



Global education 2010

Publications of the Ministry of Education, Finland 2007:12



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Abstract

The Programme for Global Education outlines the development of global education in Finland and defines the term 'global education' as used in this report.

Altogether seven national objectives are set for global education:

- including global education in the foremost educational, cultural and social policy lines
- expanding global education in formal education
- supporting research and higher education relating to global education
- supporting international activities of civic organisations
- building up partnerships between the public administration, businesses, the media and civil society
- increasing resources needed for this
- monitoring systematically and evaluating analytically the success of global education in Finland.

For the achievement of each wide-ranging objective, three to five crucial measures are proposed, with justifications.

Preface

A committee on global education submitted its report to the Ministry of Education at the end of 2005 (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4). In its report the committee paid special attention to the role of the education sector in managing globalisation. The programme in hand is largely based on the development lines and measures put forward by the committee.

Globalisation is a process of change towards seeing the world as a holistic system. The different parts of the world affect each other at an accelerating rate, regardless of the geographical distance between them. This growing interdependence is an inherent feature of globalisation and at the same time a basis for global cooperation.

Working and acting in a rapidly changing world demands versatile knowledge, and an open, egalitarian society. Sufficient knowledge, skills and equal opportunity ensure that every member of society can act constructively for their own and others' benefit.

Knowledge about different cultures and the way they work helps us understand different aspects of our own culture. Taking a bearing from other cultures reveals the unique characteristics of one's own culture. A shared, responsible world citizenship is built on respect of human rights. The realisation of the rights of fellow human beings and of future generations, as well as those of our own, entails ethical and responsible action.

Global education plays an important part in inculcating knowledge, skills and attitudes needed in a multicultural society. Global education is a comprehensive subject matter in both content and methodology. It has its place both at school and outside it.

Global education is future-oriented activity. It is not only the underpinning of good education and well-being at school but also the right of everyone living in Finland. Since global education plays such an important part in building up knowledge and skills needed in contemporary society, it must have an accordingly strong and important status.

This programme is a collection of national development objectives and measures needed to achieve them, which the Ministry of Education seeks to realise by 2010 in close cooperation with its own sector, other ministries and civic organisations.

Holistic problems need holistic solutions. We are in the midst of a trend towards globalisation and a demographic change. But how can we concretise mega-trends in our own action? The global education 2010 programme seeks to give some answers to this question.

Harri Skog
Permanent Secretary

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Background

Finland has a long experience of international contacts and cooperation in culture, research and education; the roots of global awareness go far back. The picture of the world and of the developing countries in particular widened in the 1960s and 1970s with the emergence of the concept of international solidarity. International education was introduced as a curricular theme in the newly adopted comprehensive school.

Global education in the seventies was coloured by the politicised atmosphere of the time. Transformations in the world towards the end of the eighties and at the early nineties, in turn, brought forth themes accepted across the board, such as human rights, sustainable development, international security and ultimately issues relating to globalisation.

The economic recession in the 1990s can be seen as one turning point in the emergence of globalisation. With the ensuing stringency measures in the public sector, the concept of welfare state began to be questioned, which in turn offered a new perspective into global education. It was time for critical reflection on one's own society. Civil society and civic action became an object of serious reflection. Global education contributed to the debate with the idea of a global civil society and ways of influencing it.

As immigration began to accelerate in the early nineties, internationalisation began to be more and more tangibly felt in the streets in Finland, too. Conflicts between Finns and immigrants appeared in

the headlines. There was a growing need for fostering tolerance and preventing discrimination. It became the task of global education to enhance intercultural understanding, on the one hand, and to foster awareness of one's prejudices and change attitudes, on the other.

The sizeable increase in the mobility of Finnish families in the first decade of the 21st century has given children and young people authentic experiences of foreign countries and also of return migration; mobility is a natural and genuine part of global education.

The challenges of global education multiplied following the terrorist attack in New York in on 11 September 2001: the dream of a common world was no longer self-evident.

In Finland there is a trend for people to see themselves markedly as citizens of a global world. The security of these "world Finns" is understood as a balance of the international economy and its social and ecological repercussions.

The citizenship skills needed in today's world transcend national borders. The capacity for cultural sensitiveness and empathy is born early. There is justification for starting the learning of multiculturalism in early childhood education and carrying it on as an integral part of not only general education but also vocational and adult education.

