

Il dibattito europeo sulla concettualizzazione della educazione alla cittadinanza globale e il caso finlandese

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Participation in dialogues of the United Nations, especially on sustainable development, and in Europe on internationalization and global citizenship education have influenced Finland's approach to global citizenship education – however, dialogues within the country have been equally important in translating policy level goals into practice.





Dialogues in Finland have contribute to concepts used and curricula

Peer review process of the Global Education Network Europe (GENE, 2004) offered a good situation analysis for Finland.

In Europe, Finland has been the first one to include global education and learning in the national level curricula.

In Finland, civil society organizations have had an important role in teachers' professional development.

Active dialogue and cooperation between the government, local education authorities, schools, teachers, civil society organizations, schools and academia.

Issues that need further attention and solutions: teacher education, leadership, peace and conflict prevention, students' wellbeing (related to bullying, racism, inequity and inadequate social inclusion), and whole school approach.



The European Global Education Peer Review Process, National Report on Finland (2004)



Following Maastricht 2002 Global Education Declaration the Council of Europe North-South Center started peer reviews to increase and improve global education in the member states.

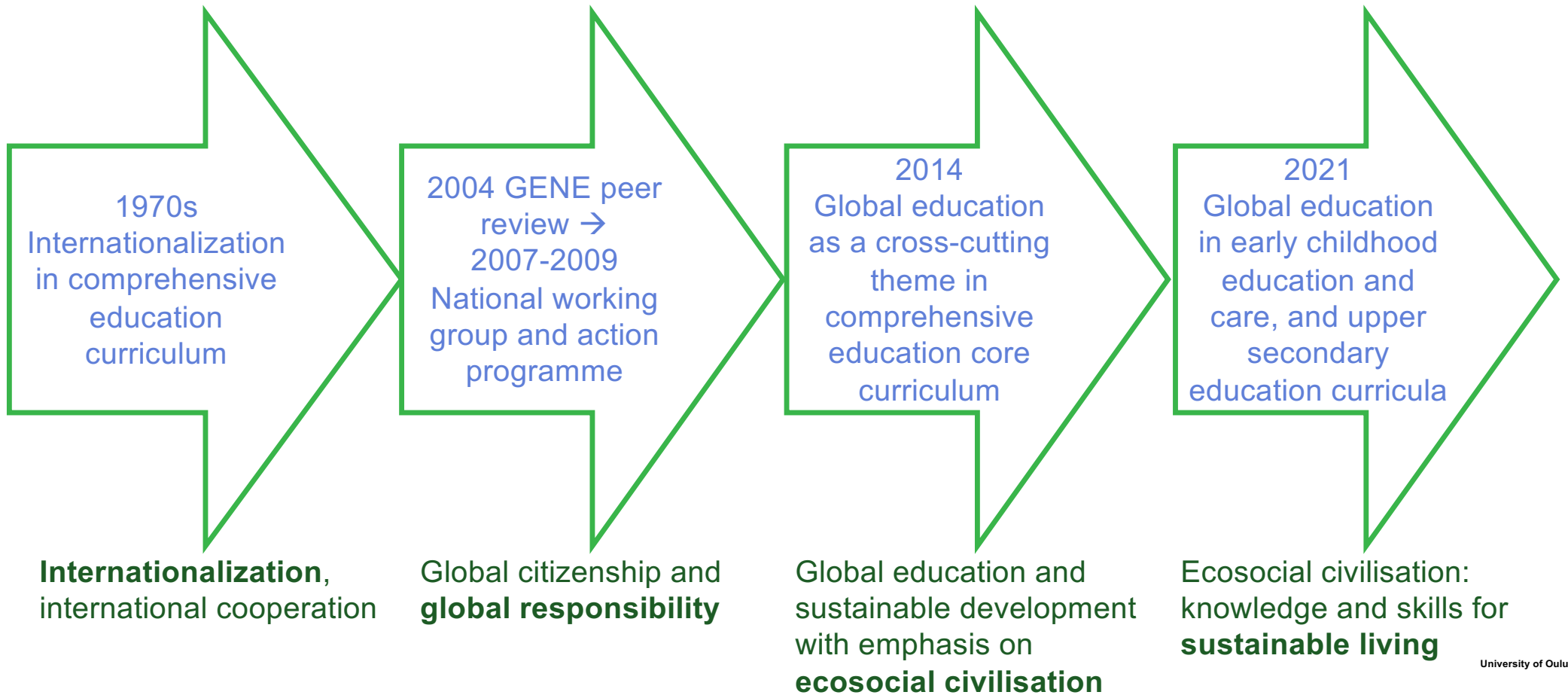
Recommendations to Finland:

