



North-South Centre
of the Council of Europe

Global Education in Finland

.....
The European Global Education
Peer Review Process
National Report on Finland

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Peer Review Process
National Report on Finland**

CONTENTS

<i>ABBREVIATIONS</i>	5
<i>ACKNOWLEDGMENTS</i>	7
<i>EXECUTIVE SUMMARY</i>	9
CHAPTER 1 – INTRODUCTION	13
1.1 The National Report on Global Education in Finland: An Introduction	15
1.2 The European Global Education Peer Review Process	15
1.3 Aims of the Process	16
1.4 Methodology	17
CHAPTER 2 – THE CONTEXT OF GLOBAL EDUCATION IN FINLAND	19
2.1 Introduction.....	21
2.2 Global Education – European Trends	21
2.3 The Development Awareness Context.....	25
2.3.1 Development Co-operation.....	25
2.3.2 Public Opinion.....	26
2.3.3 Global Education and Public Awareness-Raising	28
2.4 The Educational Context of Global Education in Finland	31
CHAPTER 3 – GLOBAL EDUCATION IN FINLAND – AN OVERVIEW	33
3.1 Introduction.....	35
3.2 Global education in Finland – Key sectors	35
3.3 Global education in Finland – Key institutional actors.....	37
3.3.1 The Finnish Government	37
3.3.2 Ministry of Education	38
3.3.3 Ministry for Foreign Affairs	39
3.3.4 Ministry of Labour.....	40
3.3.5 Ministry of Environment	40
3.3.6 Ministry of Trade and Industry	41
3.3.7 Other official bodies	41
3.4 Global Education in Finland – Key Initiatives.....	42
CHAPTER 4 – GLOBAL EDUCATION IN THE FORMAL EDUCATION SECTOR	45
4.1 Introduction.....	47
4.2 The Education System in Finland	47
4.3 Global Education in the school curricula.....	47
4.3.1 Global Education in the Pre-school curriculum.....	48
4.3.2 Global Education in the Basic Education curriculum	49
4.3.3 Global Education in the General Upper Secondary curriculum.....	53
4.3.4 Global Education in the Vocational Upper Secondary Education System	54
4.3.5 Issues and Challenges in Global Education at the Pre-School Basic and Upper Secondary Education Levels.....	54
4.4 Global Education at Third Level.....	55
4.5 Global Education in Teacher Training.....	57
4.6 Global Education in the Adult Education Sector	58
CASE STUDY: THE GLOBAL CHALLENGE PROGRAMME	60

CHAPTER 5 – GLOBAL EDUCATION IN THE NON-FORMAL SECTOR AND OTHER SECTORS.....	63
5.1 Introduction.....	65
5.2 Global Education in Non-Formal Education: a Brief Overview.....	65
5.3 The Global Education Work of NGOs: Some Examples and a Typology.....	66
<i>CASE STUDY: THE GLOBAL EDUCATION NETWORK FACILITATED BY KEPA.....</i>	70
5.4 Global Education in Civil Society Sectors: Youth, Trade Unions.....	72
5.5 Global Education at the Level of Municipalities.....	74
5.6 Global Education with the Private Sector.....	75
 CHAPTER 6 – KEY OBSERVATIONS AND RECOMMENDATIONS.....	 77
 <i>APPENDIX I – PEER REVIEW PROCESS MEETINGS.....</i>	 85
<i>APPENDIX II – THE MAASTRICHT GLOBAL EDUCATION DECLARATION.....</i>	86
<i>REFERENCES.....</i>	90
<i>WEB SOURCES.....</i>	93
<i>CONTRIBUTIONS.....</i>	96

Abbreviations

ADA	Austrian Development Agency
AMK	Polytechnics (Ammattikorkeakoulu)
BMZ	German Federal Ministry for Economic Cooperation and Development
CIMO	Centre for International Mobility
COE	Council of Europe
CRC	Convention on the Rights of the Child
DAC	Development Assistance Committee (OECD)
DCI	Development Cooperation Ireland
DDC	Department of Development Cooperation in the Austrian Federal Ministry for Foreign Affairs
DE	Development Education
DEA	Development Education Association (UK)
EC	European Commission
ETNICA	Joensuu Centre for Ethnic Studies
EU	European Union
FCA	FinnChurchAid
GC	Global Challenge Project
GE	Global Education
GENE	Global Education Network Europe
GEW	Global Education Week
GNI	Gross National Income
GNP	Gross National Product
IBE	International Bureau of Education (UNESCO)
ILO	International Labour Organization
InWEnt	Capacity Building International, Germany
KEPA	Service Centre for Development Cooperation
KommEnt	Society for Communication and Development (Austria)
KTOL	The National Union of Adult Education Institutions
MDGs	Millennium Development Goals
MoE	Ministry of Education
MFA	Ministry for Foreign Affairs
MoL	Ministry of Labour
NBE	National Board of Education

NCDO	National Committee for International Cooperation and Sustainable Development (Netherlands).
NGO	Non-governmental Organisation
NSC	North-South Centre of the Council of Europe
ODA	Overseas Development Assistance
OECD	Organisation for Economic Cooperation and Development
PISA	The OECD Programme for International Student Assessment
RORG	Framework Agreement Organisation (Norway)
SASK	Trade Union Solidarity Centre of Finland
SBE	Swiss Foundation Education and Development
SYL	The National Union of Students in Finland
TSL	Workers' Educational Association
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UK	United Kingdom
WSSD	World Summit on Sustainable Development
WWF	The World Wide Fund for Nature

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¹ Myllymäki, Tiina (ed.), 2004, *Pallo Haltuun - Kansainvälisyyskasvatus Suomessa*, KEPA, Lahti. (*Kepa report on GE in Finland (2004)*).

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Executive Summary

This National Report on Global Education in Finland is part of the European Peer Review Process, dedicated to increasing and improving global education in Council of Europe member states. Facilitated by the North-South Centre of the Council of Europe, the process of developing this report involved an International Peer Review team. Through research and interviews with key stakeholders, information was gathered and critical perspectives developed about the current state of, and the future prospects for, global education in Finland. This year-long process was developed in consultation with the Ministry for Foreign Affairs of Finland, along with the Ministry of Education and the National Board of Education.

The report below starts with Chapter 1, which is an introduction to the report and the process generally. This is followed by Chapter 2 which outlines the context of global education in Finland, situating the realities in Finland in the context of general European trends in the field. It details the development co-operation context – clearly government commitment to increase ODA to 0.7% of GNP by 2010 has implications both in regard to the need for strengthened public awareness of global issues and the requirement to engage in increased and improved global education, and budgetary support. Public opinion polling in Finland shows strong Finnish public support for development co-operation and global solidarity, as it provides a strong basis for deepening public knowledge of global issues through global education. Funding levels for development and global education have to date remained low, taking an opposite trajectory to ODA levels. The report below makes specific recommendations regarding the reversal of this unfortunate trend, calling for a staged series of increases in the percentage of ODA devoted to development education and information, to reach a target of 1% of ODA by 2007.

Global education is, however, more than just a vehicle for stronger public awareness. Global education is not just an optional educational pastime or minority interest. Indeed, from an educational perspective, in an era of ineluctable but unequal globalisation, global education is a necessary pillar of good education. Put simply, in 2004, good education is also, necessarily, global education. An analysis of the educational context in Finland, outlined in brief in the overview of global education in Chapter 3 below, and in more detail from the perspective of the potential for increased and improved global education in Chapter 4 of this report, shows that there is indeed enormous potential. Recent curricular changes augur well for increased and improved global education.

Global Education, and its antecedents - development education, human rights education, environmental education, etc. - have many roots, but for some decades have begun with the initiatives of development agencies, Civil Society organisations, etc. While these non-governmental actors have, and should always have, a central part to play in the development and growth of critical global education, nevertheless, increasingly, both among NGOs and among governments in Europe, responsibility for the support, co-ordination and funding of global education is seen to be the preserve of governments. There is

increasingly a move away from seeing global education as a minor irritant, towards recognising that global education is a right of citizens – all citizens. This “rights-based approach” means that not only the critical and abrasive commitment of non-governmental actors but also the responsibilities and policies of governments are required if all citizens are to have access to global education, by right. This is why the report below, in Chapter 3, focuses significantly on the role of government actors in the field of global education.

Funding and support for global education must, of necessity, begin with Ministries for Foreign Affairs as part of the task of garnering critical public support and ensuring public transparency in a country’s development co-operation endeavours. The Finnish Ministry for Foreign Affairs is to be commended for the foresight and commitment with which it undertakes this task. But if it must start with the Ministry for Foreign Affairs, it cannot end there, but must also be fundamentally inter-ministerial. The tasks of educating all citizens, linking concerns of local and global sustainable development, and even ensuring corporate global responsibility, are tasks of Ministries of Education, Environment, or Trade and Industry. If there is to be access to quality global education for all Finnish people, then there must be ever increasing inter-ministerial co-operation in the field. The Peer Review process has seen clear evidence of such existing co-operation, and urges further movement in this direction.

Indeed, the deepening process of co-operation between the Ministry for Foreign Affairs, the Ministry of Education and the National Board of Education, both in the form of the Global Challenge programme - which is featured as one of the Case Studies in the National Report - and in facilitating the Peer Review process, is both exemplary from an international perspective and to be welcomed. Such inter-ministerial co-operation might form the basis for a deeper and more extensive collaboration.

If there is to be 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. This report, in Chapter 4, examines in detail the prospects for increasing and improving global education in the formal education sector at all levels. It becomes clear from an analysis of recent curricular and system developments that this is a crucial moment in the growth of global education in the formal education system, as the new curriculum has greater potential for global education than ever before. However, if the window of opportunity is wide, it will not remain open indefinitely. Greater co-ordination is required on a number of levels if this potential is to be achieved, and the Global Challenge Programme provides a good basis from which to start to develop and strengthen such co-ordination.

Global Education in the non-formal sectors in Finland is in many ways ahead of other European countries in terms of co-ordination and shared learning between development NGOs. While there are many examples of excellent and innovative practices among individual NGOs – and the report below in Chapter 5 outlines but a few – there has also been an exemplary co-ordination of efforts through the KEPA led global education programme, which is dealt with in detail through a

case study in this chapter. Unfortunately, this excellent work is not always accompanied by necessary budgetary or structural commitment of development agencies. Here, while there is a need for increased government funding and support, government funding alone is not enough. So while the recommendations of this report clearly call for increased government funding, it is also clear that there is a need for a similar increase in commitment by NGOs to funding global development education in Finland. Furthermore, the work of other civil society sectors – such as youth, trade union, etc, in the field remains under-co-ordinated, under-developed and under-funded. Both government and NGOs should support the development of co-ordinated civil society sector initiatives in the field.

This executive summary merely provides a taste of the observations and recommendations that are made throughout the report on the state of global education in Finland, and prospects for its increase and improvement. The principle observations and key recommendations of the Peer Review process - including recommendations regarding the development of a national strategy, regarding funding – levels, processes and structures, and regarding inter ministerial co-operation and NGO co-ordination are contained in Chapter 6 of the Report.

The publication of this report marks one step in the Peer Review process. Its launch will form another step in the continuing dialogue and journey. The Peer Review team trust that this dialogue, and the adaptation of, and addition to, the recommendations by key stakeholders in Finland will lead to further increased and improved global education in Finland, aiming for the day when all people in Finland will have access to quality global education.

It is also apparent that the experience of global education in Finland as highlighted in this report will provide useful examples, models, and strategy learning for those involved in global education in other countries – thereby contributing significantly to access to quality global education for all people in Europe.

Chapter 1

Introduction

Chapter 1 – Introduction

1.1 The National Report on Global Education In Finland: An Introduction

This National Report on Global Education in Finland is part of the European Global Education Peer Review process initiated by the North-South Centre of the Council of Europe. This is the second such national report to be produced; national reports on Cyprus and the Netherlands are also being published in 2004.

The Finnish National report has been produced with the involvement of the Finnish Ministry for Foreign Affairs, the Ministry of Education of Finland, and the Finnish National Board of Education. The Peer Review team comprised reviewers representing Germany and the Netherlands.

The report provides an overview of the current state of global education (GE) in Finland² and provides perspectives on future prospects for increased and improved global education. It outlines key observations and recommendations for the future of global education in Finland.

This first chapter provides the reader – policymaker, practitioner, or researcher – with an introduction to the National Report, along with background information about the European Peer Review Process generally, and about the methodology of the process with Finland. Chapter 2, having first identified a number of European trends in GE, situates GE in Finland in the contexts of Finnish development co-operation policy and public awareness, and of Finland’s education system. The third chapter provides a brief overview of the state of GE in Finland, identifies the main institutional actors in the field, and highlights some key initiatives. Chapters 4 and 5 explore the situation of GE in the formal education sector, and in non-formal and other sectors, respectively. Each of these chapters also focuses in greater depth on a particular case study highlighting important co-ordinating practice in each sector. The concluding chapter details the main observations and recommendations of the Peer Review.

1.2 The European Global Education Peer Review Process

The *Maastricht Global Education Declaration* was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15th – 17th November 2002. It outlines a number of ways in which GE can be improved and increased throughout Europe. The Declaration, among other policy recommendations, calls on the North-South Centre of the Council of Europe to “test the feasibility of developing a peer monitoring/peer support

² The North-South Centre of the Council of Europe uses the following definition for Global Education as an umbrella term, developed by the Global Education Week national coordinators: *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, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.”³

As part of its follow-up to the Maastricht Congress, the North-South Centre of the Council of Europe initiated a study in early 2003 to test the feasibility of developing a European global education peer review process. The study began with a reflection on international country review processes in related or comparable fields⁴. Key questions and issues were then tested, tried and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. In 2003, Global Education Peer Review processes were also initiated with Finland and the Netherlands.

The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide GE Peer Review process could be an effective mechanism for the further improvement and increase of GE in Europe. Further reviews are being planned in co-operation with member states of the Council of Europe for 2005-2006.

1.3 Aims of the Process

The overall aim of the Peer Review process is to improve and increase global education in member states of the Council of Europe, as agreed in the Maastricht Declaration. The immediate purpose of each national Peer Review process is to provide international peer support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of global education in the country, highlights good practice for national and international learning, and reflects critically in a comparative frame on the issues and challenges faced by national actors as they work to increase and improve global education policy, support and provision.

It is intended that national reports, and the peer review processes leading to them, will act as a tool for national actors to enhance quality and impact nationally, and as a mechanism for international learning, comparative analysis, benchmarking, policymaking and improvement⁵.

³ The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see appendix 2, for the report on the Congress see O’Loughlin, E. and Wegimont, L. *Global Education in Europe to 2015: Strategy, Policies and Perspectives*. Lisbon: North-South Centre, 2003. Available at www.globaleducationeurope.net.

⁴ These included Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also included peer review processes facilitated by other international organisations, including the OECD DAC Peer Review of Development assistance. Finally, it considered independent consultant and NGDO reviews such as The Reality of Aid.

⁵ The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than development or global education).

1.4 Methodology

The methodology used in the GE Peer Review of Finland involved both desk research and two visits each involving a series of consultations with national stakeholders. The GE Peer Review secretariat made an initial visit to Finland, at the invitation of the Ministry for Foreign Affairs (MFA), in November 2003 to present a paper on key issues in global education in Finland, within a European perspective, and to act as resource people at a meeting of key stakeholders involved in global education in Finland⁶. The secretariat also held meetings with a range of key organisations in the GE field during that visit to Finland. The main aim of this initial visit by the GE Peer Review secretariat was to gather information and documentation and develop contacts, in advance of the main international Peer Review visit in April 2004.

The international Peer Review team consisted of peer Global Education experts from the Netherlands and Germany, along with the Peer Review secretariat.⁷

The Peer Review visit in April 2004 involved meetings with key stakeholders to gather further information and engage in dialogue regarding initial observation and recommendations⁸. This visit concluded with the presentation of draft observations and recommendations to core partners. A draft report and sections thereof were circulated to core partners and key stakeholders, respectively, for comment, prior to publication. Comments from key stakeholders were taken into account in concluding this report.

It is intended that the launch of this National Report on Global Education in Finland – which is conceived as a part of the global education peer review process - will stimulate further debate, will lead to critical reflection on, and adaptation of the recommendations contained herein (along with others that national stakeholders might develop in response to this report), and will lead to enhanced policymaking and other follow-up actions.

⁶ The Global Challenge vision day; November 4, 2003.

