



Mobilizing Support for Global Education: The Case of Finland

Dr. Karen Pashby with
Prof. Vanessa de Oliveira
Andreotti
University of Oulu, Finland

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Overview: **Mobilizing Support for Global Education in Finland**

1. Finnish Context:

***The “Finnish Miracle” of Education:** History of Education as Nation-building;
High Profile of Ministry of Education and Teaching Profession

***6 Stages of Global Education** in Finland

2. Highlights of the Multi-Stakeholder Process:

***Views from the Chairs in Global Education** (Uni. of Oulu)

*role of the academy + importance of specific people to champion GE

*on-going dialogue approach

*peer review process –where it all comes together

*conceptual ambiguity- constraints and possibilities

3. Global Education On the Ground

[Appendix I: Summary of the Peer Review of Global Education 2010](#)

[Appendix II: Conceptual Framework for Global Education](#)

[Appendix III: Testimony of a student teacher in Finland about Global Education](#)

[Appendix IV: Example from Canada References and Contact Information](#)

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Key Themes: Context + Multi-Stakeholder Approach



- Importance of NGOs, multiple government ministries, teacher organizations, and universities **coming together**
- Strong, stable national consensus around **vision for education**
- **High profile of Ministry of Ed**, and working well with MFA
- Specific **role of the academy**: the university is not directing what to do but is central to keeping the debate open and to keeping policy moving and on a critical edge
- Prof. Vanessa de Oliveria Andreotti, Chair of Global Education:
*“The best thing about Finnish system is that there is an **infrastructure** to see policy as an ongoing dialogue to let the policy respond to the ongoing complexities”*
- Well placed advocates such as Ministry of Education’s **Liisa Jääskeläine**

FINNISH CONTEXT



- Sparsely populated parliamentary democracy
- Described as culturally monolithic (ethnicity & religion)
 - diverse: languages, dialects, political views & forms of living (regional)
- Geo-politically b/t East & West; influenced by Russia & Sweden
- Traumatic past (Winter War; Civil War)
 - “the impoverished country [built] economic growth and policies of **social responsibility**” (Räsänen, 2009, p. 26)
- Myth of one nation, one language, one culture was central
- Rights of older minorities (Swedish speakers, the Sami and Roma) better recognized recently
 - biggest immigration= from Russia, Estonia, Sweden (including returning Finns)
 - then= Somalia, Iraq, Great Britain, Germany, Iran, former Yugoslavia, the US, Turkey

FINNISH CONTEXT: The Finnish Miracle of Education



- 70s+80s= comprehensive school reforms based on **national consensus** around **quality education for all**
- Education is **central to nation-building**; insignificant difference in distinct governments' approach to education= shared ideals
- Ministry of Education has a very **high profile**; teaching is a respected profession
- Education as key-driver of success= “helped speed the country's social and economic internationalisation in the 1990s” (Räsänen, 2009, 26)
- High **PISA ranking**: -strong educational infrastructure; respect for teachers and their professional autonomy
 - *Still some work to do (e.g. recent PhD study showing range of scores between Helsinki schools based on socio-economics)*
- excellent platform to build on for global education
- **Education is expected to respond** to challenges of increasing population diversity, international migration and cooperation + changes associated w/ globalization (econ, social, cultural, ecological)

(Räsänen, 2009)

FINNISH CONTEXT: The Education System



- Strongest national steering instrument is the **national core curricula**
- creates regulations that form basis for development of local curricula, teaching materials, and national matriculation examinations
- distinct steering system in Finland: **no national standards, inspections, nor external ranking of schools**
- a **holistic curriculum** established via long and extensive participatory process



FINNISH CONTEXT:

6 Stages of Global Ed (Jääskeläinen, 2013)



1.) 1960s-early 70s: **UNDHR**= ethical foundation of school reform= **equality of all**

2.) Mid-1970s-late 80s: **UNESCO** Recommendations on International Education= focus on **peace education**