“If there is to access to quality global education for all in Finland, then a key requirement is that compulsory level schooling includes a *strong global justice* perspective integrated into the curriculum at all levels.”

Civil society organizations have good examples and practices, but developing global education requires funding, better *co-ordination* and *collaboration* between the government and the non-governmental sector.



Defining concepts and approaches in Finland: Global citizenship education in curricula





Opetusministeriö

Ministry of Education

Education for Global Responsibility – Finnish Perspectives

Publications of the Ministry of Education 2007:31

Invited experts' contributions on global social justice and ethics, and suggestions for integrating global responsibility in curriculum at all levels and across school subjects



Education in the changing society

- The 2014 national core curriculum for basic education defines global education as a *cross-cutting theme*.
- Justifications: changes in the world affect pupils' *development and well-being* as well as schools' *functioning*.
- Education is required to *encounter the changes* openly yet critically assessing them and bearing *responsibility* for choices that contribute to future.



United Nations (2015) Sustainable Development Goal 4 and its target 4.7



By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.



Globally Minded Finland (Andreotti, Biesta & Ahenakew 2015)

Reconceptualisation:

“global mindedness that could expand educational debates about diversity beyond the focus on the call for more knowledge about the Other.”

Three travel dispositions: the metaphors of tourism, empathy and visiting.

To engage ethically and productively with difference within and outside of their national borders.



Ecosocial civilisation in Finland's curricula (Pulkki & Takkinen 2022, Värri 2018)

- Ecological crisis shows the planetary limits and the failure in human-nature interaction.
- Urgent responses are necessary for resilience and survival.
- Ecosocial education aims to find solutions by increasing understanding of the connections between local and global questions, advance sustainable life skills, develop the sense of responsibility and to offer critical reflection skills to assess one's own actions.
- Differs from sustainable development by stressing the more-than-human approach.



GE2050

European Declaration on *Global Education to 2050*

The Declaration was adopted at the Dublin Congress on 4 November 2022.

[READ THE DECLARATION](#)



European Declaration on *Global Education to 2050* adopted at the Dublin Congress on 4 November 2022

“Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.”

<https://www.gene.eu/ge2050-congress>



How to translate concepts related to global citizenship education and ecosocial civilisation into practice?

- Continued dialogues within the education system and between the government, schools, civil society organisations and academia are necessary
- Examples of collaborative efforts of translating the concepts, piloting approaches, results and critically reflecting on results



Students discussing their suggestions with local authorities



Teaching and learning about global citizenship, climate change and sustainability:

- 1) Reflecting on the connections between local and global actions
- 2) By combining the three dimensions in teaching and learning (cognitive, socio-emotional and behavioural)