⁷ The Peer Review team was composed of Claudia Bergmueller, GE Evaluator, University of Nuremberg, Germany (and representing BMZ, the German Federal Ministry for Economic Cooperation and Development); and Henny Helmich, Director, the National Committee for International Cooperation and Sustainable Development (NCDO), the Netherlands; Eddie O'Loughlin, GE Consultant and project coordinator, and Liam Wegimont, Head of Global Education, North-South Centre of the Council of Europe.

⁸ For a list of organisations interviewed see Appendix 1.

Chapter 2

The Context of Global Education in Finland

Chapter 2 – The Context of Global Education in Finland

2.1 Introduction

This chapter provides information about the context of global education (GE) in Finland. It begins by situating the study internationally, with a brief overview analysis of key trends in GE in Europe. It then moves to focus on the national context, providing information on the development co-operation and development awareness contexts – including providing some detail on levels of public financial support for global education and development information. GE and awareness raising – both in terms of ministerial responsibility, provision and conceptualisation - reside somewhere between development co-operation and global awareness and responsibility on the one hand and education on the other. Therefore this chapter also provides an overview of the educational context of global education in Finland.

2.2 Global Education – European trends

Looking in particular at countries where GE is relatively well developed and funded in Europe, one can identify a number of trends occurring that should be of interest to GE policy makers in Finland. These include:

- **National structures of support and funding for development education**

Since the emergence of the National Committee for International Co-operation and Sustainable Development (NCDO) in the Netherlands over 30 years ago⁹ the number of countries with national structures of support and funding for development education has grown slowly, but steadily. Other examples now include the Development Education and Communication Unit, Austrian Development Agency (Austria), The Swiss Foundation Education and Development (Switzerland), INWEnt in Germany, and the Development Education Unit of Development Co-operation Ireland.¹⁰ While the format of these structures varies greatly from country to country, (from a unit within the Ministry, to intermediary structure, to delegate responsibility being taken up by NGDO umbrella bodies), they share in common a national mandate in regard to policy-making, funding allocation and disbursement, co-ordination and international representation¹¹.

⁹ Originally the NCO. See www.ncdo.nl.

¹⁰ Since June 2001, national agencies for the support, co-ordination and funding of development or global education in some member states of the Council of Europe have been sharing national strategies for increasing and improving global education, through a networking initiative - GENE (Global Education Network Europe). The GENE network, facilitated by the North-South Centre of the Council of Europe, includes the Austrian Development Agency and KommEnt (Austria); InWEnt (Germany); Development Cooperation Ireland (Ireland); the Norwegian Ministry for Foreign Affairs and Rorg (Norway); the Swiss Foundation Education and Development (Switzerland); the National Committee for Sustainable Development Education (NCDO, Netherlands); Development Education Association (DEA, UK); and the Portuguese Institute for Development Assistance and CIDAC (Portugal). Finland has been a member of the network since September 2003, represented by the Ministry for Foreign Affairs and the National Board of Education.

¹¹ For a comparative analysis of these structures see Hock, S and Wegimont, L.(eds.) *National Structures for the Support and Funding of Global Education, A Comparative Analysis*. Lisbon: NSC 2003.

- **Greater moves towards curricular integration in formal Global Education**

As global educators throughout Europe work to ensure improved provision, greater moves towards curricular integration in formal global education are taking place. Ministries of Education, curriculum centres, NGOs and local education structures are working in greater partnership and dialogue towards building strategies for integrating development, justice and global perspectives into the school curriculum. Examples include the work of InWent, BMZ and Länder education ministries in Germany, the Civics Social and Political Education programme (Ireland), the NCDOs work on “Masterclasses” with education policymakers (Netherlands), the work of SIDA and the Ministry of Education in Sweden; the Global Dimensions of Citizenship work (DEA and OXFAM in the United Kingdom); the work of the Ministries of Education of Cyprus, Malta and Romania, to name but a few. These initiatives and their advocates share a common strategy to ensure that global education is not an “add-on” or a luxury but is a necessary, integrated part of the school system. This strategy assumes that global education should be a public good, not a privilege but a right; that being educated means being globally educated.

- **National co-ordination of civil society approaches to development education**

There is also a trend towards national co-ordination of civil society approaches to development education and an increasing differentiation of approaches. Development NGOs (NGDOs) are increasingly co-ordinating efforts, engaging in partnerships, between individual NGDOs and individual Civil Society Organisations (CSOs). Increasingly, there is also greater coordination between coalitions of NGDOs, on the one hand, and civil society sector umbrella bodies such as national youth councils or national trade union congresses, on the other. Global education, while requiring their catalysing function, is no longer regarded as the sole preserve of development NGOs. National co-ordinating structures for the global education initiatives of various civil society sectors (e.g. trade unions, women’s movements, youth sectors) are emerging in many countries, often initially inspired or supported by development NGOs, but ultimately, with civil society sector ownership. This is a challenging trend in that it enables North-South linking of civil society actors without the mediating influence of development NGOs, or the “development paradigm”.¹²

- **Rising focus on quality, impact, effectiveness and evaluation**

The rising focus on quality, impact, effectiveness and evaluation in national co-ordinating bodies, support structures, and international organisations has sparked the development of appropriate models of evaluation, for researching effectiveness, with emerging results. While there is still resistance to evaluation

¹² Michael Edwards (1999) suggests that this is one of the most hopeful signs in development cooperation today. See for example *Future Positive: Development Co-operation in the 21st Century*. London: Earthscan 1999.

by some actors in the global education community, acceptance of the need to develop appropriate evaluation mechanisms is growing¹³.

- **Calls for increased funding for Global Education**

Calls for increased funding for global education are being heard in more and more donor countries. These calls include demands for particular percentages of ODA to be devoted to global education. This is hardly surprising given current inadequate levels of funding.

The percentages advocated for adequate funding vary slightly from country to country. In Norway, the umbrella body RORG has called for 3 per cent of ODA to be devoted to development education and awareness raising. Venro, the German NGDO umbrella body calls for 2 per cent. Irish development NGOs and political parties have called for 5 per cent of bilateral aid, which is roughly equivalent to 3 per cent of overall ODA.

These calls are generally in line with the UNDP's proposal to allocate 3 per cent of ODA to development education.¹⁴ They are also in accordance with the conclusions of the World Summit on sustainable Development, which called on countries to commit increased, adequate resources to sustainable development education and awareness-raising.¹⁵ Some commentators would prefer per capita spending, while others suggest that ODA spending should be matched with specifically allocated Ministry of Education spending¹⁶.

- **Increasing international co-operation for Global Education and information**

Increasing international co-operation for global education and information is a further positive evolution. In November 2001, the EU Council of Ministers signed a development education resolution, which called for increased sharing of experiences, strategies, and networking, as ways to improve education for global citizenship in Europe. Furthermore, the Parliamentary Assembly of the Council of Europe passed a resolution in January 2003 calling on member states to:

*“promote global education to strengthen public awareness of sustainable development, bearing in mind that 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”*¹⁷.

Heads of Information from the Foreign Ministries and the development agencies of the DAC member states meet annually on an informal basis to exchange ideas and experiences and receive briefings from the DAC secretariat on topical

¹³ For more on the trends in relation to evaluation see O'Loughlin, E and Wegimont L (eds) *Learning for a Global Society: Evaluation and Quality in Global Education*. DEA/INWEnt/NSC: Lisbon 2004.

¹⁴ See UNDP, Human Development Report 1993, p. 8.

¹⁵ See WSSD, Final Declaration, para.75

¹⁶ For a more detailed analysis of these calls, see Hock, S. and Wegimont, L. op.cit. p. 45

¹⁷ Parliamentary Assembly Resolution 1318 (January 30th 2003) (par 20, xii)

issues. A recent meeting of the DAC Heads of Information (Stockholm, June 2004) significantly progressed this co-operation, particularly in the field of public opinion polling.

The North-South Centre of the Council of Europe is also increasingly active in facilitating the networking of global educators internationally and at a variety of levels, such as practitioner and policymaker.¹⁸ Twelve Council of Europe Member states participated in Global Education Week when the network began in 1999; this has increased to 38 national coordinators and international organisations in 2003. Other regional and sub-regional initiatives include those of the Nordic Council, which has brought together Nordic Ministers of Education and of Development to focus on education and development in the developing and industrialised countries.

- **Acceptance of the need for systematic relevant public opinion polling**

National opinion polls from across Europe have generally found that public support for helping developing countries has remained consistently high. There is no aid fatigue. Polls also show that peoples' understanding of poverty and development issues remains very shallow. The most recent OECD survey of surveys, outlining these trends, also recognised that awareness and understanding of development issues are increased significantly as a result of GE.

“Awareness does increase significantly as a result of global education, awareness-raising campaigns, public debate and media focus.”¹⁹

There is clearly a need for better and more GE. But there is also a need for more systematic relevant public opinion polling so that GE initiatives can be based on detailed knowledge of the actual levels of awareness of the public.

These are among the most important trends in global education in Europe; it is with these trends in mind that the chapter now moves on to examine in detail the national context of global education in Finland, both in terms of development co-operation and awareness on the one hand, and in terms of the educational context on the other.

¹⁸ Initiatives include Global Education Week (for national co-ordinating practitioners), GENE (Global Education Network Europe) for national structures of support, and the development of an agreed European Strategy Framework for Improved and Increased Global Education to the Year 2015 arising out of the November 2002 Europe-wide Global Education Congress held in Maastricht (see www.globaleducationeurope.net).

¹⁹ McDonnell, I., Solignac Lecomte, H-B. & Wegimont, L. *Public Opinion and the Fight against Global Poverty*. Paris: OECD, 2003. P. 10.

2.3 The Development Awareness Context

2.3.1 Development Cooperation

Finland has a long and strong tradition of international engagement. Global awareness in Finland has roots in the Christian charity tradition and missionary movement as well as in the “solidarity generation” of the 1960/70s. In this period Finnish development co-operation was initiated. These were also the years during which development education and in particular, political advocacy were actively pursued.

The 1990s saw much change for Finland. The country was adjusting to changing geopolitical realities, along with dramatic changes in its neighbouring countries with the collapse of the Soviet Union and the re-creation of its three Baltic neighbour states. Finland was affected by globalisation: new economic opportunities arose, but these were accompanied by sharp changes in export markets causing a steep economic recession. Public expenditures in the social sectors were cut, and Finnish Overseas Development Assistance (ODA) was no exception. ODA dropped dramatically from a high of 0.80 per cent of Gross National Income (GNI) in 1991, through 0.64 per cent in 1992, to 0.45 per cent in 1993, slipping further to 0.31 per cent in 1994. For the rest of the 1990’s, Finnish ODA fluctuated between 0.31 and 0.33 per cent of GNI. Finland joined the Council of Europe in 1989 and the European Union in 1995, adding to an earlier strong multilateral engagement within the UN. Its adoption of the Euro as a common monetary instrument meant that Finland was required to bring its fiscal policies in line with the other countries in the Euro zone.

Meanwhile, Finland has had to deal with other issues and challenges. In recent years Finland has become a more multicultural society, with the arrival of new ethnic communities, through immigration (though this is more visible in the urban areas). Unemployment in Finland remains high and is considered to be structural in nature.

Today, there is an increasing tendency for many Finnish people to look at the world as global citizens, understanding that their security in economic, social and ecological terms is affected by changes elsewhere in the world. In some respects the Helsinki Process is a strong example of the existence of, and the political recognition of, this global public viewpoint²⁰.

Eradication of poverty in developing regions is also being understood as creating markets for the products of the Finnish economy. Reducing inequality in the world is understood as reducing security threats. Public support for Finland’s international engagement has broadened to a level of more than 70 percent²¹. Finnish political leaders, including the President of the Republic have been important in helping link concern for domestic social issues to Finnish development co-operation initiatives and to Finnish global engagement.

²⁰ The Helsinki Process is outlined later in this chapter; see Box 2.

²¹ See Mielipidemittaus 2003, available at: <http://www.global.finland.fi/mielipidemittaus2003.pdf>.

As mentioned above, for almost a decade, Finnish ODA was stuck somewhere between 0.31 and 0.33 per cent of GNI, well behind other Nordic countries. In the late 1990s, even though the ODA budget was growing in volume terms, rapid growth in the economy each year meant that there was little progress made in terms of an increase in the percentage of GNI to ODA.

In 2002 the Holkeri Committee was formed to re-examine the level and quality of Finland's development aid and to propose how Finland could return to the ODA/GNI level of 0.7 per cent and above. The Committee consisted of a broad selection of representatives from expert, political, civil society and media circles. One of the main purposes of the Committee was to awaken public discussion about development co-operation during the parliamentary elections of 2003 and for that purpose it also staged a number of hearings with a wide range of experts in Finland.

The Holkeri Committee recommended that Finnish development co-operation be more targeted on poverty reduction within the general framework of the Millennium Development Goals set out in the UN Millennium Declaration. It further proposed that Finland's ODA should be raised to 0.7 per cent of GNI by the year 2010, setting a time-path of annual increases: 0.41 per cent in 2004; 0.46 per cent in 2005; 0.51 per cent in 2006; 0.55 per cent in 2007. At the same time, it called for a much stronger communication and interaction with the public to increase public and political support to strengthen the chance that this objective would be reached. The Committee intended for their recommendations to be adopted in the programme of the government formed after the 2003 elections. The incoming government, while accepting much of the policy recommendations of the Committee's report, differed with the report regarding the timescale of the necessary incremental steps. While committing to a staged series of significant increases between 2004 and 2007, further major increases to 0.7 per cent have been left to the mandate of the next government.

2.3.2 Public Opinion

Support for increasing ODA remains strong among Finnish development NGOs and the general public. Against a background of economic recovery in the late 1990s, public support for Finland's official aid programme and helping developing countries generally, seems to have held firm and indeed increased, according to a number of national public opinion surveys carried out over recent years, the latest in 2003²².

Several national public opinion surveys dealing with development co-operation issues were commissioned by the MFA since 1997. The survey results indicate that Finns are increasingly supportive of development co-operation and generally satisfied with the implementation of Finland's ODA programme. According to the latest survey, 72 per cent of Finns are of the opinion that Finnish development co-operation is effective and successful. One of the most significant changes in most recent surveys was an increase in the number of respondents who favoured increasing ODA, from 30 per cent in 1999 to 74 per

²² Ibid.

cent in 2002. The results in this regard in 2003 were basically the same as in 2002. More than half of the respondents think that ODA should be increased at least to the UN goal of 0.7% of GNI.

In addition, 68 per cent of Finns think that the 0.7% goal set by the UN is very important. There would therefore appear to be strong public support for the Finnish government's stated policy of increasing the ODA budget over the coming years.

According to the 2003 survey, people in Finland consider Africa as the first priority region for development co-operation. The most important reasons mentioned for this are low standards of living, poverty, need of help in general, poor conditions and misery. The importance of adjacent areas (Russia) and Baltic countries as partners of development co-operation has decreased. Finns think that the most important sectors of international development co-operation are health care and population issues and education. The areas of least importance are considered to be, as in the previous survey, business and banks, energy and transportation, communications and forestry. It was felt that international development co-operation should in the first instance help developing countries to become self-sufficient and prevent the spread of communicable diseases.

The most important sources of information are the mass media, in particular television and newspapers. Concerning the importance of different forms of media as channels of message and content reception, no big changes have happened during the years 2000-2003.

The information given by authorities, media and NGOs is considered in general terms to be reliable. In contrast to the situation in many other donor countries, where NGOs are a more trusted source of information than governments, in Finland, information given by the government is seen as more reliable.

Finnish public knowledge of the volume of Finnish development co-operation is also very accurate when compared to the accuracy of public knowledge in other donor countries – where, typically, the actual volume is greatly overestimated. Almost two fifths of the Finnish public have accurate knowledge of the level of Finnish development co-operation. The share of those who cannot give any estimation of the level of Finnish development co-operation is also small. The majority (approximately 75%) of those surveyed most recently were in favour of increased development co-operation²³.

The Finnish public is relatively satisfied with Finland's development co-operation programme. Finland is considered to be active and development co-operation is estimated to be successful and effective. The majority of those surveyed believe that Finland reacts quickly and they are satisfied with the amount of aid and the choice of aid targets. At the moment Finns seem to prefer multilateral cooperation instead of bilateral. There are no great changes concerning the opinion on Tobin's tax during the years 2001-2003: 35% were in

²³ Ibid.

favour of 1% tax for international capital movements, 35% thought that 0,1% would be a more suitable level and 25% were against the Tobin' tax.