Development objectives

The UN Millennium Declaration, important meetings held within the scope of the UN and other international organisations (Doha, Monterrey, Johannesburg, and most recently, the 2005 Millennium Follow-up Meeting in New York), developments taking place within the EU, and global changes towards more manageable international collaboration form the framework for global development in Finland, as well as for international cooperation. Together with other nations Finland is committed to adhering to the guiding Millennium principles, such as

- Freedom, equality, solidarity, tolerance, respect of nature and shared responsibility
- Peace, the primary significance of security and disarmament for the world community
- Development and eradication of poverty
- Protection of our common environment
- Human rights, democracy and good administration
- Protection of the poorest among us
- Response to the special needs of the least developed countries
- Consolidation of the multilateral systems.

Global education as a concept

In this programme, global education means activity which

- guides towards individual global responsibility and communal global responsibility; the ethic of a world citizen, which in turn is founded in fairness and respect of human rights
- supports growth into a critical and media-critical citizen with knowledge and skills to act successfully as part of one's own community in a globalising world
- promotes national and international interaction, inter-cultural dialogue and learning from one another; global education is a process helping us understand and appreciate difference and different cultures and make choices that promote development
- helps to see the earth as an entity with limited resources, where one must learn both to economise resources and to share them fairly, equitably and equally
- increases knowledge and skills which help us understand the ever globalising economy and influence the rapidly changing economy and its social and cultural ramifications
- enhances initiative rising from an individual aspiration to work for a better world and from hope of its realisation, and
- comprises human rights education, equality education, peace education, media education, intercultural understanding, questions relating to development and equity, and education for sustainable development.

National objectives for global education

It is necessary to remove obstacles and create conditions conducive to effective, egalitarian global education of high quality. Without an explicit action plan it is difficult to effect cohesive global education. It is necessary to review what has been done and plan what should be done in global education; this is also

important in terms of resources. This programme of action is geared to bring clarity to the extensive domain of global education and to the respective roles of different stakeholders.

The programme seeks to encompass the different sectors of and parties to global education comprehensively. The programme addresses global education in terms of practical work, administration, cooperation and evaluation, as well as education, cultural, sport, youth and social policies.

For systematic provision of global education, it is vital to include it in different policy lines at the administrative level; promote practical implementation; support stakeholders and researchers; create and consolidate networks; clarify resource allocation; and develop monitoring and evaluation, thereby bringing about effective procedures.

The national aim of development is to

- include the global education perspective in major education, research, cultural, sport and youth policy lines and in social policy lines
- intensify the practical realisation of global education in early childhood education, at school, in vocational institutions and in teacher education
- support research and higher education in global education
- support civic organisations and other civil society actors in their work as providers of global education
- strengthen partnership between the public administration, business, the media, civic organisations and other civil society actors
- increase funding and other resources needed for the development, promotion and diffusion of global education
- monitor systematically and evaluate analytically the effectiveness of global education in Finland by creating procedures for quality and impact assessment.

Measures needed

Global education in policy lines

Standpoint:

The global education standpoint will be included in major education, research, cultural, youth and social policy lines.

Education and culture are time-related. Value-based policy lines must take account of the growing international knowledge, skill and attitudinal needs. On its part, global education seeks to build up these indispensable competencies. For global education to be realised at the practical level, the global education standpoint must be taken into account in the formulation of education, research, cultural, sport and youth policy lines.

The global education emphasis indicates the line of educational work done in different sectors and creates a basis for equitable, high-quality global education throughout the country. Global education concerns different administrative sectors and it is necessary that different bodies address it comprehensively.

Measures

The following measures will be taken by the ministry or agency concerned.

Development Plan for Education and Research

The global education standpoint will be clearly included in the Development Plan for Education and Research, which is adopted by the Government every four years; the next one to be prepared by the Ministry of Education during 2007.

Child and youth policy development programme

Growth into internationalism will be included in the child and youth policy development programme, the first of which will be drawn up during 2007.

Sustainable development

Global education must be taken into account in the development of education for sustainable development along the lines set forth in the relevant strategies.

The vital role of the **European** civil society will be recognised and the Union will pay special attention to global education and the education of the citizens.

Global education in education and teaching

The practical implementation of global education will be given more stress in early childhood education, schools, vocational institutions and teacher training.

Today, knowledge and skills for international and intercultural interaction are needed in nearly all fields. This is why multicultural studies should be made an integral part not only of general education but also of adult and vocational education and training.

It is essential to consolidate global education in the curricula, teaching and operational cultures of schools and vocational institutes. Instruction must offer tools for finding out the causes and effects of different phenomena and for drawing conclusions, which at its best leads to growth into active, critical and media-critical world citizens.