3.) Early 1990s: Focus on **Europe** and on the **environment** in curricula (Finland joined Council of Europe in 1989, EU in 1995)

*1995: Ministry of Foreign Affairs (MFA) cooperates with Finnish National Board of Education (FNBE) on international ed and later global ed



FINNISH CONTEXT: 6 Stages of Global Ed



2000s:

4.) **Internationalisation** covers all aspects of social development

– **National core curricula** of 2003 and 2004

-international ed no longer expressed separately in curricula documents

-encouragement of NGOs being invited into schools

5) Cooperation with GENE: ***multi-stakeholder** approach & **UNMDGs**

The **Maastricht Global Education Congress** (2002) defined global education as

“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”

-understood in the **Finnish context** as

“pupils [must] become empowered to **recognise attitudes and ethical values relating to global issues** and become sensitive to the demand for **justice** and appreciation of **diversity**” (Heino & Houtsonen in FNBE, 2011, 110)



FINNISH CONTEXT: 6 Stages of Global Ed



5) Cooperation with GENE (continued):

- Parliamentary Assembly of the **Council of Europe Resolution** January 2003 calling on member states to:

“promote global education to strengthen public awareness of sustainable development, ...**global education is essential for all citizens** to acquire the knowledge and skills to understand, participate in and **interact critically with our global society** as **empowered global citizens**”

(Parliamentary Assembly Resolution 1318, January 30th, 2003; par 20, xii)

- **Key supporter** in MFA (Christian Sundgren) led to Finland being a key actor in GENE from its beginning
- North-South Centre of the Council of Europe increasingly active



FINNISH CONTEXT: 6 Stages of Global Ed



- 5) Cooperation with GENE (continued): *multi-stakeholder approach
- GENE review** occurred in 2004
- recommended the development of a **national strategy on Global Education** (Jääskeläinen, 2013)
- = rights-based approach
- = not just NGOs but policies of government must be involved
- GENE commended the Finnish Ministry for Foreign Affairs
- but must be inter-ministerial: education, environment, trade and industry
- within a year of GENE report, the Ministry of Education accepted the recommendations into a document, a national strategy, called ***Global Education 2010***



FINNISH CONTEXT: 6 Stages of Global Ed



5) Cooperation with GENE (continued):

*from international to global education

- switch of terms: “International cooperation is not at all representative anymore. It is not enough anymore that we focus in education (international education) on communication or communication between different peoples....We must learn to understand **[global] phenomena and their interrelationships** on the micro and macro levels, in our everyday lives as well as global and local times, and **we must also learn to act ethically**” (Jääskeläinen, 2013, 90)

FINNISH CONTEXT: 6 Stages of Global Ed



5) Cooperation with GENE (continued): *role of academics

Professorship in Global Education at University of Oulu

- **Rauni Räsänen**, (currently Professor Emerita):
 - Contributed a strong position on the **transformative** character of Global Education
- Successor: **Vanessa de Oliveira Andreotti**;
 - Uses **postcolonial perspectives** to raise the importance of ethical examinations of how even well-intended GE can **reproduce the very unequal power relations** at the heart of many global problems

FINNISH CONTEXT: 6 Stages of Global Ed



5) Cooperation with GENE (continued): *role of academics

Professorship in Global Education at University of Oulu

-plays a significant role in shaping the policy dialogue and content

- **Vanessa de Oliveira Andreotti;**

As expressed by **Liisa Jääskeläinen** of the Ministry of Education:

*“we need to learn to understand development...global development, from a variety of angles, thus breaking free of our tendency of seeing the place where we are as the centre of focus. Vanessa Andreotti challenges us to ask ourselves in **what kind of story – or as whose story – Global Education can be seen. We are supposed to learn to see the world also “through others’ eyes”**”* (Jääskeläinen 2013, 91).