2.3.3 Global Education and Public Awareness Raising

Global education has been part of the school curriculum in Finland since the early 1970s. Individual schools, however, have flexibility in deciding how to include global education themes. The government and NGOs play a key role in encouraging and helping schools and teachers in their efforts, through the production of development education materials for teachers, students and school children.

The government, through the information unit of the Ministry for Foreign Affairs, actively promotes public awareness of its development co-operation programme in particular, but also of development issues generally²⁴. While the MFA aims to raise awareness of Finland's Development Cooperation programme with the general public, it concentrates on targeting specific groups such as political and economic decision makers, development NGOs, the media, and any enterprises or organisations that are involved in development co-operation. As with development education and information awareness initiatives in most other DAC countries, teachers, students and school children at various levels are considered a priority.

The Ministry for Foreign Affairs engages in the provision of information, through publications, periodicals, media relations, audiovisual materials, and through an excellent website (www.global.finland.fi). It supports work in the formal education sector through the Global Challenge programme, in partnership with the National Board of Education²⁵. It also runs biennial public information and awareness campaigns (See Box 1).

²⁴ However, due to organisational changes, this unit has been absorbed into the general information unit of the Ministry for Foreign Affairs.

²⁵ See the case study in Chapter 4 below.

Box 1 – People and Development

The Spring 2002 development awareness raising campaign (the sixth biennial ‘People and Development’ campaign) focused on Africa, with the specific aim of giving a positive and balanced message about Africa. This was a collaborative effort between the Ministry for Foreign Affairs, the *Global Challenge Project*, and a broad range of NGOs and institutes, consisting of exhibitions, workshops, seminars, films, literature and music, all relating to Africa. In addition Finnish television channels increased their focus on Africa by broadcasting relevant documentaries.

The campaign culminated in a four-day large-scale public event, *People and Development*, which took place in Helsinki. Visitors to the 2002 exhibition had the opportunity to learn about the everyday life of people in developing countries through exhibitions and cultural performances. It is estimated that over 27,000 people attended the main event, but given the multiplier effect of the media campaign, a much wider audience was reached - it is estimated over 110,000 people. The 2000 *People and Development* campaign focused on Latin America, while in 1998 the focus was on Asia. In 2004 the campaign will focus on Arab countries under the theme: *A thousand and one steps – the Arab World and Development 2004*.

The Ministry also provides support for the work of NGOs in the field of development education and awareness raising, through co-financing. However, funding in this regard has been decreasing in recent years, both in absolute terms, and as a percentage of ODA.

The information and development education budget for recent years is outlined in Table A below, and shows this decline.

Table A: Information/Development Education Budget

Year	ODA	MFA Info	NGO Co-Finance GE	Total Info and GE	GE + Info as %age of ODA
2002	479.2	1.25	2.08	3.33	0.69%
2003	506.8	1.35	1.89	3.24	0.64%
2004	545.6	1.45	1.50	2.95	0.54%

Source: Ministry for Foreign Affairs, Department for International Development Cooperation, Information Unit, Finland. All figures are in millions of Euro.

Finland is relatively well ranked in terms of spending on global education and development information²⁶. It is clear that Finnish expenditure on global education and information is not insignificant. Nevertheless, it is also clear that there is a large gap between current expenditure, and the target proposed by UNDP of 3% of ODA to global education, development information and awareness raising²⁷.

Furthermore, as ODA increases, unless these increases are accompanied by equal commitment to pro-rata increases in spending on global education, development information and awareness raising, a public knowledge gap, the danger of lessened transparency, and the possibility of the emergence of a “democratic deficit” may occur²⁸.

The Finnish Government takes a leadership role in relation to Finnish engagement in a globalising world. The Finnish President, as has been noted, also enjoys a high public profile in relation to Finland’s role vis-à-vis ethical globalisation. Finland has also taken a lead on the global stage regarding these issues, for example through the Helsinki Process (see Box 2).

Box 2 – The Helsinki Process

The Helsinki Process on Globalisation and Democracy is a result of the Helsinki Conference 2002. The Finnish Government, in co-operation with the Tanzanian Government, launched the process early in 2003. The aim of the Helsinki Process is to develop new solutions to the dilemmas of global governance. These new solutions are sought through an open and inclusive dialogue amongst the major stakeholders.

The purpose of the Helsinki Process is to increase democracy and equality in international relations. In doing so, the Helsinki Process wishes to foster the involvement of Southern perspectives and civil society in forming global policies. Additionally, the Helsinki Process aims to empower coalition building in order to promote the necessary changes in global governance. The Helsinki Process will seek political support from a variety of actors, including other governments, non-governmental organizations, and the private sector. One of the tasks of the Helsinki Process is to provide one channel for follow-up for the ILO Commission on the Social Dimensions of Globalisation, co-chaired by the Foreign Ministers of Finland and Tanzania.

The Helsinki Process has a structure which involves the Helsinki Group on Globalisation and Democracy. The deliberations of the Group are supported by three Tracks. The Tracks are New Approaches to Global Problem Solving, Global Economic Agenda and Human Security. The Helsinki Group is a high-level international body that aims to produce pluralistic and innovative proposals for solutions to the key problems of globalisation and its effective, democratic

²⁶ *Informations und Bildungsarbeit im Bereich der Entwicklungszusammenarbeit*, Bonn: WUS Germany 2003. p.2

²⁷ *Human Development Report* New York: UNDP 1993. p. 8

²⁸ This phrase, and the recognition of the need to match increases in ODA with increases in spending on global education and development information, particularly in an environment of increasing ODA, is that of Charles Gorens, Minister for Development Co-operation, Luxembourg. See also Gorens, C. “Global Education by Governments” in O’Loughlin E. and Wegimont, L (eds) *Global Education in Europe to 2015: Strategy, Policies and Perspectives*. Lisbon: North-South Centre, 2003 pp 25-27.

governance. The Group members come from different backgrounds and constituencies, but they are committed to seek co-operative solutions to global challenges. These challenges include both tangible economic and political issues and the need to reform international institutions to be better able to address these problems.

(Sources: The Helsinki Process on Globalisation and Democracy (Brochure); “What is the Helsinki Process” by Erkki Tuomioja, <http://global.finland.fi>)

2.4 The Educational Context of Global Education in Finland

Finland has a strong international reputation with regard to the quality of its education system. The OECD PISA 2000 study has highlighted this, with Finland being very highly ranked generally, and, in relation to reading literacy performance, being ranked not only the highest, but significantly higher than other countries involved. More specifically, Finland has every reason to be proud of the success it has achieved in challenging the correlation between literacy and socio/economic background, with Finland having the second lowest number of poor performing students. Finland is achieving both high quality and high equality in its education system.

Some of the key reasons for Finland’s successful results in this regard would appear to be: the investment in education over the past decades: the emphasis on equality of opportunity for students: the student centred-approach of the system: optional subjects and a flexible school curriculum; as well as the high esteem that Finnish society has for education²⁹.

However, as the researchers responsible for the Finnish PISA study explain,

“There is, in fact, no one single explanation for the result. Rather, the successful performance of Finnish students seems to be attributable to a web of interrelated factors having to do with comprehensive pedagogy, students own interests and leisure activities, the structure of the education system, teacher education, school practices, and, in the end, Finnish culture”.³⁰

The factors which may have led to excellence in the Finnish education system – including a commitment to equality and equity, pedagogical and curricular flexibility, highly qualified teachers, supportive societal values – are all congruent with, and provide both challenges to, and opportunities for, the integration of global education into the formal school system at all levels.

This can be seen clearly in the framework objectives for different levels of education, as indicated in Box 3.

²⁹ Inge Arfmann et al *The Finnish Success in PISA – And Some Reasons Behind It*. Jyvaskyla: Institute for Educational Research, 2002.

³⁰ Ibid, p. 4.

Box 3 – Basic and Upper Secondary Education

The objective of basic education is “to support pupils' growth towards humanity and ethically responsible membership of society, and to provide them with the knowledge and skills necessary in life. Teaching shall promote equality in society and the pupils' abilities to participate in education and to otherwise develop themselves during their lives. (Basic Education Act 628/1998).

The objective of general upper secondary education is to promote the development of students into good, balanced and civilised individuals and members of society and to provide students with the knowledge and skills necessary in further studies, working life, personal interests and the versatile development of their personality. Moreover, the education shall support the students' opportunities for lifelong learning and self-development during their lives. (Upper Secondary Schools Act 629/1998)

The objective of initial vocational education is to provide students with the knowledge and skills necessary for acquiring vocational expertise and with capabilities for self-employment. The further objectives of the education are to promote the students' development into good and balanced individuals and members of society, to provide students with the knowledge and skills necessary in further studies, personal interests and the versatile development of personality, and to promote lifelong learning. (Vocational Education Act 630/1998)

Source: National Board of Education³¹

Further specific details regarding the educational context of global education in the formal education system at different levels, particularly in relation to the potential of the new curriculum, are dealt with in Chapter 4.

³¹ Information from the National Board of Education, <http://www.oph.fi/english/>

Chapter 3

Global Education in Finland

An Overview

Chapter 3 – Global Education in Finland – An Overview

3.1 Introduction

Having examined in Chapter 2 a variety of contexts – European and national contexts; development and education contexts – for situating and understanding the state of global education in Finland, this chapter now provides an overview of global education (GE) in Finland. Chapter 3 describes in broad terms the work of GE in Finland: where it occurs, who does it, and some examples of what is done. It is a prelude to chapters 4 and 5, that give more detail on the work of global education in particular sectors.

3.2 Global Education in Finland – Key Sectors

Global education in Finland has been growing in a variety of sectors. There are two key sources of this growth. On the one hand, from the side of government, the Ministry for Foreign Affairs has taken a lead in pursuing the agenda of global education and development awareness – under the guise of an enlightened approach to its mandate in relation to public information and awareness of Finland’s development co-operation initiatives in particular, and more generally in its task of ensuring public ownership of a foreign policy committed to ethical engagement with the world. On the other hand, from within civil society, development NGOs have also taken a committed, advocacy stance in relation to global education and public information – again with a balance between the specific concern of ensuring public knowledge of the work of the NGOs and the principles on which this work is based, and the more general and long-term concern for ensuring that the Finnish public is knowledgeable about and engaged with issues of global interdependence and solidarity.

In Finland, as in other countries in Europe, the pioneers or advocating agencies – governmental³² and non-governmental – who push out the boat, so to speak, on GE, also recognise that the seas are not their own. Global education and development information may be initiated, funded, supported and sustained by Ministries of Foreign Affairs and by Development NGOs, but in order to work, these agendas must be owned, adapted, and integrated into the education system – formal and non-formal - and into sectors of civil society. It is also increasingly recognised that in order for this agenda to work, it needs to also be owned by democratic institutions at a sub-national level, by local and regional powers. There is also some recognition emerging that certain sections of the private sector might become a partner in pursuit of global education for all.

In Finland the Peer Review notes the emergence, consolidation and growth of global education in a variety of sectors; at the initiative of the Ministry for Foreign Affairs and/or development NGOs, but with increasing ownership and indeed potential leadership by the other partners in this endeavour.

In the formal education sector, from pre-school, through basic and upper secondary education, to university and adult education, global education in

³² Institutional actors will be dealt with in more detail in the following section of this chapter.

Finland seems to be growing. Changes in the curriculum – with a greater emphasis on multicultural understanding, global citizenship and knowledge of sustainability – seem to provide significant potential for the integration of global education into the formal system. The fulfilment of this potential is arguably the single most important factor in moving the provision of global education in Finland towards the goal of access to quality global education for all Finns. Nevertheless, (and as in other countries in Europe), the achievement of this potential seems to be too heavily reliant on the personal commitment of individual teachers, teacher-trainers and policy-makers. This requires concerted and co-ordinated effort for strategies in relation to such areas as teacher-training, local and school-based curriculum development support, and support for textbook design.

Meanwhile, global education in the higher education system is growing, but is uncoordinated. While there are some initial steps towards greater co-ordination in areas related to global education – such as in the field of North-South university student exchange – the global education benefits to be reaped from such programmes has yet to be developed. In the adult education sector there are also some excellent initiatives³³.

If the formal education system is crucial to the growth of global education, so too are non-formal and informal education sectors. Here the work of development NGOs is not only pioneering, but is moving in the direction of greater co-ordination, networking and partnership – both between NGOs, and with other civil society sectors³⁴.

Nevertheless, it must be recognised that the vast majority of the CSO-involved public, those individuals who join and commit to voluntary action – are involved in organisations other than those devoted to development. Therefore, any effective NGDO strategy that seeks to involve the committed public must involve other sectors of civil society, and in partnership. In this regard there is much good work in global education in Finland, but also room for strengthening this work. Chapter 5 examines in greater detail some of this potential, not only among and between development NGOs, but also with civil society sectors and their representative umbrella bodies – such as the Finnish National Youth Council, Allianssi, in the case of the youth sector.

In many countries in Europe the role of local and regional authorities is being strengthened in a number of fields, including in education and also in international engagement. As polls suggest a growing disengagement with political affairs at national and European levels, some surveys suggest that this growing disengagement and feelings of disempowerment at a national and European level, might be accompanied by a growing sense of empowerment at both local and global level³⁵. The work of local and regional authorities in the

³³ A more detailed exposition of global education in the formal sector, along with some of the issues arising, is dealt with in chapter 4.

³⁴ Chapter 5 provides examples of good practice both at the level of single initiatives, and at the level of partnership practices, in GE in non-formal education and other sectors

³⁵ For an analysis of the public opinion polling research in this regard in Ireland, See McDonnell, I and Wegimont, L. “Youth Attitudes to global and local justice issues: a comparative analysis of two national representative samples”; DEFY research series, Dublin 2000.

field of global interdependence and solidarity, including global education work, takes on a new significance in this light. The work of municipalities in the field of global education in Finland, while relatively young, is impressive, and provides a firm basis on which to grow this dimension of Finnish efforts to increase and improve global education.

In relation to the private sector, while this work is very new – and emerges from within those particular elements of the private sector that show concern for ethical globalisation and a commitment to corporate social responsibility (as opposed to “greenwashing” or public relations-led concerns) – it is clear that Finland is among the leaders in the field in this regard in Europe. It is also clear that Finland is willing to take a lead in European coordination and sharing of strategies in this regard³⁶.

3.3 Global Education in Finland – Key Institutional Actors

This report, as outlined above, focuses on a number of key sectors that are crucial for the growth and development of global education and awareness-raising in Finland. The potential for more and better global education, while led, as mentioned above, by both the Ministry for Foreign Affairs on the one hand, and by development NGOs on the other, nevertheless, must be broadened to include other key actors. This section briefly outlines the work of some of the key institutional actors: the Finnish government, the various Ministries and other official bodies³⁷.

3.3.1 The Finnish Government

The latest government programme, in regard to education, science and cultural policy, outlines values that can be used as a basis for global education, as can be seen from the following:

“As a civilized society Finland builds on skills, knowledge and creativity. The underlying values include equality before the law, tolerance, an international outlook, responsibility for the environment and equality between women and men. Education promotes educational and cultural rights and skills for active citizenship.”

“Finland’s position as one of the world’s leading information societies will be strengthened. Alongside internationalization, local and regional aspects will be highlighted. Multiculturalism and the needs of different language groups will be taken into account.”

“The development of training content will take account of the increased importance of international cooperation and the growing

³⁶ Finland has taken the lead in this area within the GENE – Global Education Network Europe – initiative. See www.nscentre.org for examples of such sharing of strategies

³⁷ Chapter 5 deals in some details with a number of NGOs and broader civil society actors.

multiculturalism of Finnish society. Language teaching for adult immigrants will be intensified.”³⁸

A government-wide and government-level interest and commitment to GE has been shown over recent years through programmes directly linked with GE, including programmes against ethnical discrimination and racism and on sustainable development.

3.3.2 Ministry of Education

Within the Finnish Government, the areas of responsibility of the Ministry of Education are promoting educational, science, cultural, sport and youth policies as well as international cooperation in these fields. The task of the ministry is to create favourable conditions for education, know-how, lifelong learning, creativity and citizens' social participation and well-being. The ministry carries out its policy of education through strategic plans, legislation, distribution of budget funds and through result planning and information planning.

