Towards Global Citizenship
Curriculum Reform as a Change Maker

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Reforms of education since 1968

- From a dual to a comprehensive system in basic education
  1. Equal education for all children for 9 years, from the year 7
  2. International or global education since 1968
  3. Intensive policy towards equality and inclusion of all
  4. Everything free of charge
  5. University degree (Masters level) of all teachers
      → Good learning achievements
      → Culture of trust


- Rapid upgrading of the level of education of the entire population
      → trust on education as a social and economic change maker
      → what is possible in Finland, is possible anywhere
Finland in brief

• Population 5.5 million, land area 304 000 km²
• 317 municipalities, most often education providers
• Finnish 90%, Swedish 5%, foreign language speakers 5 % (migrants mainly)
• GDP per capita $ 40 000 in 2014 (IMF) - Main exports: electronics, forest industry, metal and engineering products
• Universal suffrage 1906, 200 MPs (from 8 parties now), consensus targeted decision-making culture
• Independence 1917 … Council of Europe 1989, European Union 1995 & Schengen and Euro
• Active in UN and UNESCO
• Now economic problems + over 32 000 asylum seekers (4th in relationship to the population)

Testing value integrity
National Core Curriculum for Basic Education

To what kind of development we want to contribute?
How we want to be in the world?
Distillation of cultural aspirations

◆ Main steering instrument (no inspection, no external testing)

◆ Comprehensive
  1. Value foundation, Conception of learning
  2. Transversal competences
  3. Development principles of school culture → whole school approach
  4. Subjects → cooperation, integration, multisubject learning tasks, learning supportive evaluation

◆ Became constructed in wide and open collaboration processes in 2,5 years, 30 working parties, active contributions from ngos
Value basis of basic education

- Necessity of a sustainable way of living
- Uniqueness of every child, high quality education as a basic right
- Cultural diversity as richness
- Human rights, equality, democracy, well fare

Core Curriculum 2014
Phases and layers of intern./global education

- **Since 1968:** peace education and solidarity
  - Cold War, politics of détente, Helsinki conf to found OSCE, apartheid

- **Since 1985:** UNESCO Recommendations

- **Since 1995:** Focus on Europe and ESD, cooperation between FNBE and MfFA on DE

- **Since 2004:** Focus on HRs, active citizenship, tolerance, Internationalisation at Home, MDGs

- **Since 2016:** Education for global citizenship, SDG2030
Main goals of Finland’s development cooperation 2015 – 2018, MfFA

Notice the congruence of long-term domestic and development policies & educational goals!

- **Gender equality**
  - women´s participation in decision-making, economic life and conflict-solving

- **Eradication of inequality and poverty**
  - children, handicapped and minorities at risk of oppression

- **Climate sustainability**
  - readiness of poorest countries to meet with and diminish risks of catastrophes

- **Good governance**
Preliminary phase of the curricula reform on GE

Our way to mainstream the competences of a global citizen
Competence approach
≈ Some competences needed in action for social change

- Knowledge
- Skills
- Values
- Attitudes
- Will
- Behaviour (ability to use all these elements in different contexts in a relevant way)

DeSeCo. Definition and selection of competences. OECD.
Competences of a Global Citizen developed and described in the Project *As a Global Citizen in Finland* (2010 – 2012) were introduced into the National Core Curriculum of Basic Education in 2014.
LEARNING ABOUT DEVELOPMENT PARTNERSHIPS

What competences does a global citizen need for building a development partnership?

Publications 2015:3
For further information on FNBE, NCC and Competences of a Global Citizen

http://www.oph.fi/english

Central steering    Local decisions