For global education to be realised, it must be planned, analytical and systematic. Good planning will facilitate and clarify the currently somewhat diffused global education in schools. Multiculturalism and global education constitute an increasingly important part of teachers' professional competence.

Global education must be made part of the school everyday and operational culture, lest it remain merely rhetoric and a topic of theme days. Safeguarding high-quality global education requires feasible plans, effective methods, clear objectives and systematic evaluation. Global education must permeate education

at all levels, it must be equitably available to all, and it must be comprehensive and rich in content.

Internationalism may either be the object of teaching/learning or a means of teaching/learning. The substance of different teaching subjects highlight the shared features and the differences of cultures and international pupil/student exchanges add experiential knowledge and understanding.

Methods and procedures themselves can sustain the principles of peace education, inclusion and tolerance. Joint projects, problem-solving, a discussive and attentive atmosphere and democratic decision-making, on their part, train for respect of human value and human rights and for cooperation.

Global education is motivating; at its best it gives room for pupils' and students' own ideas. Similarly motivating are opportunities offered by visits and exchange programmes to get to know different cultures.

Measures

Lifelong learning

Global education must form a continuum from day care to higher education. It must be developed according to the principles of both lifelong learning and life-wide learning. Measures will be taken to clarify cooperation between the Ministry for Foreign Affairs, the Ministry of Education and the National Board of Education, the Ministry of Social Affairs and Health and the National Research and Development Centre for Welfare and Health, the Ministry of Labour, and other administrative sectors.

Curricula

The global education standpoint will be included in national guidelines and decisions in the educational sector. Global education must be included in the core curricula of all forms and levels of education and in extracurricular art education, when they are next reviewed. The global education syllabi, content, methods and materials will be developed with a view to making global education a systematic standpoint permeating all instruction.

Subjects and themes

The local and school curricula will define the role of global education in different subjects and indicate the subjects of particular importance in this respect, all the while bearing in mind that the core values of the curriculum concern the school's operational culture as a whole. International themes are well suited to guidance counselling, the activities of student bodies, the work of the Youth Parliament, school clubs and other extracurricular activities, and school-home cooperation.

Dialogue between religions and world views

The cognitive, comparative content of different religions will be accommodated into the teaching of religious studies and ethics in general education.

Materials bank

A databank of global education oriented syllabi, learning materials and teaching methods will be set up, for instance, at the web site of the National Board of Education (edu.fi).

Implementation plans and responsibilities

Global education is a significant factor promoting well-being at school. Education providers, schools and vocational institutions will be encouraged to devise strategic plans for internationalisation and global education. The preparation of these strategies will be accommodated in the allocation of state grants.

– Schools and vocational institutions and student bodies will appoint persons responsible for acting as liaisons and coordinating the planning, implementation and evaluation of global education in their institutions.

Language skills

Language instruction will be diversified, promoted and developed. Language learning starting at a sufficiently early age is one dimension of global education. Owing to the close interrelation between language and culture, language instruction is one evident way

to get young people interested in different cultures. Language is a robust factor for identity-building and the development of communication. Knowledge of languages reduces the risk of exclusion and social divides. Language skills are an important part of lifelong learning both in basic and adult education and in intercultural dialogue. In working life, it is part of professional competence.

Newcomer Finns

There are some 35,000 pupils and students with immigrant backgrounds in Finnish schools and vocational institutions, and the number is constantly growing. In response to their needs, the mainstream school system will be developed to cater for immigrants' special needs and the need for immigrant education teachers. – The possibility to individualise teaching must be utilised at all levels, from early childhood education onwards. The key factor in integration is that immigrants gain sufficient proficiency in either Finnish or Swedish, all the while maintaining and developing their native languages. Opportunities will be offered for those lacking basic education to complete their basic education. Special attention must be paid to the education of the non-literate.

Teacher training

Contents relating to multiculturalism in teacher training will be diversified, starting with a pilot project in some universities. In future, however, it is important to make this education available to all teachers. Global education will be included as one important theme in teachers' in-service training and more widely in staff development in the school system overall.

Research and higher education

Research and higher education relating to global education will be supported.

The planning, implementation and realisation of global education require researched knowledge. Research into global education is not very extensive in Finland: it is essential to increase and support it. Research in the field is indispensable with regard to teacher training, curricula and the quality of learning materials. Research provides a solid foundation for the development of global education and for consolidating its place both in education policy and in development policy.

Global education research is a wide topic and requires a multidisciplinary and future-oriented approach. As all research, research into global education needs to be a long-term, systematic, varied, interdisciplinary and source-critical endeavour.