Some of the funding disbursed by the ministry is discretionary. Areas of work with the closest link to GE receiving subsidies are work for peace, cultural and publishing activities of ethnic minorities, and work against racism. Subsidy policy is meant to strengthen the positive attitude of the Finnish population towards immigrants, other minority groups and the indigenous Finnish population (Sami) and to promote the assimilation of immigrants, through the work of NGOs and municipalities. The aims of the funded projects are usually to promote tolerance by cooperation between immigrants and Finns and provide Finns with information on other cultures, religions and traditions. Youth programmes aimed at discouraging racist ideas and actions are considered extremely important. The Ministry has also given financial support on an annual basis to the Finnish Multicultural Sports Federation, FIMU (Suomen Monikulttuurinen Liikuntaliitto), which is an umbrella organisation for all sports clubs with multicultural activities.³⁹

The Ministry of Education has set-up a working group to promote sustainable development in education. This working group is in charge of the Baltic 21 E programme.⁴⁰ The aim of the programme is to integrate sustainable development as a permanent feature of the curricula in the states in the region. The programme covers pre-school and basic education, general and vocational upper secondary education, higher education and research, as well as “liberal adult education”. The working group has presented a plan in order to initiate the programme in Finland. The programme will be initiated with two pilot projects. In the first project, a plan for sustainable development is issued to individual schools. The aim is to include the dimensions of sustainable development to all school activities. In the second project, the aim is to participate in local cooperation in order to protect the environment and to include it as a part of normal education work in many different subjects.

³⁸ Source: <http://www.valtioneuvosto.fi>

³⁹ For further details on the MoE and GE see Myllymäki, Tiina (ed.), op.cit p. 31-32.

⁴⁰ B21E is a programme for education in sustainable development in the Baltic Sea region, approved by the ministers of education of the region.

3.3.3 Ministry for Foreign Affairs

The Department for International Development Cooperation of the Ministry for Foreign Affairs (MFA) and especially its Department for Communication and Culture is an important actor concerning GE in Finland. The work of the department includes a focus on GE and information about development. It provides financial grants support to information activities by NGOs, concerning development cooperation, development issues in general and circumstances and problems in developing countries. The work of the department includes the production of materials for teachers, and the organisation of teaching seminars, campaigns, and public events. It runs a video library with over 250 titles, the services of the video library are free for schools and maintains quite a comprehensive website (<http://global.finland.fi>). The department also produces its own media (two magazines), and provides financial support for TV-productions and travel scholarships for journalists. There are significant commitments to improving GE given in the Development Policy contained in Government Resolution 5.2.2004.

Following restructuring in the MFA, the former development information unit is now (since 1st January 2004) part of the support or service sector of the MFA, in the form of a 'Communications & Cultural Division' covering all communications aspects of MFA work.

There are some benefits but also possible drawbacks to such developments. A key benefit is that development cooperation activities are now institutionally treated as an integral part of foreign policy and less as a separate element. Drawbacks include a possible increased workload and a dilution of time and resources by staff. Questions may also arise over who is best placed to deal with the media – the MFA media unit or the information staff with their development background – in certain instances.

The information section's budget consists of €1.45m for government information activities and approximately €1.5m for grants to NGDOs for global education and information (2004). The NGO budget is expected to increase in the future. The joint administration of the information activities and the grant scheme for the NGDO's information and education gives a possibility to search for synergies between the two functions. The media sector know-how within the Department for Communication can be used for future DE work in Finland and in the field.

One weakness of the current funding system is that it only allows for funding on an annual basis⁴¹. This limits the possibility of more medium- to long-term planning. But there are indications that this issue will be addressed in the near future, as part of current planning for the 2005 funding round.

Another issue is the question of the level of human resources. The DAC Peer Review 2003 notes that this function in the MFA is understaffed and that the

⁴¹ In practice however some flexibility has been allowed, enabling support for more long term projects.

level of staffing “is inadequate to generate sufficient quantity or quality output”. This issue is dealt with in detail in the recommendations.

Along with the core Ministries of Education and Foreign Affairs, other ministries and agencies have a more tangential, but nonetheless important, related role in the provision and support of GE. These are dealt with briefly below.

3.3.4 Ministry of Labour

As outlined in the Kepa report (2004) on GE in Finland, the responsibility for immigration issues is shared between various authorities in Finland. The Ministry of Labour is responsible for immigration and refugee questions, for the reception of asylum seekers and the assimilation of immigrants into society. The general planning, development, guiding and following-up and coordinating tasks concerning other ministries are a task of the Ministry of Labour. An important part of the assimilation process is promoting tolerance in Finnish Society, which is, of course, directly related to the work of global education.

The Ministry of Labour coordinates a number of projects aimed at promoting non-discrimination.

3.3.5 Ministry of the Environment

Environmental Education and Education for Sustainable Development in Finland were first organised by the Ministry of the Environment and the Ministry of Education. However, recently the responsibility for Environmental Education has been decentralised. There are now thirteen regional Environmental Centres, with one of these – at Jyväskylä – having responsibility for Environmental Education, including the administration under the auspices of the Ministry.

In relation to information regarding climate change there is a division of labour between the Ministry of the Environment and the Ministry for Trade and Industry. The Ministry for Trade and Industry is responsible for the National Climate Change Strategy (including awareness raising strategies) while the Ministry of the Environment limits itself to informing key actors about the Kyoto Protocol negotiations.

Regarding climate change information the Ministry of the Environment develops information materials and outreach strategies for various target groups such as - key decision makers, pressure groups, social sectors and scientists. It rarely engages directly with the implementation of public awareness or education programs, however it occasionally publishes articles in the media and provides website information.

The Ministry of the Environment provides the core Secretariat for the National Commission on sustainable development, which is chaired by the Prime Minister. The Finnish experience of the National Commission has been in

operation for eleven years and has developed a set of indicators on sustainability as part of this process⁴².

3.3.6 Ministry of Trade and Industry

Administration of issues concerning consumption is the responsibility of the Ministry of Trade and Industry which has for example coordinated a programme on consumer policy. The goals of this programme of concern to GE included: promoting sustainable consuming, promoting trade, which is ethically acceptable and consumer information and consumer education.⁴³ As mentioned above, this ministry also has responsibility for awareness raising strategies concerning climate change.

3.3.7 Other Official Bodies

The Development Policy Committee

The Development Policy Committee (Kehityspoliittinen toimikunta) is an advisory body that guides the work concerning development policy in Finland, evaluates the quality and influence of development policy and surveys the level of ODA. The Committee is also to participate in the drafting of the new development programme of the government and it is mandated to prepare an annual statement about the implementation of the government's development policy. In addition to this, it promotes discussion concerning global development issues and strengthens the role of the private sector and civil society in development policy. The Committee contributes to the consistency of Finnish development policy and it ensures that development policy is in line with the MDGs.

The Development Policy Committee has a wide representation from different political and societal groups. Representatives from different political parties, interest groups, research community and the private sector have been selected in a way that takes equality between sexes into consideration⁴⁴.

The Committee has in the past focused on issues of global development education and information policy as an important part of Finland's development policy. Recently, the Development Policy Committee, commenting on the 2005 draft budget noted "the development policy programme stresses the importance of development education and information. The Development Policy Committee are of the view that development education and information should be mentioned explicitly in the budget proposal"⁴⁵.

It is also understood by the Peer Review that the Development Policy Committee will continue to reflect on and further advise on the importance of global education and development information in development policy.

⁴² See <http://www.ymparisto.fi> for further details (including in English) on these indicators, and on the process of their development.

⁴³ See Myllymäki, Tiina (ed.), op.cit .

⁴⁴ Source: http://global.finland.fi/kesu/suomi/kesu_mandaatti.html

⁴⁵ Development Policy Committee comment to the 2005 Budget proposal; 17th August 2004.

The National Board of Education

The National Board of Education supports the Ministry of Education in its responsibility for public education in Finland. The National Board of Education, which, as an expert body, is responsible for the development of educational objectives, content and methods in pre-school, basic, general and vocational upper secondary education and adult education and training. It supplies development, evaluation and information services regarding education to owners and managers of schools, teachers, policy makers. It also prepares and adopts the core curricula.

As well as supporting, in partnership with the Ministry for Foreign Affairs, The Global Challenge Project⁴⁶, the National Board of Education (NBE) disburses a fund of 2 million euros for international education. The NBE disburses this state grant for general education, along with a similar grant for vocational schools, based on criteria set by the MoE. The grant is disbursed to municipalities and other education providers. It supports projects such as linking, north-south partnerships, school development projects, and networking projects. The vast majority of the projects are intra-European; however a small but significant number of projects involve partnerships with African and Asian partners. NBE supports the development of such North/South projects through activities such as workshops and training.

The National Commission on Sustainable Development

The National Commission on Sustainable Development (Suomen kestävän kehityksen toimikunta) was established 1993. The task of the commission is to promote sustainable development in Finland and to work as an advisory body concerning issues related to the UN and especially its Commission for Sustainable Development. The Commission forms a political discussion forum and makes initiatives for further preparation by authorities. The national political leadership has committed itself to the work of the commission. The Commission has representatives from many different interest groups, which makes it possible that it can treat sustainable development from the ecological, social, economic and cultural points of view. There is a comprehensive network of different actors helping the Commission to raise new themes, issues and initiatives to discussion on a national level (for example ecological efficiency, contents of the socially sustainable development, promotion of local projects). The Commission publishes four times a year a magazine 'Rio Nyt' which deals with issues of present interest concerning sustainable development⁴⁷.

3.4 Global Education in Finland – Key Initiatives

Global Education in Finland is characterised by a significant, and even a surprising number of innovative, quality initiatives in a number of sectors. These initiatives – such as the Global Citizenship Maturity Test administered by the Finnish UN Association; the high profile Public Lecture series of FinnChurchAid; the portal web-site global.finland.fi supported by the Ministry

⁴⁶ See Chapter 4 below for a detailed case study.

⁴⁷ Source: <http://www.ymparisto.fi>

for Foreign Affairs (to name just a few) show a targeted focus, strong impact for small resource input, and a concern, from the start of the planning process, for quality. Chapters 4 and 5 deal with some of these specific initiatives in greater detail.

While the Peer Review and this national report are concerned with highlighting particular examples of good practice, there is also an underlying concern regarding the co-ordination of initiatives. For this reason, the Peer Review considers two crucial co-ordination or networking platform initiatives – the Global Challenge Programme partnership of the Ministry for Foreign Affairs and the National Board of Education; and the Global Education Network Initiative facilitated by KEPA – to be of particular importance⁴⁸. While these initiatives, focused on different levels, sectors and actors, display signs of impact, of support and of potential; nevertheless, in different ways, they are also under-resourced. Greater investment in co-ordination, capacity building and institutional development is required in the field of global education if the sector is to fulfil its potential.

⁴⁸ See Chapters 4 and 5 for key case studies of the Global Challenge Programme and the Global Education Network respectively.

Chapter 4
Global Education
in the Formal Education Sector

Chapter 4 – Global Education in the Formal Education Sector

4.1 Introduction

This chapter looks at the potential for global education (GE) in the formal education sector. In particular, it examines the values that underpin the new curriculum of compulsory schooling, and the specific objectives of those curricula. These curricula provide significant potential for the growth and improvement of global education at all levels. Along with pre-school, basic and secondary level education systems, this chapter also examines the potential for increased and improved global education at third level, (with particular attention to teacher training) and in the adult education sector. Finally, the chapter also provides a **key case study**: the Global Challenge Project.

4.2 The Education System in Finland

The Ministry of Education is responsible for public education in Finland. The National Board of Education supports the Ministry of Education in its work, in part through the development of educational objectives, contents and methods, as well preparation and adoption of the core curricula and evaluation of learning results.

Education is compulsory for everyone in Finland. This means that all children above the age of 7 must take nine years of basic education or acquire an equivalent education. It is possible to continue by going either to an upper secondary school or to a school-level vocational institute, and then on to a polytechnic (*Ammattikorkeakoulu*, or for short AMK), or university.

The chart on the next page outlines the stages and ages of the education system in Finland⁴⁹.

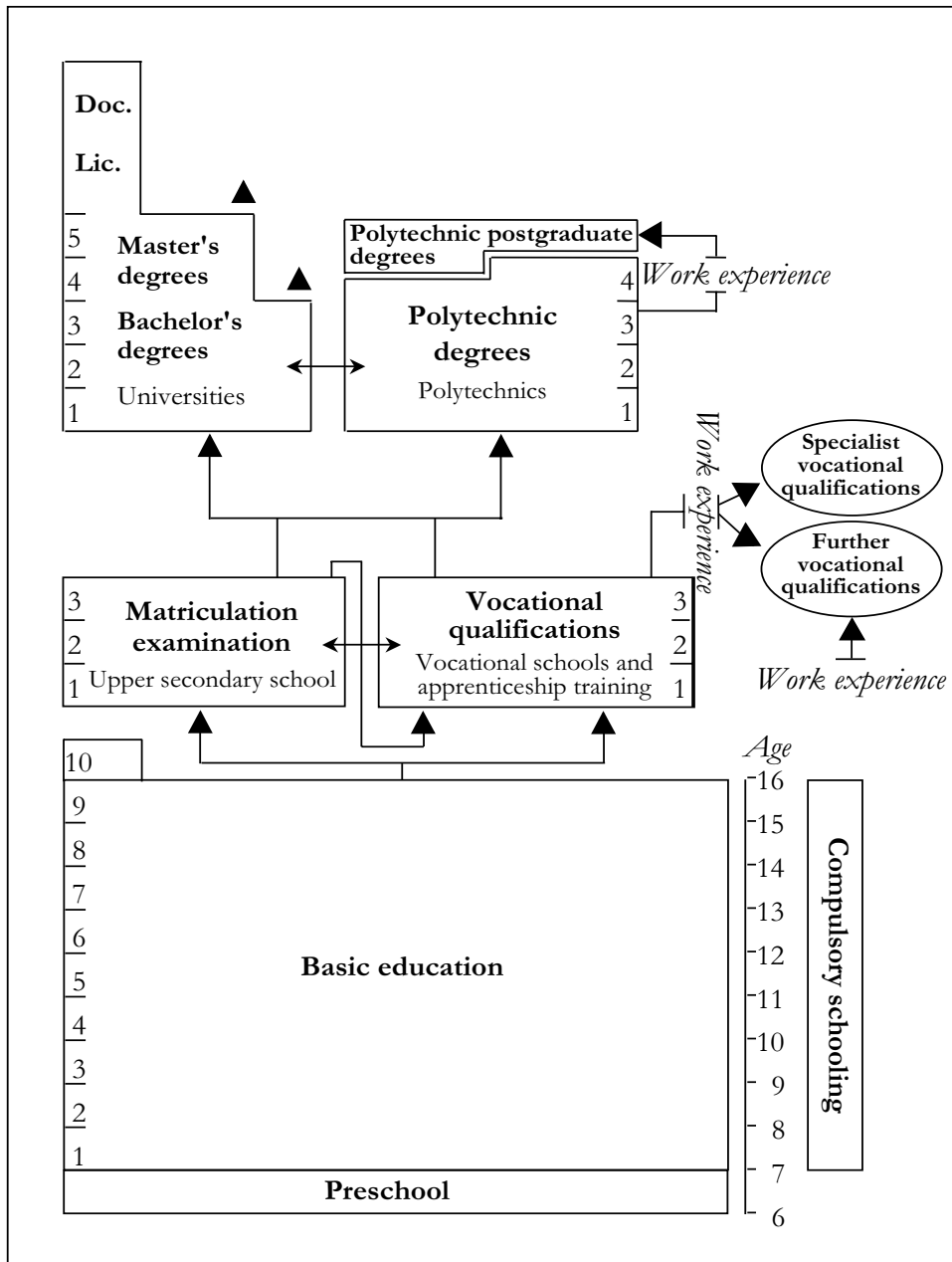
4.3 Global Education in the School Curricula

In many countries in Europe global educators have worked for years to attempt to integrate global education perspectives into national curriculum or curricular frameworks. In some countries this begins with integration into optional subjects or free spaces in the curriculum. Finland is ahead of many of its European counterparts in this respect. A new curriculum framework has recently been developed in Finland, which includes the values of global citizenship, human rights, multiculturalism and sustainability. The new curriculum framework exemplifies commitment to these values, which are global education values, and indeed, specifically outlines objectives, and even specific skills, attitudes and competencies congruent with global education, at all levels.

The framework provides a strong basis for growth in the implementation of global education at all levels. Examples are given below of how the values that underlie GE, and objectives congruent with GE, are exemplified in curricula at various levels.

⁴⁹ See http://www.minedu.fi/minedu/education/edusystem_eng.pdf

EDUCATION SYSTEM



4.3.1 Global Education in the Pre-School Curriculum

Pre-school education is intended for six-year-olds, who will start their compulsory education the following year. Its emphasis is on preparation for school, as opposed to early childhood education in which children participate before pre-school education. Participation in pre-school education is voluntary, but nearly all six-year-olds participate. The national core curriculum for pre-school education forms a framework for local curricula in schools and day-care centres.