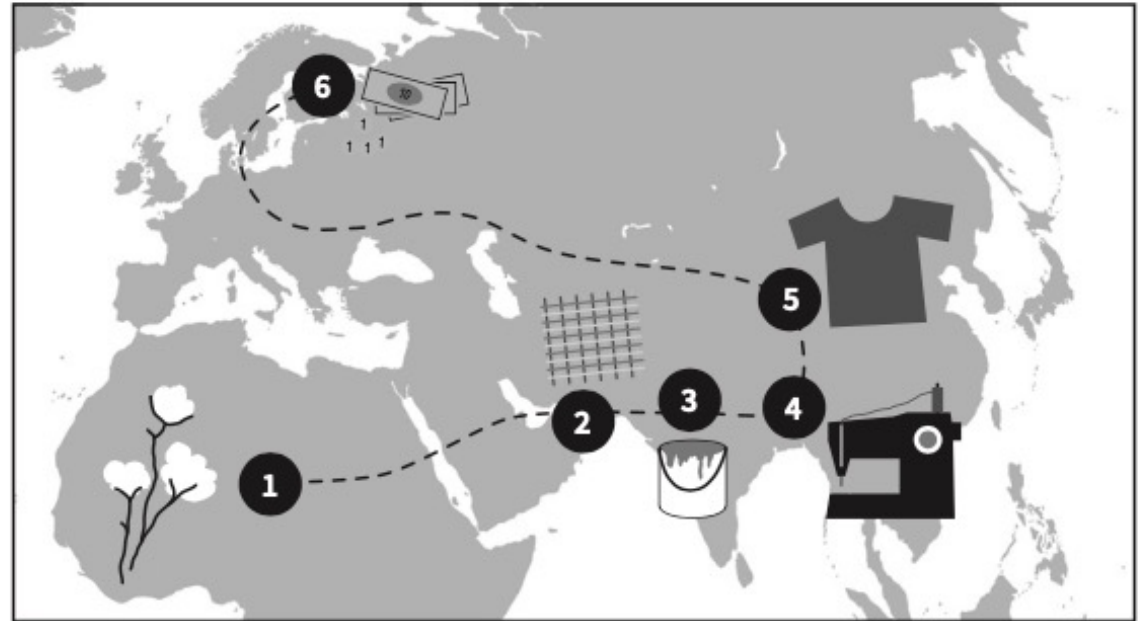
In Rajala, Lehtinen, Lehtomäki, Soinnunmaa, Sorri & Suhonen (2021, 68), see Utopia project, <https://utopiaproject.fi/en/>