Measures

Research project/programme

A research project or programme on global education will be established in a university capable of undertaking innovative R&D and teacher training in fields central to global education. The aim is to clarify the concepts involved and to enhance the status of global education in university education, especially in teacher training. Measures will also be taken to initiate multidisciplinary researcher training in the field. In addition, the principles of global education – the standpoint of global equality and increasingly multicultural societies – must be integrated into top-level research in all disciplines.

Research cooperation

Universities/polytechnics will be encouraged to consider the content of global education in their provision and to seek research cooperation with their counterparts abroad. They will be particularly encouraged to step up cooperation with organisations and higher education institutions in developing countries. With a view to supporting exchanges with countries outside the EU, the financing of the North-South Higher Education Network Programme of the Centre for International Mobility (CIMO) will be continued and increased, and development policy lines will be taken into account in the performance negotiations between higher education institutions and the Ministry of Education.

Evaluation and criteria

The evaluation of global education will be developed with the help of research through clarified concepts and quality criteria, which underpin reliable measures. To this end, international sets of measures (such as IEA CIVIC) will be explored and assessed as to their applicability to national evaluation. For evaluation to provide a robust basis for the development of global education, the validity and reliability of the measures must be tested at different levels and fields of education. After this, it is possible to assess learning outcomes in global education and to monitor their development in the future.

Global education in organisations

More support will be given to civic organisations and other civil society actors in their capacity as providers of global education.

Alongside global education at school, there is need for other providers; civic organisations, such as friendship societies, and other civil society actors make an important contribution to global education by providing it both in cooperation with schools and independently.

Civic organisations are important producers of materials and experts on their own domains. Civic organisations and other extracurricular actors can develop methods and add to knowledge about global education by disseminating information.

Finland has one of the highest rates of organisational activities in the world. Organisations offer a simple and easy means of participating in democratic activities and working with matters considered important. In global education, too, the civil society sector offers many forms and fields of action.

Alongside traditional forms of organisational activities, there are an increasing number of active pressure groups which are interested in one cause for a moment and then direct their attention elsewhere. Internationalism is everyday reality for them.

Measures

Network

The activities of the global education network of civic organisations www.kansainvalisyyskasvatus.net will be supported and its continuity will be secured through sufficient basic funding.

Quality criteria

The global education network of civic organisations and local authorities and schools will jointly create a set of quality criteria for good cooperation between schools and organisations. Once ready, the indicators and criteria will make it possible to review present activities and to propose changes for more efficient and effective activities.

Children's and young people's leisure activities

Youth organisations and groups will be given opportunities to influence the content, implementation and development of global education. Support will be given to activities which offer young people tools for encountering the growing multiculturalism in Finnish society, with due attention to the regional, social and economic realities influencing their lives. Cultural and sport organisations will be encouraged to integrate global education in their activities with a view to

increasing the number of target groups covered by global education.

Immigrants

Measures will be taken to increase knowledge about global education among immigrants. Immigrants will be offered targeted education and information in organisational activities. Efforts will be made to support immigrants' networking with other global education actors, to enhance their inclusion and to make full use of their cultural and educational expertise.

Global education partnerships

Partnership between the public administration, businesses, the media, civic organisations and other civil society actors will be enhanced.

Efficient cooperation will assure the best and most effective global education possible. When the parties involved are aware of one another's activity, they can direct their knowledge and resources appropriately. This will preclude overlapping and facilitate the allocation of resources.

The parties to global education cooperation include civil society actors, business and industry and researcher communities as well as governments and international organisations. Strategic cooperation entails partnership and dialogue, the definition of shared aims and recourse to the expertise and resources of different parties.

It is vital to recognise that the resources of one single actor are not sufficient to deal with the global agenda. Determining and steering the direction of globalisation towards human security, human rights and humane development demands strategic cooperation between different parties.

Measures

The media and media education

The traditional and new media will be encouraged to produce materials which present the world in a diverse and responsible way and which is based on the values of global education. The global education standpoint must be included in all professional education in the media field and in general media education, through which children, young people and adults learn the use of the media and critical reception, understanding and interpretation of content.

Local authorities

Local authorities will devise equality and equity plans, which also entails considering immigrant questions. To this end, the employees and councillors need education for internationalisation, which must be allocated sufficient resources. - In the implementation of global education, special attention will be given to children and young people whose value base for growing into internationalism is weaker than average and who run a larger than average risk of being influenced by racist opinions and action.