There is a clear commitment to values congruent with global education, enshrined in the national framework curriculum. According to its general goals, pre-school education aims to strengthen children's cultural and linguistic identity and promotes an understanding of their own cultural inheritance and the multi-faceted nature of other cultures. It also aims to awaken an interest in nature and to make children understand their dependency on and responsibility for the environment⁵⁰.

Box 4 – Objectives of the Core Curriculum for Pre-school Education and Global Education

“The goal of the subject field general ethical education and cultural philosophy is to foster the ability to cope with different aspects of human relations, cultural identity, relationships between human beings, as well as with nature and society.”

“The goal of pre-school environmental and natural studies is for children to understand and appreciate both the natural and the man-made environment, different peoples and cultures, as well as the effects of one's own actions on the local environment. The child should learn to acknowledge the variety and uniqueness of nature and to feel comfortable in his/her environment. He/She should also know how to care for the environment and promote its preservation for future generations.”⁵¹

4.3.2 Global Education in the Basic Education Curriculum

Basic education is the general education provided free of charge for the entire age group of compulsory education. Most of the basic education is provided by municipal comprehensive schools (Peruskoulu).

The legislation regulating primary and secondary level education, as well as part of the legislation that regulates adult education, were reformed on 1 January 1999. The detailed legislation based on institutions was replaced with more uniform legislation concerning the objectives, contents and levels of education as well as students' rights and responsibilities. The education system has remained unchanged, but the new legislation has substantially increased the independent decision-making powers of the local authorities, and of other education providers and schools.⁵²

The national core curriculum is determined by the National Board of Education. Within the framework of the national core curriculum, the education providers, usually the local education authorities and the schools themselves draw up their own curricula. The previous framework curriculum for comprehensive school was from 1994. It has been redefined into a new core curriculum for basic

⁵⁰ <http://www.edu.fi/julkaisut/maaraykset/ops/esiops.pdf>, translation Pasi Kokkonen

⁵¹ <http://www.edu.fi/julkaisut/maaraykset/ops/esiops.pdf>, translation Pasi Kokkonen

⁵² The *Development of Education, National Report of Finland* Helsinki: National Board of Education, 2001.

education which is currently being implemented and has to be in use by 1st August 2006 in all comprehensive schools in Finland. The fundamental values on which the new curriculum for this level is founded are in keeping with global education foundations and provide not only the space, but also the compunction, for a stronger global education provision. According to the new curriculum “The fundamental values of basic education are human rights, equality, democracy, preserving the variety of nature and sustainability of the environment and acceptance of multiculturalism. Basic education promotes the capability of living together (*yhteisöllisyys*, from *yhteisö* = community, society), responsibility and respect for the rights and freedoms of the individual”⁵³.

The curriculum framework states that the basis of the education is Finnish culture, which has been formed in interaction with Nordic and European culture. This education has to take into account national and regional features, national languages, the two national churches, Sami people as the indigenous people in Finland and national minorities. The diversification of Finnish culture (because of immigrants from different cultures) also has to be taken into account. The aim of education is to strengthen pupil’s cultural identity and his or her role in Finnish society and in the globalising world. The education shall also promote tolerance and understanding between different cultures⁵⁴.

As well as an overall values base and educational vision in keeping with global education, specific subject areas also provide clear and specific reference to aims, objectives and even to the attainment of key skills, attitudes and competencies in line with the priorities of global education, (as can be seen from the example below).

⁵³ Perusopetuksen opetussuunnitelman perusteet 2004 (National Core Curriculum for Basic Education 2004), <http://www.oph.fi/info/ops/>, Chapter 2.1.

⁵⁴ Perusopetuksen opetussuunnitelman perusteet 2004 (National Core Curriculum for Basic Education 2004), <http://www.oph.fi/info/ops/>, Chapter 2.1.

Box 5 – Global Education in the National Core Curriculum for Basic Education

Geography and Biology for grades 5-6 (pupils aged 11-12)

One aim with geography is to widen pupils' conception of the world so that it does not only contain Finland but also Europe and other parts of the world. Pupils should have an understanding of the variety of both the man-made and natural environment in different parts of the world and learn to appreciate them. Geography teaching is aimed at providing a basis for internationalisation and tolerance between peoples and cultures.

The aim of teaching geography and biology is to foster responsibility and environmental awareness among pupils, enabling them to grow up as active citizens with awareness for the environment and a more sustainable way of life.

Geography for grades 7-9 (pupils aged 13-15)

The aim of teaching geography is to give pupils a perspective on the natural, man-made and social environment and the interaction between humans and the environment both on the local and global level. Teaching should encourage pupils to follow current events in the world and analyse their influence on nature and on people. Teaching geography should raise cultural knowledge among pupils, enabling them to understand the diversity of peoples' lives and environments in different parts of the world. The aim is to get pupils to analyse the causes and effects of natural, cultural, social and economic phenomena in the world. Teaching in geography should foster pupils to grow up as active citizens with an awareness for the environment and a more sustainable way of life. Pupils learn to recognise characteristics of different cultures and to relate positively to foreign countries and people, as well as representatives of different cultures.

Source: <http://www.oph.fi> (trans. Pasi Kokkonen).

In the national core curriculum for basic education, it is stated that children of minority groups have the right to grow up to be active members of both their own cultural community as well as of Finnish society. Another central goal of basic education is to develop attitudes and capabilities in students which will make it possible for them to function as active, critical and responsible members of a society of citizens. Also, citizens' mutual equality and equality of the sexes are emphasised.

As outlined in the Keva Report on GE (2004), among the basic principles of the curriculum, 7 key areas have been specified as cross-curriculum objectives. The goals and challenges associated with these areas are grouped into different subjects to bring coherence to the education process. They are implemented in different ways at different stages of education, depending on the subject and the children's level of development.

- 1) personal growth;
- 2) cultural identity and internationalisation;

- 3) communication and media skills;
- 4) participatory citizenship and entrepreneurship;
- 5) responsibility for the environment, well-being and a sustainable future;
- 6) safety and transportation;
- 7) man and technology.

Each of these cross-curricular perspectives provides real opportunities for strengthening the global dimension in each of these domains. On the other hand, in Finland, as in other countries in Europe⁵⁵, global education themes, processes and strategies can provide teachers and teacher trainers with particular approaches to ensure that the cross-curricular objectives of the curriculum are implemented.

The Oulu Teacher Training School provides just one example of how a particular school, through the work of committed teachers, has reacted to the challenge of the new curriculum.

Box 6 – Oulu Teacher Training School (Oulun normaalikoulu, Norssi) and Global Education in the New Curriculum

Oulu Teacher Training School (Oulun normaalikoulu, Norssi), being both a comprehensive school and a general upper secondary school, provides free education for pupils aged 6-19. As a training school of the faculty of Education of the University of Oulu, it also facilitates the training of trainee teachers, and provides further education for teachers and works actively to improve teaching methods. Teachers at the school have been especially trained for tutoring and guidance. It is also a UNESCO school.

The guiding principle of the Oulu Teacher Training School at both primary and secondary level is to educate active, responsible people, able to confront dissimilarity and to encourage respect for others. It is one of the pilot schools for the new curricula. The teachers here welcomed the new curricula and believe it helped strengthen global education possibilities. As it is a framework curriculum, the staff decided upon its own approach to implementing it in daily activities. A common intercultural curriculum has been prepared for both basic and secondary level with the comprehensive and upper secondary teachers working in co-operation. The leading aims for the coming years have been worked out. Two main aspects of their approach are focused on cultural/inter-/multicultural issues and environmental education, and include a concern for the national as well as for the global level.

⁵⁵ See, for example, the National Report on Global Education in Cyprus, which outlines the way in which pilot GE Week schools are using global education to deliver on other cross-curricular themes prescribed in the curriculum.

4.3.3 Global Education in the General Upper Secondary Education Curriculum

On the basis of a national core curriculum issued by the National Board of Education, the general upper secondary schools elaborate their own curricula in which they can give emphasis to certain key aspects and cultivate a more distinct profile. The local curricula based on the new national core curriculum will take effect on 1st August 2005.

The upper secondary curricular reforms emphasise student welfare, unify the teaching of different subjects through cross-curricular themes, define the objectives for language teaching, define and update more accurately the targets and contents for compulsory and advanced courses, emphasise the significance of student's union activities in becoming an active citizen as well as stressing the responsibility of all involved in the work of the whole school.

Upper secondary school curricular themes include:

- 1) active citizenship and entrepreneurship
- 2) welfare and safety
- 3) sustainable development
- 4) cultural identity and knowledge of cultures
- 5) technology and society
- 6) communications and media skills.⁵⁶

The value basis of upper secondary school education is built on the history of Finnish civilization, which forms a part of Nordic and European cultural history. The task of upper secondary school is to teach pupils to cherish, analyse and improve Finnish cultural heritage. International co-operation and tolerance are issues included in the curriculum. The aim of upper secondary school education is to promote open democracy, equality and welfare. Education should encourage pupils to recognise the conflict between publicly expressed values and contemporary reality and to analyse critically the defects and possibilities of Finnish society and international development. Pupils are to receive a structured idea of citizen's basic rights in Finland, the Nordic Countries and the European Union, the contents of these rights and the way they are promoted and maintained. Education should bring out the principles of sustainable development and equip pupils with the ability to meet the challenges of the changing world.⁵⁷

Again, as at other levels of the curriculum, the Peer Review recognises the significant scope and strong potential for global education.

⁵⁶ <http://www.edu.fi/english/>

⁵⁷ http://www.edu.fi/julkaisut/maaraykset/ops/lops_uusi.pdf

4.3.4 Global Education in the Vocational Upper Secondary Education System

The objective of initial vocational education is to provide students with the knowledge and skills necessary for acquiring vocational expertise and with capabilities for self-employment. There is also a strong global dimension to vocational education in Finland. Vocational institutions aim to promote democracy, equality between men and women in all fields of society, general equality in working life and society, and to equip pupils with skills in internationalism and to promote sustainable development. The aim of internationalism in education is that each pupil “gets along” in multicultural society, is tolerant, knows foreign languages in order to be able to take part in student exchanges and the international labour market.

The aim of promoting sustainable development is that each pupil knows the principles of sustainable development and is motivated to work for them in studies, working life and as a citizen. That each pupil knows what working methods are best for nature and acts according to this knowledge; recognises common hazardous waste and knows how to deal with it; and also respects the diversity in nature and understands the cultural, social and economic dimensions of sustainable development and works in order to promote them.⁵⁸

4.3.5 Issues and Challenges in Global Education at Pre-school, Basic and Upper Secondary Education Levels

The National Board of Education determines the general objectives and core contents of different subjects as well as the principles of pupil assessment by confirming the core curricula. Based on these, the education providers, usually the local education authorities, and the schools themselves prepare their own basic education curriculum considering the respective local conditions. Teachers can decide on methods and materials themselves.

The above sections show the potential for global education within the new curricula at all levels. The new curriculum not only opens up possibilities, it also more or less prescribes the necessity of global education perspectives. And as it is being implemented fully by 2006, this gives those advocating more and better global education in schools an important, but time-bound window of opportunity to move the provision of global education in schools to a new plateau.

However, the reality is that the provision of global education at this, as at other levels, is heavily dependent on the energy, enthusiasm and work of committed individuals. Of course this is not only the case in Finland – but is true of global education throughout Europe⁵⁹. Nevertheless, if the potential of the new curriculum is to be realised, there is a need for greater networking of good practice between these committed individual teachers, perhaps through a more formal network than those currently available. There is a need for such networking to be focused on up-scaling.

⁵⁸ <http://www.edu.fi/julkaisut/maaraykset/ops/auto.pdf>, translation Pasi Kokkonen.

⁵⁹ And indeed some would argue that this is the only way that change starts in any sector, anywhere.

4.4 Global Education at Third Level

The Finnish higher education system is developed as a system of two parallel sectors: universities and polytechnics. Universities are characterised by scientific research and the highest education based thereon. Polytechnics are oriented towards working life and base their operations on the high vocational skill requirements set by it.

The universities decide independently how their teaching and research are organised and on the formation of faculties and other teaching and research units. The Ministry of Education signs a performance agreement with each university in which both parties commit themselves to certain objectives and projects and level of funding.

In the performance agreements internationalisation strategies are mentioned, but this does not specify global education as such. They mainly concern international co-operation between universities, and exchange programmes.

Some universities focus on themes of global education to a greater or lesser extent in their courses. Åbo Akademi University, for example, has profiled itself as an environmental university. According to the environmental policy of the university, environmental awareness has to be taken into consideration in all education, research and administration and make it a natural part of the university's everyday life. The university also organises interdisciplinary courses on environmental studies. A network for research on environmental education (Nordic environmental education) is co-ordinated by the Department of Teachers Education at Åbo Akademi University.⁶⁰

While other particular examples of excellence abound, and could also be provided here, instead the Peer Review stresses the fact that while there are many good initiatives by individual universities, there seems to be little or no coordination between these initiatives.

An exception to this, not in the field of global education, but rather in the related field of north-south partnering of universities, is the Higher Education Network Programme for universities and polytechnics, an initiative facilitated by CIMO and supported by the Ministry for Foreign Affairs. This is a partnership fully funded by MFA, and based on research into the needs of universities in the field of north-south partnering. There has been an excellent response to the first call for applications, with 30 applications from a total possible take-up among the 21 Universities and 30 polytechnics in Finland.

The programme is based on the priorities of Finnish development policy and in particular the MDGs. It has a very clear development co-operation objective. In regard to networking, the project focuses on networking between Northern and Southern universities, or bi-lateral networking between Finnish institutions. Perhaps the issue of sustained multilateral networking between Finnish third-level institutions with a North-South commitment might be considered.

⁶⁰ <http://www.abo.fi/miljo>

The project is currently implementing a pilot phase. Perhaps a further phase might consider two issues in relation to the large development awareness and global education potential of the project. This could be tapped by (a) considering visiting Southern students and teachers as a resource for global education, supporting their involvement with local development education groups; and (b) training and supporting Finnish participating students and teachers, both prior to and following their visit overseas, to act as development education resources upon their return to Finland.

There seems to be little networking between universities, nor between individual academics in the field of GE within Finland. Perhaps there is a need for some mapping of existing provision, and some support for networking of existing initiatives at third level. The absence of a committed Chair, or even dedicated and named senior lectureship, in global education hampers the development of the field at third level. There may also be the need for a dedicated research fund to support the development of the field. However, there are also signs of great hope, including the work of the students unions, as outlined below.

Box 7 – The National Union of Students in Finland and International Solidarity (Suomen Ylioppilaskuntien Liitto – SYL)

SYL has a long history of development co-operation and solidarity work. For example until 1993 SYL used to run scholarship programmes for students from developing countries to study in Finland. SYL has had co-operation with many different organisations around the world like SWAPO and ANC.

At the moment SYL co-operates with the association for Maya University Students in Guatemala (AMEU) in running a scholarship programme for Maya students, and in Zambia with the Kanyama Youth Programme Trust (KYPT) in running vocational education for young people and especially women. In Finland SYL has an important role in keeping up a discussion on development issues among the students. SYL is also a member of development organisations such as the Service Centre for Development Co-operation and is e.g. a founding member of the Refugee Advice Centre.

SYL has an archive of articles concerning development cooperation and they are free of charge for publishing in the newspapers of Finnish Student Unions (all students at universities receive their copy of the magazine of the student union of their respective university. It is obligatory to be a member of the student union when studying at university level in Finland. The magazine is included in the Student Union fee.). SYL has also a web-publication concerning development cooperation called “Auringossa” (In the Sun).⁶¹

⁶¹ Text compiled from the English web-pages of SYL, <http://www.syl.helsinki.fi/english/develop.html>.

4.5 Global Education in Teacher Training

Many departments of teacher education have mentioned global education in their strategies. The strategy of the department of teachers education of the university of Turku states that “being a teacher means to create culture, to transmit culture and to have facilities for meeting the variety of cultures”.⁶² At the faculty of education of the Joensuu university there is a Joensuu Centre for Ethnic Studies (ETNICA). It is a multidisciplinary research centre. The tasks of the research unit are to coordinate the research focusing on ethnic and national relations, to promote the formation of multidisciplinary research groups and research environments at the University of Joensuu and to design and organize training on multicultural issues. The centre organises a 15- credit study entity on “multicultural education” aimed for trainee teachers.⁶³

Box 8 – GE in the Teacher Training College – Faculty of Education University of Oulu

2004 marks the 10th anniversary of the Masters of Education International Programme at Oulu University. This innovative programme deals with GE in a holistic way – contents; methods; students; research; and training. The training is mainly done through English as some of the students are not Finnish speaking and some exchange students also participate. The programme uses visiting lecturers from abroad and cooperates with other countries through the Erasmus scheme in particular.