Connecting local and global matters

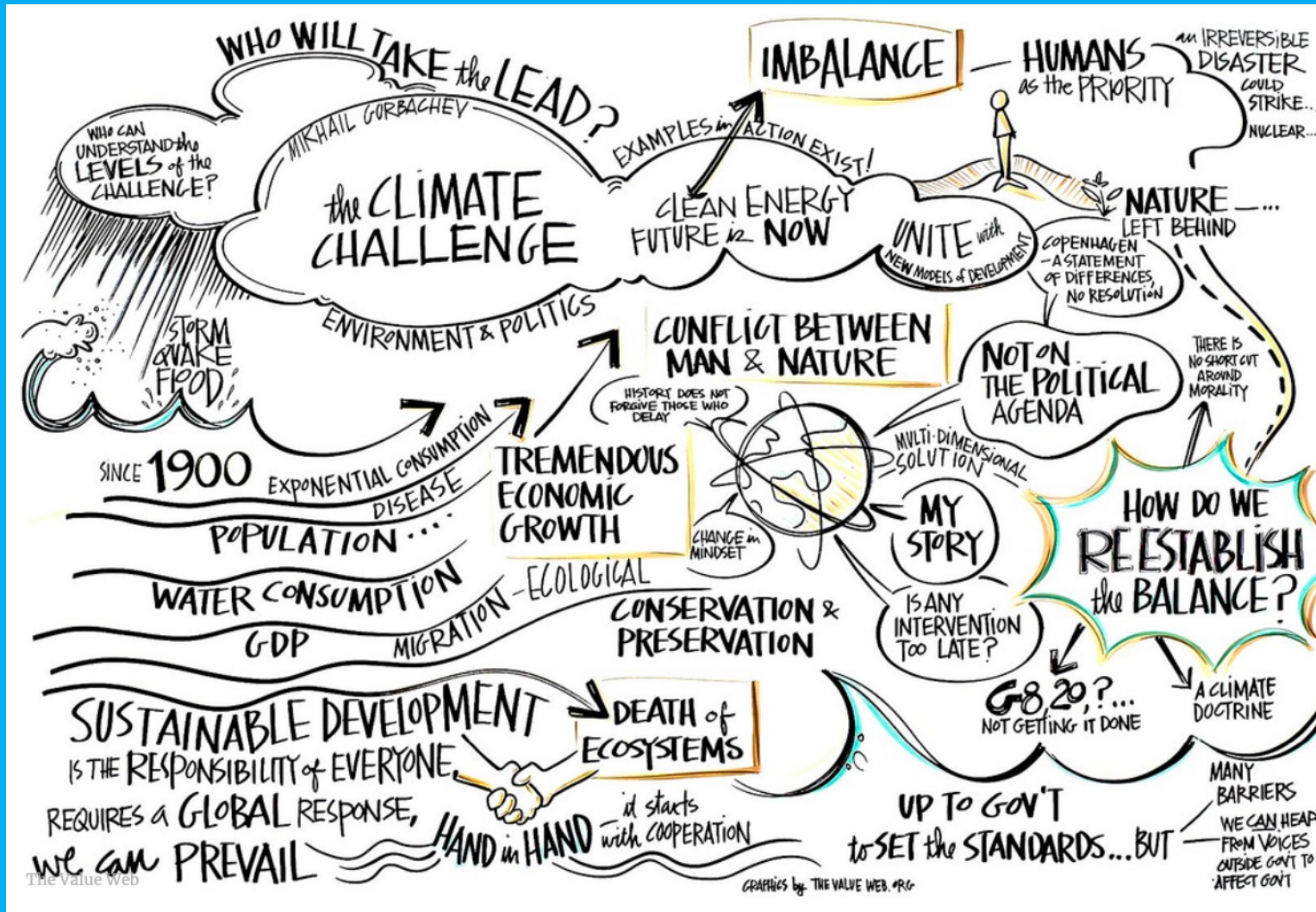
”My favourite clothes’ story” with children, described by the teacher Eeva Kemppainen.