FINNISH CONTEXT: 6 Stages of Global Ed

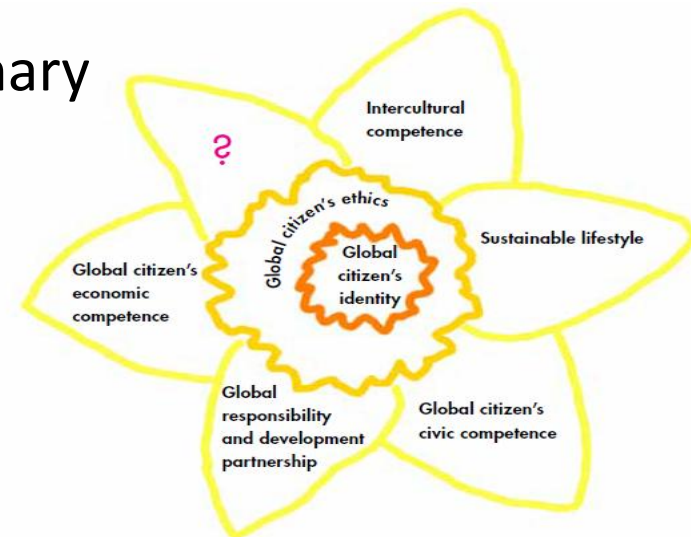


6.) Towards a national core curriculum of 2016

- 2010: FNBE planned a new approach to promote Global Education with the MFA= *As a Global Citizen in Finland*
- identity of a global citizen is based on **ethics** which is key to main competencies: **civic competence, global responsibility and development partnerships, sustainable lifestyle, intercultural competence and economic competence**

➤ These competencies make up the preliminary understanding of the national core curriculum decisions for 2014

(Jääskeläinen, 2013)





Highlights: Multi-stakeholder + Peer Review



- Peer-review and critique through the multistakeholder approach (e.g. Rauni Räsänen wrote up an extensive peer review of the Global Ed 2010 program- see appendix 1)
- Enlarges possibilities for how global education can engage with living and thinking in contemporary society
 - complexities, uncertainties, pluralities and inequalities
 - equity and ethics at the centre
 - any approach not open to these conversations will close down
- Vanessa de Oliveira Andreotti: “*part of the **Finnish Miracle** is to take the profession of teachers very seriously as well as NGOs and governments and try to integrate their work with academic knowledge*”

Highlights: On-going Process Approach + Dialogue

+Importance of Key Players

Vanessa's perspective as Chair of Global Education:



- **Dialogue:** the government determines the understanding of global ed in their policy and then listens to the **university** when it **contests** it and **adjusts** accordingly
- Conferences include a **range of perspectives**; and **critical engagement** is encouraged
- The Finnish Miracle is **not the exportable product** but the **possibilities** opened by a different kind of **processes**;
 - The infrastructure for multi-stakeholder process and peer review must be in place; yet this depends on key individuals to mobilize it in an effective way

Conceptual Challenges & Opportunities

- Recent evaluation of Finland's Global Education 2010 initiative found:
 - The importance of GE is unquestioned; but the knowledge of what GE is and what it does is **weak** (Räsänen, 2011. See Appendix I for summary of other findings)
- Pros and cons of inconsistent/ambiguous conceptualization of Global Education
 - difficult for logistics and mobilization
 - closing it = part of the beauty of the process is lost, and the ambiguity might allow for a **plurality of voices**
- Rauni Räsänen says the key is the **multidimensional nature** of the concept remaining intact: an “education for a meaningful, ethical and sustainable future for all”



Conceptual Challenges & Opportunities

- She and Vanessa, along with some others, created a working definition (see also appendix II)

*“Global education is an **ethical** and educational imperative in a world characterized 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”*



Global Education: “On the Ground”



From Vanessa’s perspective: pockets of amazing work

-e.g.: **intercultural education** course created at University of Oulu with a **focus on interculturalism and global education in teacher education** *-though it’s somewhat inconsistent*

-student teachers produce amazing ideas about the disposition of teachers of global education (see appendix III)