The programme is limited to 20 students out of an annual intake of approximately 80 for primary level teacher training. The remaining 60 students receive a multicultural module. Opportunities to expand are limited due to university and MOE funding limitations. Other specialisations within the university would appear to be given funding priority over GE, and unfortunately there is no direct link between the Faculty of Education meeting its goals and funding levels allocated through the MOE via University structures.

An interesting positive outcome of the programme is that former students of the Masters course have setup an NGO, built up in Oulu and Helsinki, called Krapu (Kasvattajat Rauhan Puolesta) ‘Educators for Peace’. It is part of the Kepa GE network. The point was also made that when they set-up the Masters course ten years ago it was considered by some as quite an oddity and they felt isolated academically, however there is now an increasing interest in the issues they cover as more immigrants come to Finland and Finns develop more of a global perspective.

The University of Helsinki formulates its mission and its vision of the future as follows: “As a *multicultural* community the University promotes fruitful interaction between the cultures of the world and brings new cultural impulses to Finland. *Internationalism* gives depth to research and a standard of comparison,

⁶² <http://www.edu.utu.fi/tokl/strategia.htm>

⁶³ http://www.joensuu.fi/etnica/paasivu_engl.htm

and the student and researcher mobility achieved by an internationalised university is a value in itself.”⁶⁴

It is clear from the above examples that there is a strong values base for the development of global education as an integrated prerequisite in initial teacher training. However, it is also suggested that there is limited cooperation between educational institutions devoted to GE at Third level in Finland. There is also perhaps room for greater cooperation between NGOs and teacher training institutes in the field of GE. There may be room for the development of systems of GE support for initial teachers as there seems to be a drop-off from commitment to such a perspective in teacher training colleges, during the first few years of teaching.

4.6 Global Education in the Adult Education Sector

Liberal adult education given by folk high schools and adult education centres typically cover a broad variety of subjects, including GE themes.

To give some examples, KTOL – Kansalais- ja työväenopistojen liitto ry (The National Union of Adult Education Institutions) has a project on promoting sustainable development in worker’s institutes and civic colleges. According to the project plan, worker’s institutes and civic colleges are encouraged to make an action plan on sustainable development concerning their activities. KTOL is also taking part in a project called “Becoming Visible”. The “Becoming Visible” project has a number of goals, including to create new possibilities for work and study for asylum seekers in Finland. Cooperative models have been set up between the Reception Centres and adult education facilities, organisations, and businesses.

Another goal of the project is to “promote interaction between the general population and the asylum seeker. Through the exchange of knowledge and ideas, the project hopes to influence the attitudes of the Finnish people, fostering tolerance and ethnic equality.”⁶⁵ Viittakiven Opisto (Viittakivi Study Center) describes itself as a multicultural meeting point for adults and it arranges courses for immigrants, seminars for adult educators and courses on multicultural issues in general.⁶⁶ Työväen Sivistysliitto TSL (Workers' Educational Association WEA Finland) has a project called “Ymmärräks sää” (Ya understand?). The goal of the project is to facilitate immigrants’ integration into Finnish working life.⁶⁷

⁶⁴ [http://savotta.helsinki.fi/halvi/Toiminna.nsf/c2255e22003c064e852558bf00737b2a/\\$FILE/Strategia.Pdf](http://savotta.helsinki.fi/halvi/Toiminna.nsf/c2255e22003c064e852558bf00737b2a/$FILE/Strategia.Pdf).

⁶⁵ <http://www.becomingvisible.net/english/index.html>

⁶⁶ <http://www.ofw.fi/viittakivi/vkivi.htm>

⁶⁷ <http://www.tsl.fi/>

Box 9 – The Workers Educational Network (TSL)

The Workers' Educational Association (TSL) is involved in the adult education sector and is one of the biggest Finnish educational associations (study centres). On an annual basis, the services provided by TSL reach approximately 58,000 course participants and 30,000 small-group students. In particular TSL has links with the labour movement as well as with numerous social and cultural organisations. It has over forty affiliated organisations, the most significant of them being The Central Organisation of the Finnish Trade Unions (SAK) and its member unions, The Social Democratic Party in Finland and The Central Association of Finnish Pensioners.

Its main office is in Helsinki, TSL also runs a network of twelve regional offices across the country. As well as using more traditional modes of teaching, such as lectures, courses and study circles, the TSL also takes advantage of the latest technological advances in order to increase the flexibility and accessibility of its educational services. Other aspects of its activities include the publishing of study material and textbooks and the organisation of various campaigns.

TSL offers courses and training on a broad range of subjects. Particular attention is given to the theme "multiculturalism, Europe and globalisation". TSL recognises that in a globalising world that it is increasingly important that Finnish workers know what is happening outside their company, at a national, European and global level, and how it affects their lives and jobs. Training is intended to assist people in understanding and in how to take action with regard to decisions taken at a European and global level. For example, certain training and seminars are also given on issues such as why jobs in certain sectors are leaving Finland and going elsewhere in the world; and on why it is important to have solidarity with workers in developing countries who in some cases are competing for Finnish jobs etc.

Source: www.tsl.fi

CASE STUDY: The Global Challenge Programme

The Global Challenge programme is a common project of the Ministry for Foreign Affairs (MFA) and the National Board of Education (NBE). It aims to support development education and global awareness raising and to enhance global understanding amongst teachers, pupils and students in schools (at all levels) and other educational establishments. While its origins go back to 1989, it has been operating in its current form since 1998. It covers themes such as development co-operation, the international environment, immigration, the MDGs and other current development issues.

The partnership approach between the MFA and the National Board of Education makes it a particularly interesting initiative with potential to be developed into a support mechanism for significantly increased and improved global education in the formal sector.

The primary target group is teachers. The aim is to reach the broader school audience by training teachers and encouraging them to be active and responsible development educators and by providing material for development education. The project also encourages and stimulates schools to emphasise global issues and development education in their local curriculum. Key activities include in-service training and seminars for teachers, youth forums for the students unions and the production of training materials for development education.

For example, during 2003 the Global Challenge project concentrated on organising youth forums (targeting student unions) and on further training and seminars for teachers. In addition, there was increased co-operation with NGOs working with GE. The activities centred on the basics of the new curricula from a GE perspective, with particular reference to the MDGs. The core pedagogical question was: “how can global development issues be brought into the level of local curricula and practical teaching in the classroom?”

Box 10 – Box Key Goals of the Global Challenge project include:

1. Strengthening education for awareness of global issues;
2. Making development cooperation known to the public;
3. Initiating debate on global themes including development issues as an essential part in the process of giving an international dimension to schools.

Source: Global Challenge Programme, Annual Report 2003.

As well as holding its own seminars and events, the Global Challenge programme identifies and participates in educational seminars, exhibitions and events organised by others to help raise awareness generally in the education sector of global issues. Thus, it is involved in raising awareness of global issues on a very general level in the educational sector, through to introducing development issues into both the curricula of individual schools and to teaching on a practical level. It also helps to build networks between different subject-area teachers organisations (teachers of biology, history etc.).

The organising of Youth Forums for student unions of schools and other educational establishments is one of the cornerstones of the project. The Youth Forum themes differ from year to year. In 2003, they were focused on follow-up events for the World Summit in Johannesburg with the MDGs being studied from different angles. The overall goal of such activities is to make student unions more aware of the connection between global responsibility and activities on the local level. The programme sees student unions as key actors in bringing the global dimension to schools.

The programme also produces resource materials for teachers. The first MaaIlman Taustat (Background of the World) web-publication was launched at the end of 2003. The aim of this initiative is to collect background information on one specific current international theme and present it together with ideas of how to use it pedagogically. The theme for the first publication was the information society and the WSIS summit. Through questionnaires the programme aims to identify what expectations and needs teachers have in the field of global education, including with regard to resource materials. The aim is to have four to six publications per year.

The project is co-ordinated by one consultant. A small amount of additional expertise is hired in to assist with specific events such as seminars and for initiatives such as the production of resource publications. Global Challenge also utilises an informal network of teachers throughout Finland who assist with particular initiatives and in specific geographic locations. Given adequate resources the project would wish to develop and support a more formal and comprehensive network of teachers throughout the country; develop its capacity to support such a network and reach other key target audiences through electronic means, website etc.; put a greater emphasis on working closer with teacher training colleges; play a stronger role in supporting the development of curricula related GE resources; and to aim at reaching all teachers, not just those with an interest in global issues.

The Global Challenge programme has been active in supporting the formal education sector over recent years. The initiative has particular strengths - in that it is a joint project of the MFA and the NBE, and is clearly focused in particular on teachers. However, its key limitation is a lack of resources. With such limited staffing (1 coordinating consultant) and an annual budget of approximately €120,000 in 2003, it is clear that the Global Challenge programme has not been in a position to develop to its full potential.

The recent introduction of the new core curricula by the National Board of Education, provide stronger possibilities than ever for the inclusion of global perspectives in the formal education sector. Nevertheless, the Finnish education system devolves the responsibility for meeting the demands of these curricula to the level of municipalities, schools and teachers. While global education has found its place in the national core curricula in most levels, and the cross-curricular approach is in evidence, the quality and extent of provision of global education is heavily reliant on the initiative of individual teachers to use material and approaches in global education.

If the opportunities inherent in the new core curriculum are to be realised more extensively, then strategies for developing teaching guidelines in particular subjects, for support of municipalities' and other education providers' efforts, for teacher training and for text-book and educational resource material development, need to be co-ordinated and supported. In this whole area the Global Challenge programme is doing significant work with limited resources. It has the potential to be expanded and strengthened, and could provide a strong platform for the development and implementation of such strategies. It is the view of the Peer Review that the Global Challenge Programme, while important in terms of its current impact, will only be capable of fulfilling its potential as a platform for the achievement of significantly increased and improved global education in the formal sector – and a key instrument for implementing any national strategy in that sector – if it is more adequately resourced.

Chapter 5

Global Education in the Non-Formal Sector and Other Sectors

Chapter 5 – Global Education in the Non-Formal Sector and Other Sectors

5.1 Introduction

The provision of Global Education in the formal education sector in Finland has been dealt with in Chapter 4. This chapter will now consider global education in non-formal sectors – through the work of Non-Governmental Development Organisations (NGDOs), and also the work and potential of other sectors of civil society – such as the youth sector and the trade union movement. The chapter will also examine the existing work and potential for growth in global education in other important sectors, particularly with Local and Regional Authorities, and with the private sector.

The *key case study* in this chapter concerns the networking initiative of the Global Education Programme facilitated by KEPA.

5.2 Global Education in Non-Formal Education: a Brief Overview

Finnish development co-operation policy states that “development of the substance of education in Finland takes into account the growing importance of international cooperation, the increasing multicultural nature of Finnish society, and the principles of sustainable development”. If all people in Finland are to have access to global education and to be well-informed about global issues, sustainable development and international solidarity, then this should be achieved both within the formal educational system, and in non-formal educational processes. Work in the formal sector can ensure access for all to global education. At the same time, it is also true that non-formal educational processes can act to engender life-long and growing commitment to, and awareness of, global issues.

Finland has many examples of good practice in these sectors, which can provide inspiration, ideas and even, in some cases, models for other countries. There are examples of innovation, of excellence, and of clear results. This is true of the work of individual NGDOs, and also of some emerging partnerships, and with initiatives in different sectors of civil society.

It is the view of the Peer Review that global education in the non-formal sector in Finland is important, is growing, and has the potential for further growth. The ultimate aim of the sum of non-formal global education initiatives in a country is, arguably, to ensure that all those involved in non-formal education have access to quality global education and information about global issues, development co-operation and international solidarity. This being so, then Finland, compared to other societies in Europe, has a good base of excellence and experience in pursuit of that goal, as is clearly evident in some of the examples below.

5.3 Global Education Work of NGDOs: Some Examples and a Typology

As in many countries in Europe, development NGOs have been at the forefront of global education initiatives, particularly in the field of development education. While Finnish development education may have its roots far further back, in the work of missionaries and folk schools, and perhaps has gained sustenance and inspiration from the history of Finland's proud tradition of international engagement. Nevertheless, global education and information about global issues and development co-operation is younger. Since the 1970s, Finnish development NGOs have been at the forefront of this movement, seeing it as their role, to a greater or lesser extent, to inform and educate the Finnish public about issues of global solidarity and development co-operation in general, and about the initiatives of development NGOs in particular.

Here, as in other countries in Europe, the work of Development NGOs in the fields of development and global education is diverse. In analysing this work a number of continua emerge. The varieties of global education pursued by development NGOs can be understood to include the following divergent perspectives:

- ***Co-ordination perspectives***

From individual NGDOs engaged in GE projects, to partnerships between particular NGDOs, to national co-ordination of NGDO global education.

- ***Educational perspectives***

From initiatives that view education as a vehicle for “the message”, to those which understand education as the core of global education.

- ***Civil Society Organisation (CSO) partnership perspectives***

From exclusively NGDO work, to partnerships between particular NGDO and particular CSOs, to sector wide CSO partnership strategies for global education.

- ***NGDO Profile perspectives***

From advertising/fundraising to information to education; (and from information about NGDO projects to education about global issues.)

- ***Action perspectives***

From fundraising to direct individual action, to campaigning, to political lobbying, to the design of collective action in an educational frame⁶⁸.

Though NGDO global education is diverse, many Development NGOs are committed, strongly committed, or in some instances wholly committed to the work of global education. Development NGOs in many countries in Europe provide the leadership in global education, and play a catalyst role. This is also true in Finland. Nevertheless, in Finland, as in other countries in Europe, those engaged in global education often note some difficulty in ensuring that development NGOs give adequate priority to global education. It must be

⁶⁸ For further elaboration of these continua see Wegimont, L **Critical Global Education** forthcoming, 2005.

recognised that, for the majority of development co-operation NGOs and agencies, global or development education is a minor chord – the major concern is development co-operation. Furthermore, and increasingly, development NGOs are categorising development or global education, under the rubric of awareness campaigns, or fundraising. This poses serious challenges to global educators within the Development NGO community to ensure greater ownership of the global education agenda within the sector.

We now turn to a number of examples of good practice of global education among NGDOs in the non-formal sector in Finland.

FinnChurchAid

Traditionally, missionary work and information related to it have been the most visible form of the international activities of the Evangelic-Lutheran and Orthodox Churches. These churches register a large majority of the population of Finland as members. In addition to religious activities, many church-based activities provide for an environment that is positive to the communication of values that are shared with global education. A significant activity in this respect is the church expert board on human rights Kirkon Ihmisoikeuskysymysten Neuvottelukunta.

The NGDO FinnChurchAid (FCA) is active in development, relief and interchurch aid in about 50 countries, as part of like-minded international networks. FinnChurchAid undertakes development education activities in addition to its advocacy work for the poor both at home and abroad, which includes an on-going lobby for 0,7% of GNP for ODA. It also engages in related fundraising. It brings guest speakers from the South to speak in Finland on development issues, through its visitor programme “Chain of Hope”. It also has development education web pages at www.yhteinenmaailmamme.net and has developed photo exhibitions which tour parishes and schools.

FinnChurchAid is the chief organizer of the churches’ annual Development Education Week (One World Week) in October. It markets fair trade products such as coffee as a method of drawing attention to the unequal structures of global trade. It also collaborates with the Finnish Ecumenical Council in organising the annual Weeks of Responsibility (Vastuuviikot) on issues of globalisation, consumption and production of food, and fair trade. Starting in Autumn 2004, FinnChurchAid is planning a series of high-profile public lectures throughout Finland, dealing with global justice issues. It views the youth sector as a particularly important target group for its GE activities.

Plan Finland Foundation

Plan Finland Foundation, a member of Plan International, has been established in Finland since 1998. As a relatively newly established NGO in Finland, it has been able to reach out to constituencies that have not been involved in development co-operation activities. Since the start of Plan, it has developed a global education and awareness raising programme. There is a clear separation between the fundraising initiatives of the organisation, and its global education

programme. The global education programme focuses on the Convention on the Rights of the Child (CRC) and child participation, in keeping with the overall main focus of Plan on the international level. The imagery used in both fundraising and educational materials are clearly in keeping with the priority of a child rights approach.

