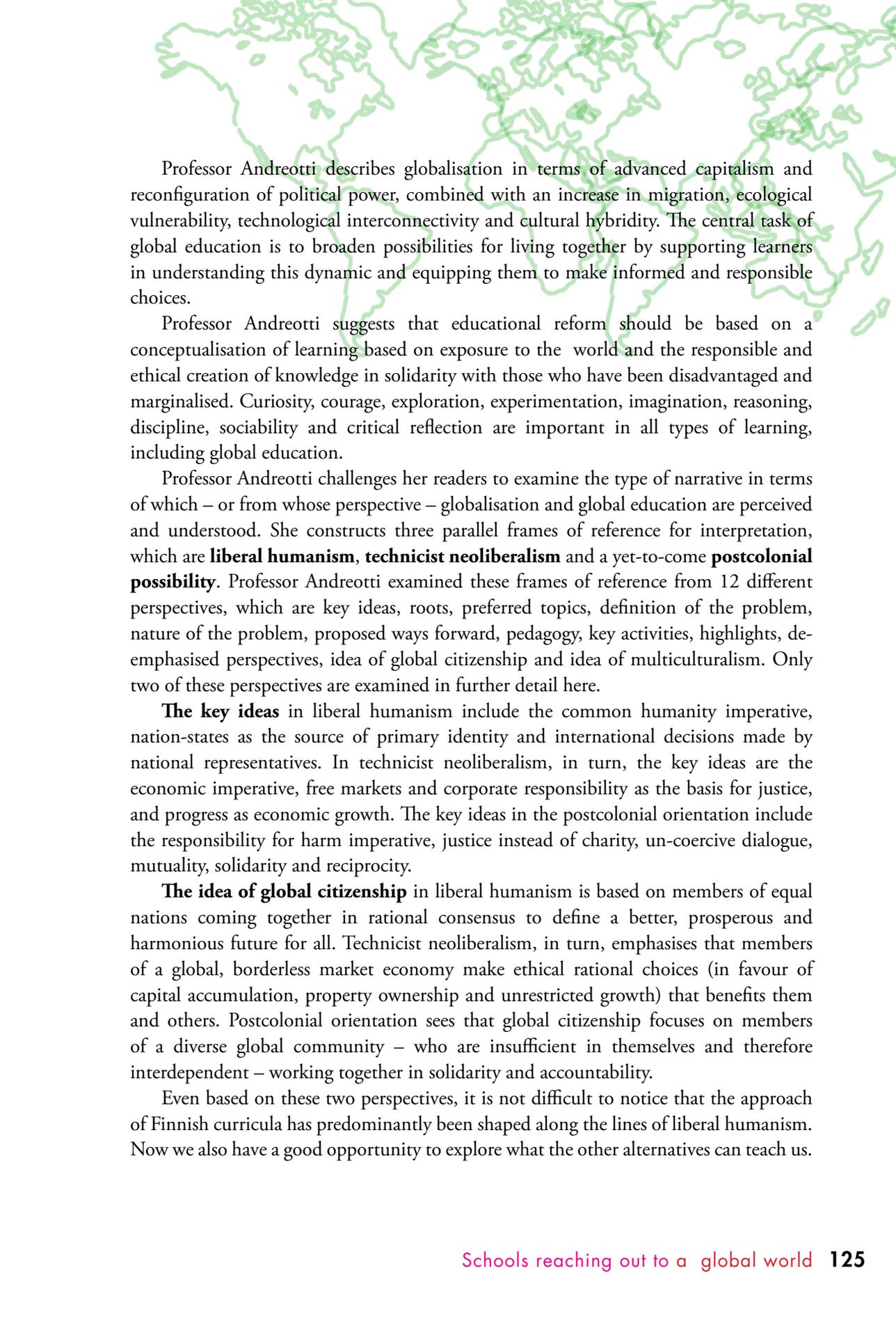


Finns can be proud of the fact that the University of Oulu has a professorial chair of global education, which is probably the only one of its kind in the world. The first holder of the chair was Rauni Räsänen and its current holder is Vanessa de Oliveira Andreotti. At the symposium, Vanessa Andreotti spoke about the importance of theory when reflecting on connections between global education, social change and teacher education⁷.

Global education is an ethical and educational imperative in a world characterised by complexity, uncertainty, inequality and diversity. Global education teaches understanding of processes, perceptions, relationships and flows through the dynamics in the interface between three spheres: the self, the Other and interactions between local and global contexts. The figure below outlines this configuration.



7 Andreotti, Vanessa. Global Education, Social Change, and Teacher Education: The Importance of Theory in Becoming a Global Citizen. Proceedings of the International Symposium on Competencies of Global Citizens (to be published In Ireland in 2011).



Professor Andreotti describes globalisation in terms of advanced capitalism and reconfiguration of political power, combined with an increase in migration, ecological vulnerability, technological interconnectivity and cultural hybridity. The central task of global education is to broaden possibilities for living together by supporting learners in understanding this dynamic and equipping them to make informed and responsible choices.