- teaching that exposes and engages the four facets of global education and analysis of the origins (**complexity**, **uncertainty**, **inequality** and **diversity**)
 - for example in inequalities, focus is understanding our complicity
 - deep understanding of the reproduction of inequalities and questions of complicity which creates in them a commitment- teachers
- The overall process of Global Education in Finland enabled **a renewed commitment to doing things differently**

Moving Forward: Mainstreaming Global Education

- Recent initiative called ***As a Global Citizen in Finland*** (FNBE, 2011) coordinated by the **FNBE**, funded by the **MFA**
- Work in schools with experiences steered through seminars with GENE, MFA, MofEd
- **Purpose:** articulate key premises, challenges and opportunities in terms of education for global citizenship in a globalized world
 - focus on greater justice and sustainability while developing education suitable for young people's experiences
- **Projects:** skyping with students in EU countries, interdisciplinary links for critical understanding of globalisation, NGO workshops, partnering with schools in the Global South, taking trips to France, exchange programs with China, writing letters to peers in Senegal (etc.)
- developing global citizenship competencies that can be built into **curriculum reform** which is occurring now



New Curriculum Draft **Principles of planning the core curriculum**

In outlining the national core curriculum, these perspectives are considered for all dimensions (objectives, content and practices):

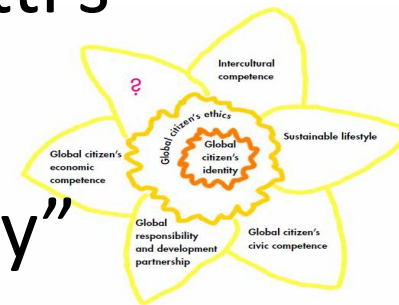
- **Building on strengths**
- **Sustainable future as an objective**
- **Equality in all areas of education**
- **Meeting pupils' needs and supporting wellbeing and other prerequisites for learning**
- **Coherence and consistency of basic education, learning continuums**
- **International aspects and global responsibility**
- **Awareness of languages and cultures, regarding them as richness**
- **Technological change, working with knowledge**
- **Challenges for broad-based, multimodal literacy** (FNBE, n. d.)

The Process Continues

- In her introduction to the book that was compiled as a result of the *As a Global Citizen in Finland* project, Liisa Jasskelainen ends with reference to Vanessa de Oliveira Andreotti's work;

“Role of education in a world of uncertainty”