Plan has been in receipt of €50,000-100,000 in funding annually from the Ministry for Foreign Affairs for its global education programme. This commitment of public funds is matched by a core commitment of Plan to development education, as exemplified by its investment in one permanent staff (out of 14) paid for from its own resources. With these resources, Plan reaches 150 schools with education material and organises events focused on children participation.

The Finnish UN Association

The Finnish UN Association, has given special emphasis to international education, in particular Human Rights Education, by allocating one out of three permanent professional posts for this purpose. This association unites 60 member organisations and provides training, workshops, material as well as web based education services. An interesting initiative aimed at raising awareness on human rights issues in a wider context is the Global Citizenship Maturity Test, a self-guiding educational tool which has been followed by some 1700 participants since 1995. This tool is supported by some teacher training.

The box below provides an insight into the working of the Global Citizenship Maturity test, from the perspective of a member of the end-user partner group. It outlines the experience of the project as carried out in the Oulu Teacher Training Comprehensive School.

Box 11 – Global Citizenship Maturity Test

For the last seven years the comprehensive school of **Oulu Teacher Training School (Oulun normaalikoulu, Norssi)** has participated in the Global Citizenship Maturity Test. The test is considered to be a very important part of the global education activities in the school. The test is directed at all age-groups as an optional course functioning as a learning method on international education. Pupils in the primary school are interested in a range of countries so the tests have been about Vietnam, China, Canada, Turkey, Great Britain, Iraq etc., but they have also chosen topics such as the endangered animals of the world, Bahai-religion, Lapland and the Sami people and the WWF. Pupils are encouraged to choose topics of their own interest.

The process involves keeping a diary throughout the project, monitoring media coverage on it and examining the topic in as much detail as possible. Pupils also have to utilise and distribute their findings, and finally to evaluate and reflect on the benefits of the study, the process, difficulties and future plans. The school considers the Global Citizenship Maturity Test a useful element of their GE and intend to continue with it in the future.

Along with the particular projects of individual NGOs, Finland is among the few countries in Europe that benefit from strong, strategic co-ordination of NGO global education initiatives, through the KEPA-led Global Education Project. This is outlined in detail through the *key case study* below.

CASE STUDY: The Global Education Network facilitated by KEPA

KEPA, the Service Centre for Development Co-operation is facilitating a three-year Global Education (GE) networking activity entitled “Taking the Globe in your Hands”, for the period 2002-2004. The programme is a capacity building effort for KEPA and its’ members. The project facilitates and encourages co-operation among Finnish NGOs, as well as between NGOs and other actors in this field.

Activities under this programme include the creation and maintenance of a website [www.kansainvalisyyskasvatus.net], enabling Finnish NGOs to present their global education activities. The site contains links to potential partners, funding opportunities and education material. Furthermore, the programme provides advice and training: training on both themes (democracy, human rights, globalisation) and on methodology of global education (material production, drama methods in training, web-publishing, media and campaigning skills, etc.). It also produced a booklet introducing NGOs in this field and a status report on global education in Finland. Related material is being gathered for the KEPA library.

One of the innovative aspects of the programme that is noteworthy is the explicit and strategic use of the “global education” umbrella concept, not only in the conception of the project, but as a strategy to bring together actors already engaged in varieties of global education – development education, human rights education, intercultural education, peace education – to share common strategies. This strategic usage is exemplary⁶⁹.

Together with KEPA members, the programme supports and complements events, seminars, and other activities by sponsoring part of the event costs. In this way, and with small amounts of additional resources, it acts to link previously separated initiatives. The programme has evidently served as a catalyst to strengthen and link activities that NGOs had planned already by themselves, sometimes by adding the global education dimension to these in a more visible manner. In this way, development NGOs have been able to reach out to, and collaborate more efficiently with, constituencies to which they previously had only limited access.

Of some 200 KEPA members, approximately 80 are engaged in global education to some extent. The programme has served as an institution building exercise as it has brought these members together in a more formal network.

Capacity building in this field is seen as important as many NGOs have themselves limited capacities. Staffing levels for GE in development NGOs are,

⁶⁹ While noted here by the peer review process, this was also the judgement of the Global Education Week network of national coordinators from 38 member states of the Council of Europe, when the project was presented to them in Brno, Czech Republic in April 2003. See *Pia HAKKARI* “The Global Education Network Finland” in North-South Centre, (2003) *Strategies for Increasing and Improving Global Education* op.cit. KEPA is the national co-ordinator in Finland of the NSC co-ordinated Global Education Week.

for the most part, dependent on additional funding, and the bulk of this funding is provided by the Ministry for Foreign Affairs on an annual basis. The Peer review notes the views expressed by member organisations of Kepa that the network programme has provided important, and necessary, added co-ordination, value and impact to their own work in the field of global education.

The programme has received funding from the European Union to the amount of €225,000 which has been matched with €45,000 from the Finnish government (the Ministry for Foreign Affairs, the Ministry of Education and the Ministry of Labour), and with €30,000 from KEPA resources. This has led to a total investment of €100,000 for each year of the programme.

The goal of the three-year programme, to transform it into a permanent activity supported by the Finnish NGO sector, has not yet been fully accomplished. While the programme has been able to meet a continuing demand for co-ordination and support services, resource allocation for the continuation of this process from within the NGO community, does not seem to be available as of the publication date of this report⁷⁰. The activities may therefore risk to be terminated not long after November 2004. This lack of “institution-building” would mean that the NGO sector could revert back to a situation of scattered, separate and uncoordinated activities. It is the view of the Peer Review that this would certainly lead to the need to re-invent a similar initiative, while some of the investments would be lost in the meantime.

KEPA initiated this exemplary, far-sighted and necessary initiative, and is perhaps the best base from which such an initiative might continue. This would however require KEPA to exhibit increased commitment - including resource commitment – to the continuation of the initiative. While creative solutions may be found to secure some continuity of this programme, other stakeholders, including the government, may wish to look into the possibility of supporting this initiative within KEPA, or, alternatively, of locating this activity outside the development NGO community, while keeping this community as one of a broadened group of stakeholders. It is the strong recommendation of the Peer Review, as outlined in Key Recommendation 10 below, that this initiative be continued, and preferably without a hiatus.

⁷⁰ Nevertheless, the Peer Review process notes the strong positive response to this recommendation by KEPA as part of the feedback process to the initial draft of this report.

5.4 Global Education in Civil Society Sectors: Youth, Trade Unions

Having examined the work of development NGOs, this section now looks at the potential for global education in the youth and trade union sectors.

GE in the Youth Sector

The youth sector has a number of initiatives, undertaken both by Development NGOs and by individual youth organisations. However, there seems to be a lack of a co-ordinated approach in regard to global education in the youth sector as a whole.

Different countries in Europe have different institutional set ups in relation to the youth sector. In deciding about priorities for global education in the youth sector at national level, stakeholders may have to strike a balance between working within the non-formal educational structures of youth organisations, and working more directly with non-organised or non-affiliated youth, (the latter often making up a vast majority of the youth population).

Nevertheless, increasingly in European countries, sector-wide approaches, in partnerships between key stakeholders such as Ministries of Foreign Affairs and/or NGOs on the one hand, and umbrella organisations or National Youth Councils on the other, are viewed as the most strategic way to maximise resources, impact and learning for effective strategies that are tailor-made to the youth sector⁷¹.

For this reason, in this section we focus not on examples of one-off or single organisation initiatives in the sector. Instead, the Peer Review has chosen to focus on the potential for co-ordination that exists in the sector, in line with the welcome trend in some other countries towards greater coordination. We therefore focus on the work – and potential for greater and more co-ordinated global education work – of the National Youth Council, Allianssi.

Allianssi is a non-governmental umbrella organisation for Finnish youth organisations. It has around one hundred member organisations, which cover almost all national youth organisations. It was established in 1993.

Allianssi has worked in a number of fields encompassed by global education. The organisation has just published its Strategy 2004, which includes as part of its vision and mission a strong commitment to international justice, equality and tolerance. Many member organisations of Allianssi are already involved in development education programmes, or express willingness to get involved.

⁷¹ See for example the work of Development Co-operation Ireland, who have recently (2004) developed a framework partnership with the National Youth Council of Ireland on a national strategy. Some other Nordic countries work in partnership with the national youth councils, not only in development education, but even in the disbursement of funding for youth projects in the South and in the development of the youth dimensions of development policy.

For analysis of the trend towards national co-ordination of strategies with the national umbrella bodies in key civil society sectors see O'Loughlin, E and Wegimont, L. "Global Education in the Wider Europe" in McDonnell, J. Solignac LeComte, HB and Wegimont, L. Public Opinion and the Fight Against Global Poverty 2003 Paris: NSC/OECD. p.41.

According to Allianssi, it is hampered in the co-ordination of youth development education activities by a lack of resources. However, in spite of this, Allianssi indicates the importance of such issues to its mandate and the interest in designing a comprehensive programme that might be based on existing Human rights education and multicultural education training, exchange programmes, and the recently initiated “Citizens Global Platform”, a parallel initiative to the Helsinki process. It also indicates the need to tailor such training programmes to the specific needs of the youth sector

The Peer Review makes a specific recommendation that the MFA consider developing, in partnership with Allianssi, a sector-wide support strategy for the growth of development education in the youth sector, such as those developed elsewhere.

Global Education with the Trade Union Sector

A number of partnership and coordinating initiatives exist in the trade union sector, such as the initiative of SASK, but they seem to be splintered. This may be due to the structure of the trade union movement in Finland; nevertheless, issues of co-ordination also emerge. We outline below one initiative based on networking and co-ordination, which, while primarily focused on international solidarity working between Finnish and Southern trade unions, also engages in development education and awareness raising among trade unionists.

Box 12 – SASK: A Co-ordinating Initiative in the Trade Union Sector

The Trade Union Solidarity Centre of Finland SASK was founded by the Central Organization of Finnish Trade Unions and affiliated unions in 1986. Since then, SASK has become a widely representative solidarity body of the Finnish trade union movement with two central organisations and 30 national federations as affiliated members. As a part of the Finnish and international trade union movement the function of SASK is to strengthen trade unions in every corner of the world.

Using trade union solidarity as a platform SASK seeks to promote social and economic equality in the developing countries, in the Baltic region and in the new democracies close to Finland. This work is based on the conviction that a strong and democratic trade union movement is a cornerstone of a functional civil society.

The aim of SASK development assistance programmes to promote independent and strong trade unions that are governed and financed by their members.

In Finland SASK lobbies the government and other political decision makers and influences the trade union movement and NGO's by disseminating information on the situation in the developing countries, in the Baltic region and in the new democracies close to Finland. SASK publicises the implementation of its projects and also has a small library and videos, slide collections and magazines available to members.

Source: www.sask.fi

5.5 Global Education at the Level of Municipalities

This section focuses on the potential for global education with local powers, through the work of the umbrella Finnish Association of Local and Regional Authorities. “The Association of Finnish Local and Regional Authorities is made up of the towns and municipalities in Finland. The Association's goal is to promote the opportunities for local authorities to operate and co-operate and to promote their vitality for the benefit of the residents.”⁷²

The Association has a dedicated unit dealing with the co-ordination of educational issues. The unit, which includes all Finnish municipalities, negotiates about education (basic education, special education, teacher training and recently multicultural education) and provides advice and support to authorities on local and regional level concerning teaching quality, the organisation of education for heads and teachers, and evaluation. These issues are, of course, crucial in realising the potential of the national core curriculum in respect of global education.

The Association of Finnish Local and Regional Authorities has initiated a North-South Local Authority Co-operation Programme. The pilot phase has been put into practise in some municipalities (2003 – 2004).

This programme promotes co-operation between local authorities in Finland and the south. It increases the global importance of local government, at the same time supporting equal interaction between local authorities in the north and the south. Municipal co-operation entails the exchange of knowledge, skills, and expertise, but also concrete improvements to basic services. Through this programme, which is managed and co-ordinated by the Association of Finnish Local and Regional Authorities, Finnish local authorities with their southern local government partner have had a possibility to apply for funding of a maximum of 84,000 euros annually from the Ministry for Foreign Affairs.

The programme is in a pilot phase aiming at creating best practices for co-operation between local authorities in the north and the south. Issues dealt with include local government tasks, local democracy and good governance. Local authorities in the north and the south face similar issues, such as local resident participation in planning and decision making, the organising of basic services and community planning. The co-operation also includes the educational, health care and cultural sectors; youth activities and physical exercise, and environmental issues.

The program is based on equal co-operation between colleagues in the municipal sectors, north and south. The co-operation funding also allows for an exchange of local government officials and/or elected officials. There is also a possibility to network schools and libraries to the co-operation. The work for promoting tolerance in municipalities can also be promoted⁷³.

⁷² <http://www.kunnat.net/>

⁷³ <http://www.kunnat.net/>; See Kepa report (2004) - Myllymäki, Tiina (ed.), 2004, *Pallo Haltuun - Kansainvälisyyskasvatus Suomessa*, KEPA, Lahti , p. 49.

While it is clear from both the values commitment and the particular North-South projects of the Association that there is ample room for developing commitment to global education; nevertheless, there seems to be room for joining the North-South work of the Association more closely to the educational work - both the formal and non-formal⁷⁴ - of its members.

BOX 13 – Oulu Municipality Multicultural Youth Work

There are 11 youth houses/centres in Oulu, funded by the City Council. Each one is required by the Council to write their own plan of how they will implement a programme of sustainable development. The youth houses cooperate a lot with other partners internationally, especially throughout Europe, but sometimes also with the South. An example is an upcoming project by the WALDA Youth Centre involving a group of young people from Oulu visiting Morocco to make a video concerning street children. This video will be used as an educational tool by these young people through school visits when they return to Finland.

WALDA is the first youth house in Oulu to appoint a youth worker specifically dealing with multicultural youth work. This youth officer is involved in a broad range of activities with Finnish and immigrant youth, including promoting a better understanding of other nationalities among young Finns; developing networks with others interested in this area of work in Oulu; organising social evenings for immigrant girls; and organising social evenings for specific nationalities now living in Oulu.

The Oulu City Council budget and action strategy plan 2003-2006 states that multicultural issues should be covered in youth work generally. As training in multiculturalism is not yet available to all youth workers in Oulu, this is an area they would like to develop further.

5.6 Global Education with the Private Sector

While global education has traditionally been the work of governments or civil society; recently, in some countries in Europe there are a growing number of initiatives for global education in the private sector, and even partnerships between global education initiatives and the private sector. This development takes place as part of a two-way movement. On the one hand there is the growing concern of business in issues of corporate social responsibility. On the other hand, there is growing recognition on the part of those engaged in global development and justice (through initiatives such as the Global Compact) that if global business is considered to be part of the problem of global inequity, it might also become part of the solution, given that global private financial flows from North to South are five times greater than global ODA.

⁷⁴ Box 13 below provides an example of such work in the non-formal youth work sector.

GE and the private sector involve both demand-side and supply-side advantages. On the demand-side factors include the need of businesses to understand society; a growing demand for types of GE within the business community; and the growth and deepening of global social corporate responsibility. On the supply side, global educators have an interest to educate the private sector as good global citizens.

There are growing initiatives in this field, and the Finnish MFA is leading a process of experience-sharing in the field among some European countries, under the auspices of GENE – Global Education Network Europe⁷⁵.

Here we might mention the work of FinnWatch – an NGO and trade-union led initiative, with the support of the Ministry for Foreign Affairs – which collects, analyses and disburses information regarding the performance of Finnish companies in relation to human and labour rights, the environment and developmental and social consequences in the South and economies in transition⁷⁶. From a very different perspective the Finnish Business Policy Forum (EVA) a research Centre focused on issues of business concern, includes in its work some interesting reflection on corporate responsibility and global corporate citizenship⁷⁷.

⁷⁵ See www.nsecntre.org for details and examples.

⁷⁶ See www.finnwatch.org

⁷⁷ See for example Anita Kellis-Viitanen “The Role of ICT in Poverty-Reduction” EVA, Helsinki, 2003.

Chapter 6

Key Observations and Recommendations

Key Observations and Recommendations

Observations

1. From an international comparative perspective, Finland has a strong reputation with regard to its education system, and, according to public opinion surveys, the public is well informed on issues of global solidarity, and the goals of Finnish international development co-operation. Finns have a reasonably accurate idea of the level of ODA spent by their government as compared to the public in other donor countries. They also recognise, more than most European publics, that the Finnish government, as well as NGOs, are trusted actors in international co-operation.