In Rajala, Kemppainen, Lehtomäki & Lipponen (2020, 278)



Kuvio 1. Kuvitteellinen vaateen reitti perustuu alan teollisuuden todellisiin tuotantoketjuihin. Tuotantovaiheiden ja -maiden järjestys vaihtelee.

(Lähde: Eeva Kemppainen)



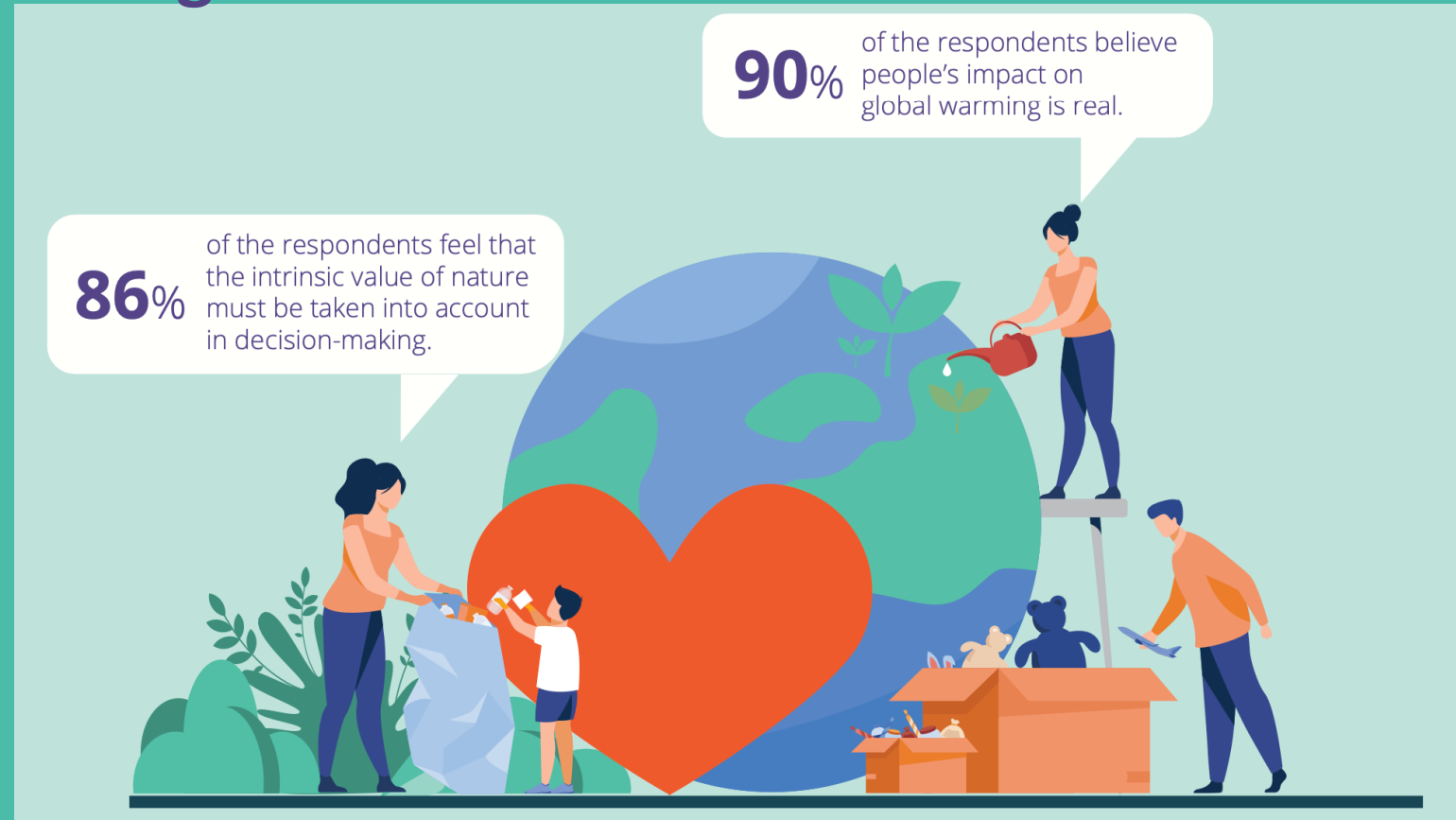
The Value Web

GRAPHICS by THE VALUE WEB.ORG

Teachers' climate guide, <https://openilmasto-opas.fi/mika-ilmastonmuutos/>



Change in environmental attitudes



Tomi Kiilakoski (ed.) Sustainability Youth Barometer 2021. Publications of the Finnish Youth Research Society/Finnish Youth Research Network 237, online publications 169. Publications of the State Youth Council 69. Helsinki: The State Youth Council & the Finnish Youth Research Society & Ministry of Education and Culture. Infographics Designer Joel Kanerva.



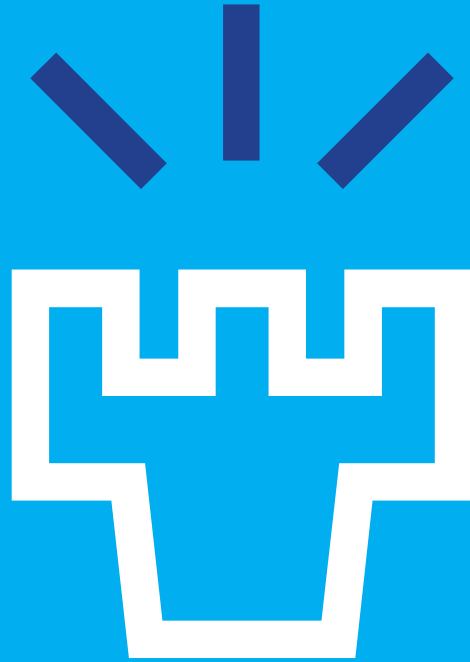
The GloBe (2021 - 2023) brings together the notions of pedagogical and shared leadership, co-teaching, Global Citizenship Education, as well as the 2030 Agenda for Sustainable Development in a unique way.

- [Globe Portugal.](#)
- [Globe România.](#)
- [Globe Suomi.](#) 



Needs for further development according to recent research in Finland

- Teacher education to include ecosocial civilisation and global citizenship skills.
- Dialogues in schools and other education institutions to create school cultures that advance ecosocial civilisation and global responsibility.
- Courageous dialogues on ecological crisis and social problems, ethical dilemmas, global inequity and power imbalances.
- Nurturing pedagogy of hope through collaboration.
- Committed educational leadership.



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