Labour market partners

The labour market partners are well placed to influence the realisation of the global education aims. The labour market partners can raise awareness among their members about worldwide development issues, responsible consumption, the benefits of immigration and the importance of human rights. Global education contents must be included in the training, events and publication of the labour market partners.

World citizenship

Finns will be actively encouraged to participate in worldwide organisations. Through this, Finnish global education will gain support, on the one hand, and visibility, on the other. Actors in different fields and at different levels will be led to contribute to dialogue and cooperation at the community and national levels, in Nordic contexts, in the European Union, in

the Council of Europe, in the OECD and in Unesco and the UN overall, all of which operate as forums for the development of global education.

Interaction between religions and world views

Measures will be taken to increase dialogue between religions and world views. Inter-religion contacts are especially important in a society which aspires to greater openness and diversity. It is only by removing misconceptions and prejudices that we can generate mutual respect, tolerance and understanding between religious, cultural and ethnic groupings. Contemporary Finnish society is comprised of different communities, from mainstream churches to minority groups. The leaders of the three monotheistic religions emphasise the significance of mutual respect: it is important that all people respect what the other holds sacred.

Global education resources

Measures will be taken to increase resources available to the development, promotion and diffusion of global education.

Achieving and maintaining effective and high-quality global education requires systematic funding. Without the necessary resources it is not possible to achieve efficient and effective global education.

Measures

Resource assessment

With a view to closer cooperation between administrative sectors, coordinated funding and efficient use of resources, measures must be taken to map all the different forms of support allocated to global education by the Ministry for Foreign Affairs, the Ministry of Education, the Ministry of Labour, the Ministry of the Environment and the Ministry of the Interior and to compile them into functional entities.

Financing of civic organisations

The funding available for global education provided by civic organisations will be developed. The funding must make it possible to undertake long-term projects (2-3 years), which can achieve true educational impact and sustainability. Financing will secure proven forms of activity and their further development. The financing will also include resources for international contacts and participation in international joint ventures.

Broadly based co-funding

To be fully realised, global education requires the commitment of different parties; the promotion of global education requires broadly based co-funding.

Ministry of Education: international cultural cooperation

The national development measures listed above will be realised with special attention to the role of the education sector in our increasingly international society and in the management of the challenge of internationalisation.

According to the financial framework proposed in the Action and Economic Plan 2008 - 2011 of Ministry of Education, the financing will be distributed as follows:

2008	2009	2010	2011
100 000 €	80 000 €	80 000 €	100 000 €

Most measures concerning the National Board of Education and the Centre for International Mobility will not cause pressures for further financing but can be realised with current resources. Similarly, most measures proposed in this programmes can be realised within the regular financial framework.

Evaluation and monitoring of global education

The results obtained in global education will be systematically monitored and analytically evaluated in Finland through the creation of procedures for assessing quality and impact.

The most effective global education can be achieved through systematically monitoring and evaluating its implementation and realisation. Evaluation helps to implement global education of the highest possible quality and to constantly improve its content and methods.

Monitoring is important for achieving the aims set for the global education field. Monitoring and evaluation look at the social impact of global education and help to develop and utilise global education methods and procedures.

Measures

Barometer

A 'global education barometer' will be undertaken regularly in order to gauge opinions.

Follow-up seminars

Follow-up seminars will be regularly held to evaluate the state and future of global education. The dissemination of best practices collected at the seminars will be supported and promoted.

Expertise databank

For use in schools, information will be collected about global education actors, including those whose expertise has not yet been used to the full. These include immigrants and people with long experience of development cooperation. Information about different organisations and actors will be collected with a view to establishing a global education expertise databank and making global education more widely known.

Quality assessment

Quality assessment will be undertaken in order to provide evaluation tools for teachers, schools and civic organisations. Measures and peer evaluation practices will be developed. Efforts will be made to find partners for this work in the Global Education Network (GENE) of the Council of Europe. – As part of the quality assurance system, criteria will be developed for the evaluation of global education content in support of global education in early childhood education, at schools and in civic organisations.

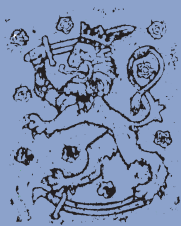
Sectoral research 2008 and 2010

Studies will be undertaken to find out and analyse the state, performance and prerequisites of global education in Finland. The implementation of the programme in hand will be evaluated in 2008 for an interim report, and the final evaluation will be made in 2010.

The purpose of sectoral research is to collect evaluation data and feedback and channel them into a force for development and change.

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- 3* Opetusministeriön toiminta- ja taloussuunnitelma 2008–2011
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