2. Global awareness and international solidarity in Finland have grass roots in the charity traditions and missionary movements as well as in the folk-schools and in the “solidarity generation” of the 1960/70s. During this latter period, Finnish development co-operation was initiated. These were also the years during which development education and political advocacy were first actively pursued.

3. The 1990s in Finland saw both the all-time high in 1991 of 0.8 per cent of GNI to ODA, and the low of 0.31 per cent in 1994 as the Finnish economy suffered setbacks and much attention shifted to domestic concerns. In the 1990s, Finland also became an active member of the EU, adding to an already strong multilateral engagement within the UN. Since then, political and public interest have again been strengthened with regard to issues of international solidarity. In recent years Finland has become a more multicultural society, with the arrival of new ethnic communities. Public support for Finland’s international engagement has increased to a level of more than 70 per cent. Finnish political leaders, including the President of the Republic, have been very visible in linking their concern for domestic social issues to their international global concerns. Eradication of poverty in developing regions is being understood as also creating markets for the products of the Finnish economy. Reducing inequality in the world is understood as reducing security threats.

4. The Finnish government has committed Finland to achieving the UN target of 0.7 per cent of GNP to Overseas Development Aid by 2010, with specific interim targets to 2007 towards achieving this. However, increases in ODA spending are not matched with increased spending on development education, awareness raising and information. In fact, spending in these areas has taken an opposite trajectory, decreasing in real terms and as a percentage of ODA in each of the last three years⁷⁸ and moving further and further away from the UNDP target of 3% of ODA to development education and information. At the same time, the Peer Review notes that if public funding for development education and information is currently inadequate, it is also unfortunately the case that most NGOs do not seem to have a strong commitment of resources to global

⁷⁸ Combined spending for development education and information as a per cent of ODA has been as follows: 2002 – 0.69 per cent; 2003 - 0.64 per cent and 2004 0.54 per cent. Source: MFA, Finland, .

education. In some cases, the amount of spending on development education, as compared to spending on development co-operation projects, is minimal.

5. There are hopeful signs that the downward trend in public spending on development education and awareness might soon be reversed. The Finnish Development Policy⁷⁹ outlines the relationship between development co-operation and development education:

Development policy and development cooperation enjoy widespread support in Finland. In order that this should continue, Finnish citizens must be sufficiently well-informed about developing countries and development issues, so that they have a comprehensive basis of knowledge on which to form their own opinion...

It seems that there is some increasing recognition among policymakers that in order to fulfil this policy commitment, it will be necessary to allocate a minimum adequate level of financial resources to global education, awareness raising and information. Commitments to the achievement of MDG 8 require such financial support. And, without such commitment, it seems impossible that the public support necessary to achieve increased ODA as per government targets (and eventually to achieve 0.7 per cent) can be maintained.

However, while signs are positive in relation to the possibility of increased public spending for development education and information, the peer review has yet to see similar positive movement in regard to the possibility of increased NGDO financial resource commitment.

6. Finland has begun to respond to the educational challenges of globalisation. A recent curriculum framework contains global citizenship, human rights, multi-cultural and sustainability values; while there is also evidence of growing and improving global education in the non-formal sectors, funded mainly from the development co-operation budget.

7. The recent introduction of new national core curricula for basic education and upper secondary education provide stronger possibilities than ever for the inclusion of global perspectives. While the 1990s saw the liberalisation and localisation of curricula, to positive effect as mentioned elsewhere in this report, more recent initiatives in the direction of a more centrally agreed curriculum also provide specific opportunities for global education. Nevertheless, the Finnish education system devolves the responsibility for meeting the demands of these curricula to the level of municipalities, schools and teachers. While global education has found its place in the national core curricula in most levels, and the cross-curricular approach is in evidence, the quality and extent of provision of global education in Finland (as in many other countries in Europe) is heavily reliant on the initiative of individual teachers to use material and approaches in global education.

⁷⁹ Outlined in the Government Resolution of 5.2.2004.

8. There are excellent opportunities inherent in the new core curriculum for strengthened provision of global education, but there seem to be a lack of nationally coordinated strategies and support for developing teaching guidelines in particular subjects, and for municipalities' and other education providers' efforts, for teacher training or for text-book and educational resource material development. In this field the Global Challenge programme is doing significant work with very limited resources. This programme is exemplary, particularly in regard to the partnership approach between the MFA and the National Board of Education. It has the potential to be expanded and strengthened, and could provide a strong platform for the development and implementation of such strategies.

9. Recent changes in the organisation of the development information work in the Ministry for Foreign Affairs may also have an effect on the provision and support of global education and development information. The unit previously responsible for these areas has broadened its mandate recently to include development education subsidies to NGOs. This unit has also been absorbed into a larger section of the Ministry for Foreign Affairs that now supports the information activities and services of the ministry as a whole. These changes may increase chances for better overall coherence in foreign policy communication including communication about development cooperation. However, it may also increase the risk that the specific know-how in the field of development communication will be lost or diluted. The Finnish Government Development Policy states clearly that Finland communicates about development cooperation activities in a transparent manner. If this is to be fully and coherently achieved, then a strong human resource base is required within the Ministry to ensure this.⁸⁰

10. The institutional organisation of global education in Finnish civil society and in the education system, has been growing, gathering momentum and consolidating in recent years. Alongside formal sector strategies, a number of non-formal structures and sectors are ready, willing and able to develop global education programmes. Co-operation and partnerships are on the rise, networking, capacity-building and training in the field has been undertaken. Development NGOs are taking a lead in such initiatives⁸¹. One example is the Global Education Network project hosted by KEPA and recognised by NGOs as providing strong added value in networking, coordination and the facilitation of partnerships for increased and improved global education. However, this has been financed for the most part through EU funds, which, as of publication, are due to end in November 2004. This investment, while leading to important short-term results in capacity-building, may not yield sustainable structures for further work in this area, without national investment. There is also growing interest and commitment to issues of global citizenship in other civil society sectors, such as the youth sector, or amongst younger members of the teaching unions, but there is a dearth of sector-wide or sector-specific initiatives. There is also a groundswell of interest in parts of the business sector, and in local and regional authorities. This augers well for the future.

⁸⁰ The DAC Peer Review 2003 notes that this function in the MFA is understaffed and that the level of staffing "is inadequate to generate sufficient quantity or quality output", p. 20.

⁸¹ See chapter 4 for examples of good practice.

Recommendations

National Strategy

1. Given the commitment to development education, awareness-raising and information contained in the Finnish development policy; and given also the challenges and opportunities arising from changes in Finnish society, as well as, more specifically, the introduction of the new curriculum in the formal education sector, and from growing initiatives in non-formal sectors; it is timely that the Finnish government (and particularly the Ministry for Foreign Affairs, in collaboration with the Ministry of Education, the National Board of Education and other ministries and agencies) develop a national strategy for global education⁸² in which all relevant Ministries play a role. Such a strategy should of course build on, be coherent with, and indeed, in certain instances, be a part of, existing strategies and action plans.⁸³

2. Such a strategy might outline the values on which the strategy is based⁸⁴, along with objectives and results-based targets in the formal education sector at all levels, and in adult education. It should define priorities with development NGOs. It could also outline sectoral partnership strategies in the non-formal civil society sectors (for example with trade unions, and with youth – where the Peer Review recommends developing a pilot, sector-wide strategy between MFA and Allianssi). Actors in the private sector are increasingly paying attention to dimensions of global responsibility and it is recommended that a national strategy would include the private sector. Local and Regional Authorities also play a crucial role that should be reflected in such a national strategy, as should the public library system. Furthermore, such a strategy should include a strong Southern perspective, including by drawing on the resources of people from the South and other immigrant and ethnic minority communities in Finland.

MDGs and Helsinki Process

3. The Millennium Development Goals should be used not only as an organising framework for Finnish Development policy, but also as a part of the guiding principle and values base for Finnish communication and education regarding global citizenship. Furthermore, learning and education based on particular Finnish initiatives such as the Helsinki Process would provide national specificity.

⁸² A number of examples of such national strategies or policies, and models for the process of their development, exist. In 2003-2004 Austrian NGOs, Ministries, intermediary structures and other organisations have been developing a national policy plan, in the framework of the Maastricht declaration, and have begun with a mapping exercise of existing provision. See also for the Irish example Development Co-operation Ireland *Deepening Understanding of International Development: the Irish Development Education Policy 2003-2005*. Dublin: DCI 2003.

⁸³ The DAC review of 2003 mentions the need to consider developing a strategy such as that outlined above.

⁸⁴ Presumably based on the Finnish Development Cooperation Policy and on the values of the education system.

Funding Levels

4. In order to realise the development education commitment within the Finnish governments recently formulated development policy; in order to ensure that increasing ODA is matched by sustained levels of critical public engagement and public support; and in order to ensure that there is no “democratic deficit” between political commitment to development, and public knowledge and engagement, it is crucial that Finland reverse the downward trend of the financial allocation to development education, awareness and information. It is strongly recommended by the Peer Review that the Finnish government commit to an interim target of 1 per cent of ODA to development education and information, in a staged series of increases so that the target is reached by 2007; Finland should also consider committing to a schedule for the achievement of the UNDP target of 3% of ODA to development education and information.

5. Such an increase in public funds for development education and information should also be accompanied by increased commitment by NGDOs to commit resources for development education and development information. The Peer Review strongly recommends that the NGDOs, perhaps coordinated by KEPA, develop a voluntary code or other form of policy commitment to ensure particular, agreed levels of resource allocation to global education. Furthermore, public funding of development education should encourage such commitment both through co-financing, and also perhaps through positive discrimination in favour of organisations with a policy and practice of commitment of significant resource allocation to global education.

Funding Structures and Processes

6. While a number of different models of structures for the delivery of financial support and co-ordination to development education exist internationally, in the current Finnish context the most practical approach would seem to be to maintain and strengthen the human resource base of the unit within the Ministry for Foreign Affairs, in order to ensure continuity, organisational memory and know-how.

7. There is a need for both a *structure* for public funding and support of global education, and a clear and predictable *process* of disbursement of funds to civil society structures, with stable criteria (while still allowing for particular annual emphases and priorities). The possibility of developing multi-annual funding mechanisms (or at least multi-annual indications based on multi-annual planning) should be pursued. It is understood that the Ministry for Foreign Affairs will, during 2004, engage in a process of consultation with a view to developing such a system in time for the 2005 funding round. This is to be welcomed.

Inter-Ministerial Cooperation

8. For a national global education strategy to succeed, it needs both the Ministry for Foreign Affairs and the Ministry of Education (along with other ministries). But such interdepartmental co-operation is difficult, and must be nurtured. It is

recommended that the formal education dimension of a national strategy be monitored, perhaps through quarterly high-level meetings between ministries. Other ministries and public organisations, such as the National Board of Education and CIMO, may pool their own capacities in this field through a light institutional network that supports increased co-operation and better targeted and co-ordinated funding to global education.

9. The work of the Global Challenge programme, as observed above, is a practical example of the benefits of such inter-ministerial co-operation. It has the potential to be instrumental in support of increased and improved global education in the formal sector. But it is under-resourced. It is the view of the Peer Review that the Global Challenge Programme has the potential to become an enabling platform for the achievement of significantly increased and improved global education in the formal sector – and a key instrument for implementing any national strategy in that sector. But it can only achieve this potential if it is more adequately resourced. The Peer Review recommends that the MFA, MoE and the National Board of Education reflect on the potential of the Global Challenge Programme to become an enabling platform for strengthening GE in the formal sector and with this in mind to examine possibilities for strengthening the resource base of the programme.

NGO Coordination

10. The improvement of networking and partnership in global education in Finland seems, by all accounts, to have been greatly improved by the Global Education Network hosted by KEPÅ and its member organisations. Unfortunately, this initiative is in danger of being allowed to lapse in the near future. We recommend that this project be continued, either within KEPÅ, or in another institutional frame; as its work is necessary and if it is lost it will only have to be re-invented again. We further recommend that particular attention be paid to issues of sustainability and institution building in the next phase of the network.

APPENDIX I

PEER REVIEW PROCESS MEETINGS

As part of the process of the Peer Review, meetings with the following groups and organisations took place in Finland during November 2003 and April 2004.

1. Allianssi ry.
2. CIMO - Centre for International Mobility
3. Development Policy Committee
4. Family Federation of Finland
5. Finnish Business and Policy Forum EVA.
6. FinnChurchAid
7. Global Challenge Programme
8. Helsinki Business College
9. Helsinki Process
10. KEPA - Service Centre for Development Cooperation
11. Ministry of Education
12. Ministry of the Environment
13. Ministry for Foreign Affairs
14. National Board of Education
15. OAJ, Trade Union of Education in Finland
16. Oulu Municipality Multicultural Youth Work
17. Oulu Teacher Training School Primary.
18. Oulu Teacher Training School Secondary
19. Plan International
20. The Association of Finnish Local and Regional Authorities.
21. Trade Union Solidarity Centre of Finland (SASK)
22. UN Association
23. University of Helsinki, Teacher Training College
24. University of Oulu, Faculty of Education
25. Workers Educational Association (TSL).

APPENDIX II
MAASTRICHT GLOBAL EDUCATION DECLARATION

A European Strategy Framework

**For Improving and Increasing Global Education in Europe
to the Year 2015**

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.

1. Recalling:

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, **and to the development of a global partnership for the reduction of global poverty** as outlined in the *UN Millennium Development Goals*.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe's North-South Centre definitions of Global Education (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, equity and human rights for all.*
 - *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;
- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;

- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3. Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation. All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4. Agreeing that....

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) which are involved in the on-going useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

- 5.1** Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2** Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3** Increase funding for Global Education.
- 5.4** Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5** Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6** Develop, or where developed improve strategies for raising and assuring the quality of Global Education.

- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

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The Finnish Federation of Settlements:
http://www.settlementiliitto.fi/sivut/sivu.php?artikkeli_id=25

Finnish Multicultural Sports Federation FIMU:
http://www.fimu.org/fimu_ry

The National Union of Students in Finland:
<http://www.syl.helsinki.fi/english/develop.html>

Trade Union Solidarity Centre of Finland:
<http://www.sask.fi>

Workers' Educational Association WEA:
<http://www.tsl.fi/>

Projects and programmes

Baltic 21E Programme:
<http://www.baltic21.org/>

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http://www.ee/baltic21/publicat/R1_2002_Annex_5.pdf

An Agenda 21 for Education in the Baltic Sea Region – Baltic 21E (the Ministry of Education and Science of Sweden)
<http://utbildning.regeringen.se/hut/pdf/edubaltic21.pdf>

Becoming Visible Programme:
<http://www.becomingvisible.net/english/index.html>

ETMO project:
<http://www.kio.fi/etmo>

The Helsinki Process (brochure):
http://www.helsinki.fi/netcomm/ImgLib/24/89/HP_brochure.pdf

Take Control of the Globe:
<http://www.kansainvalisyyskasvatus.net/english/presentation>

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Viittakivi International Centre:
<http://www.ofw.fi/viittakivi/vkivi.htm>

Contributions

International Peer Review Team

Claudia Bergmueller

Researcher, University Nurnberg-Erlangen, Germany

Henny Helmich

Director, NCDO, Netherlands

Eddie O'Loughlin, Peer Review Process Coordinator.

Liam Wegimont, Head of Global Education.

North-South Centre of the Council of Europe

Editors

Eddie O'Loughlin

Liam Wegimont

Research and Translation

Pasi Kokkonen

Layout

Ilda Oliveira

Proof-reading

Paula Smith

Cover design

Ilda Oliveira

Printing

Multitema

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The European Global Education Peer Review Process

The European Peer Review Process was initiated in the framework of the “Maastricht Declaration on Global Education in Europe to 2015”. This process and the Peer Review national reports highlight good practice and provide critical review of Global Education policy and provision in member states of the Council of Europe. Countries reviewed in 2004 include Cyprus, Finland and the Netherlands.

This national report on Global Education in Finland was undertaken in partnership with the Finnish Ministry for Foreign Affairs, the Finnish Ministry of Education and the National Board of Education in Finland and involved Finnish NGDOs, civil society, and other sectors. The international Peer Review of Finland included reviewers representing the Netherlands and Germany.

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North-South Centre of the Council of Europe
Avenida da República, 15-4
P-1050-185 Lisbon
Tel: +351 21 358 40 30
Fax: +351 21 358 40 37 / 72
nscinfo@coe.int
www.nscentre.org