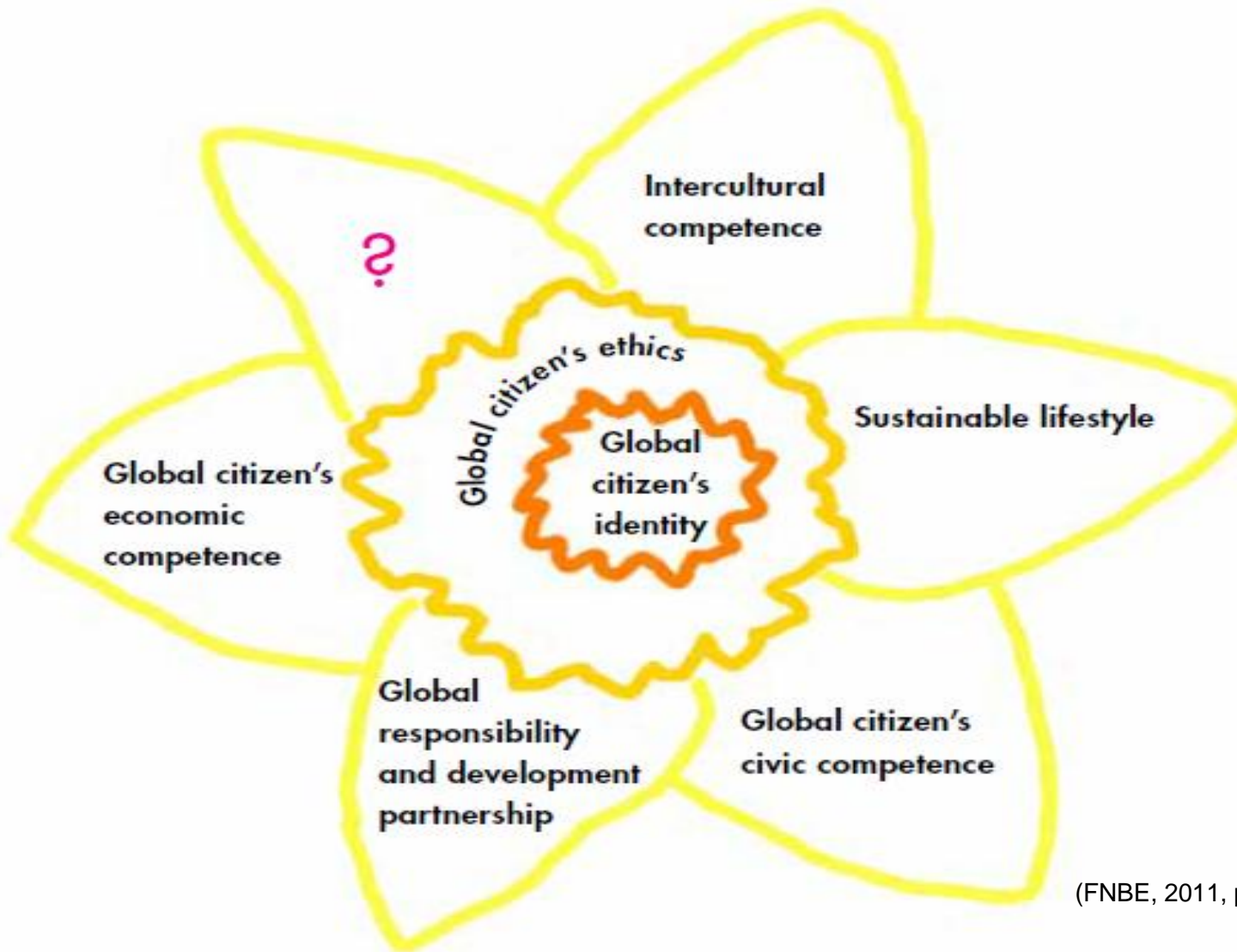
- “It is now essentially admitted that development is uncertain. This being the case, the role of education is to **teach learners to question things, build knowledge through interaction, open up a variety of views, deal with uncertainty, and act ethically**” (FNBE, 2011, 9)



|| What could global citizens' competences be?

Framework for Global Competencies:

An on-going process towards global citizenship



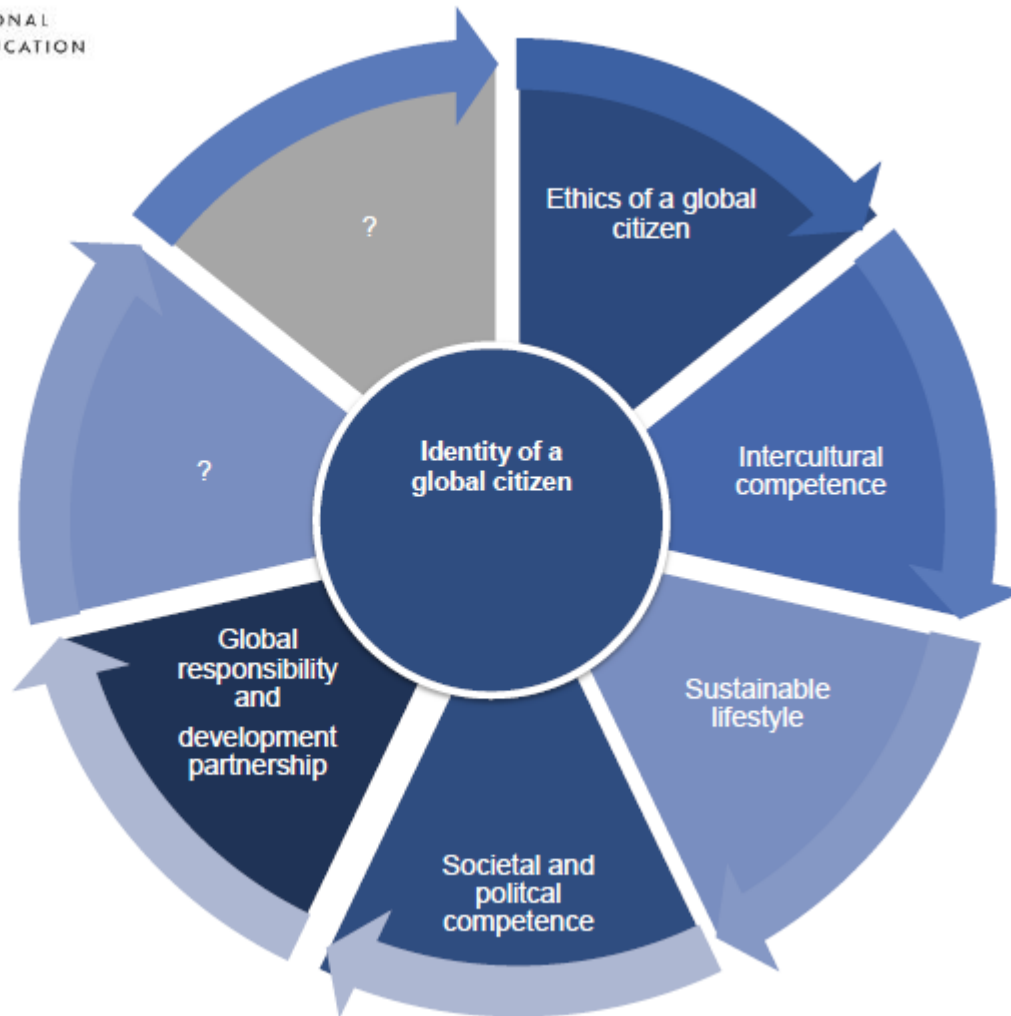
“We also consider learning challenges indicated by a question mark to be important. Amidst the rapid change of the world, even competence cannot be static definitions. Challenges ... seem to be growing constantly” (FNBE, 2011, p. 75)

(FNBE, 2011, p. 74)

Framework for Global Competencies: An on-going process towards global citizenship



FINNISH NATIONAL
BOARD OF EDUCATION



It is an unfinished model: “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” (FNBE, 2011, p. 75)

(Jääskelaine, 2011, slide 12)

Review of Key Themes: **Context** + **Multi-stakeholder Approach**

- Importance of NGOs, multiple government ministries, teacher organizations, and universities **coming together**
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- **High profile of Ministry of Ed**, and working well with MFA
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- Vanessa de Oliveria Andreotti, chair of Global Education:
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Appendix I: Peer Review of Global Education 2010



Rauni Räsänen (2011):

wrote up the report on the Global Education 2010 program

-it was a review of initiatives coming out of the GENE reviews (2004, 2011)

-awareness of program and impact = modest; but extensive evidence that global education being taught

-value in the national document being issued as a guideline, and particularly the holistic approach was appreciated

-recommendations moving forward included clarifying roles and increase dialogue between ministries concerned (Ministry of Education and Culture, Ministry of Foreign Affairs, Ministry of the Interior, Ministry of the Environment, and Ministry of Employment and Economy)

-creating a national mechanism for coordination and monitoring

-devise an evaluation system with Ministry of Ed and Culture as key steering role

-need to recognise more strongly the role of varied civic organisations

-continue the terminological dialogue around global education terms, particularly around global education and education for sustainable development to optimise synergy

APPENDIX II: Conceptual Challenges & Opportunities

- Contribution of a working definition of global education by a group of academics including Räsänen and Andreotti