Professor Andreotti suggests that educational reform should be based on a conceptualisation of learning based on exposure to the world and the responsible and ethical creation of knowledge in solidarity with those who have been disadvantaged and marginalised. Curiosity, courage, exploration, experimentation, imagination, reasoning, discipline, sociability and critical reflection are important in all types of learning, including global education.

Professor Andreotti challenges her readers to examine the type of narrative in terms of which – or from whose perspective – globalisation and global education are perceived and understood. She constructs three parallel frames of reference for interpretation, which are **liberal humanism**, **technicist neoliberalism** and a yet-to-come **postcolonial possibility**. Professor Andreotti examined these frames of reference from 12 different perspectives, which are key ideas, roots, preferred topics, definition of the problem, nature of the problem, proposed ways forward, pedagogy, key activities, highlights, de-emphasised perspectives, idea of global citizenship and idea of multiculturalism. Only two of these perspectives are examined in further detail here.

The key ideas in liberal humanism include the common humanity imperative, nation-states as the source of primary identity and international decisions made by national representatives. In technicist neoliberalism, in turn, the key ideas are the economic imperative, free markets and corporate responsibility as the basis for justice, and progress as economic growth. The key ideas in the postcolonial orientation include the responsibility for harm imperative, justice instead of charity, un-coercive dialogue, mutuality, solidarity and reciprocity.

The idea of global citizenship in liberal humanism is based on members of equal nations coming together in rational consensus to define a better, prosperous and harmonious future for all. Technicist neoliberalism, in turn, emphasises that members of a global, borderless market economy make ethical rational choices (in favour of capital accumulation, property ownership and unrestricted growth) that benefits them and others. Postcolonial orientation sees that global citizenship focuses on members of a diverse global community – who are insufficient in themselves and therefore interdependent – working together in solidarity and accountability.

Even based on these two perspectives, it is not difficult to notice that the approach of Finnish curricula has predominantly been shaped along the lines of liberal humanism. Now we also have a good opportunity to explore what the other alternatives can teach us.



Rauni Räsänen's view of global education in promoting a meaningful, ethical and sustainable future for all

To conclude the symposium, Professor Emerita Rauni Räsänen highlighted the key findings of her extensive national evaluation of the Global Education 2010 programme and discussed the opportunities to raise education for global citizenship as the basis for analysis that guides educational development. At present, global education is realised in education and curricula to a varying extent and often in a fragmented manner. A good breakdown for evaluating implementation of global education and, in particular, intercultural education is provided by Banks (1995)⁸ and Bennett (1993)⁹, who suggest that it is possible to observe the following types of approaches:

1. Assimilative, monocultural approach
2. Theme weeks, some contents from other contexts
3. New subjects and cross-curricular themes
4. Transformative, holistic and multicultural approach.

According to Professor Räsänen, there is a decisive demarcation line between ethnocentric and ethnorelative paradigms. The key is to realise that one's perspective and culture are one possibility, but that there are other cultures as well and that these are worth exploring. However, there are some shared values and principles that are essential in terms of a good life and it is important to discuss these.

8 Banks, James (1999). *An introduction to multicultural education*. Allyn & Bacon: Boston.

9 Bennett, Milton (1993) *Towards ethnorelativism: A development model of intercultural sensitivity*. In Paige, R. (ed.) *Educating for intercultural experience*. Intercultural Press: Yarmouth.



Rauni Räsänen asks what global ethics is based on and how it is agreed. She suggests that the key is motivation and willingness to co-operate, to treat others as subjects and to commit to:

- equity (within and between generations);
- dialogue and mutual learning (including de- and re-learning);
- peace and conflict prevention; and
- sustainable development.

Learning from the past, responding to new challenges and keeping the vision of the desirable future clear is one of the guiding principles in education and global education. Shared values are the glue that binds operations together. Efficient implementation requires coherence at all levels of operation.

Rauni Räsänen does not consider it relevant whether we speak about global education, education for global citizenship or education for sustainable development, as long as the multidimensional nature of the concept remains intact. In her opinion, we could also speak about **education for a meaningful, ethical and sustainable future for all**. It is important to understand that this education is necessary for everyone in this globalised world with its diverse interdependencies.

Language Programme in Finnish Basic Education / Upper Secondary Education

Status	Abbreviation	Grade, in which teaching starts at the latest	Most popular language
compulsory	A1	grade 3	English
optional	A2	grade 5	German/Swedish/French/ Russian/English
compulsory	B1	grade 7	Swedish or Finnish
optional	B2	grade 8	German, French, Spanish, Russian
optional	B3	beginning of upper secondary school	several

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This publication is intended to serve the curricular reform of basic education and general upper secondary education. The Finnish National Board of Education has implemented a global education development project entitled *As a Global Citizen in Finland* in cooperation with the Development Communications Group of the Ministry of Foreign Affairs, the school network and several experts. The project was launched in the autumn of 2010 and ended in late 2011. The project reflected on global citizenship and what competences global citizens need. The project's key outcomes have been compiled in this publication.

Further information

- on non-graded general upper secondary education: →oph.fi →English →education →general upper secondary education →National Core Curriculum for Upper Secondary Schools 2003 →page 15 and 255
- on language programme of general education: →oph.fi →English →education →general upper secondary education →National Core Curriculum for Upper Secondary Schools 2003 →page 233

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