“Global education is an ethical and educational imperative in a world characterized by complexity, uncertainty, inequality and diversity. Global education teaches understanding of process, perceptions, relationships and flows through the dynamics in the interface between three spheres: the self, the Other and interactions between local and global contexts” (see figure on next slide)



Global Education (GE): Working Definition

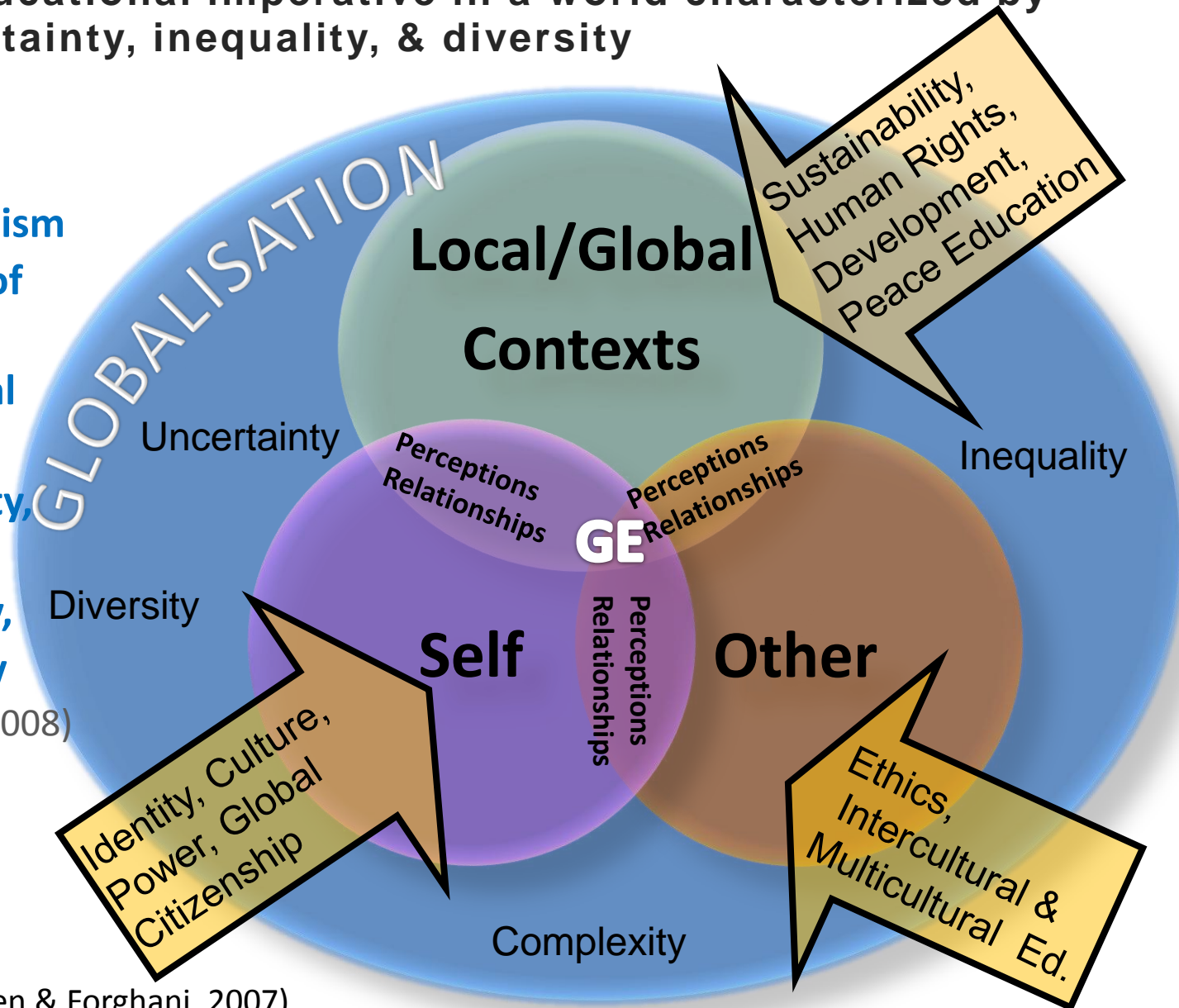
an ethical and educational imperative in a world characterized by complexity, uncertainty, inequality, & diversity

GLOBALISATION:

processes & flows

- advanced capitalism
- reconfiguration of political power,
- vast international migration,
- ecological fragility,
- technological interconnectivity,
- cultural hybridity

(Todd, 2008)



(Andreotti, Souza, Räsänen & Forghani, 2007)

Conceptual Ambiguity + Open Dialogue Process + Multistakeholder approach

Liisa Jääskeläinen draws on Vanessa de Oliveira Andreotti's strong theoretical work in her curriculum development agenda:

Andreotti (2013) theorized 3 frames of reference from 12 different perspectives, for interpretation of globalisation and global education

- **Liberal humanism**: common humanity imperative, universalism of the good life; basis for justice and progress is nation-state internationalism as cooperation; members of equal nations coming together in rational consensus; better more prosperous future for all
- **Technicist neoliberalism**: economic imperative, free markets and corporate responsibility; basis for justice and progress is economic growth; members of an equal, borderless market economy make ethical rational choices (in favour of capital accumulation, property ownership and unrestricted growth) that benefits those who participate in the market
- **Postcolonial possibility** (yet-to-come): responsibility for harm imperative, justice instead of charity, un-coercive dialogue, mutuality, solidarity and reciprocity; focus is on members of a diverse global community – who are insufficient in themselves and therefore interdependent – working together in solidarity and mutual accountability

*recognition in Finnish context that the focus has been **liberal humanism** (Jääskeläinen in FNBE, 2011, 125) =now have opportunity to look at other **alternatives**



Appendix III: Student Teachers Engaging with Global Education Using The Working Definition

“Becoming a global citizen is actually about **moving forward from independence to interdependence**. Interdependence means realizing I cannot fully be without the Other, and that my culture as well as my identity is formed in a process **of mutual learning** with and respect towards the Other. It is therefore that, without experiences of real confrontation and communication, I stay independent in my own culture, but I never become a mature global citizen, a mature human being. This is **why Global Education should challenge us little by little**, first to move away from dependence to independence and finally to interdependence.

This question of interdependence is of **extreme importance** when it comes **to Finland**. I have understood that throughout my education in the public school independence was seen as the goal of all personal, social and political life. Independent intellectuals were seen (and are still seen) as the heart of Finnish culture and science. As I see it, this is **no longer enough**.

Student Teacher continued...

It is not enough to be able to think for yourself. In the future and already today we must learn to **think together and to think 'otherwise'** about the global as well as the local spheres. I want to hope that in the future the curriculum could help educators to give more importance to learning with others, near and far.

What does interdependence mean in practice? I guess it starts by teaching first the future educators to see that Finland is not an example of fully “developed country” for the developing world. Global education should make us **humbly realize** we have a lot to learn from the so-called ‘under-developed’. In this **process where I and the Other** stay **no longer in the two ends of development**, but become more similar in value and respect. In this way, our cultures will be first **challenged and then transformed, both locally and globally.**” (Katja Castillo in Andreotti, 2012, p. 27)

Appendix IV Example from Canada:

Alberta Social Studies Program of Studies (Kindergarten to grade 12)

GLOBAL CONNECTIONS

“Critically examining multiple perspectives and connections among local, national and global issues develops students’ understanding of citizenship and identity and the **interdependent or conflicting nature** of individuals, communities, societies and nations. Exploring this **interdependence** broadens students’ **global consciousness** and empathy with **world conditions**. Students will also acquire a better comprehension of **tensions** pertaining to economic relationships, sustainability and universal human rights”

(AE SS K-12 2005, 7)



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contact

- Karen.Pashby@oulu.fi