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A MORAL RESPONSIBILITY OR AN EXTRA BURDEN?

*A STUDY ON GLOBAL EDUCATION AS PART OF
FINNISH BASIC EDUCATION*

UNIVERSITY OF OULU GRADUATE SCHOOL;
UNIVERSITY OF OULU,
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AN EXTRA BURDEN?**

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education

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Abstract

This dissertation focuses on global education (GE) and on its implementation in lower level basic education in Finland. The aim of my research was to investigate the present position of GE in basic education schools; identify the practices and problem areas in the implementation of GE; find practical solutions to facilitate the implementation; and consequently, to contribute to subsequent decision making regarding successful integration of GE in national basic education in Finland.

The research may best be described as a pragmatic, qualitative dominant mixed research study that also had at the beginning features of action research. GE has served as my theoretical foundation and social learning theory has been used for studying teaching and learning from GE perspective. The main research methods were content analysis of the National Core Curriculum for Basic Education (2004) and the GE 2010 programme and research questionnaires that were sent to basic education principals, teachers, and pupils to collect data from the field. A study on textbook research has also been conducted and representatives of the two main textbook publishers in Finland were interviewed for the research.

The main findings of the research suggest that GE is not systematically implemented in basic education schools in Finland even though many of the areas of GE are considered important. The main problems in implementation were seen to be the lack of conceptual clarity and the fact that GE was perceived as an additional burden for the schools rather than as an integral part of all school activities. As GE was not an explicit part of the official curriculum, it was not considered mandatory and the schools were not sufficiently resourced for teaching it. All in all, the findings focus on discussing the operational culture of schools and the role of diverse transactions in realising the aims of GE. The role of educational policy documents and the relationship between national and local curricula is found to be complex on many levels. Efficient policy implementation needs attention.

This dissertation also gives suggestions on how to improve the current situation. These include clarifying the GE concept, including GE explicitly in the curriculum, defining the short-term objectives and assessment policies, training teachers and principals, resourcing the schools and teachers appropriately to teach GE.

Keywords: citizenship education, communities of practice, global competences, global education, national basic education, social learning, transformative learning

Pudas, Anna-Kaisa, Moraalinen velvollisuus vai ylimääräinen taakka? Tutkimus Suomen perusopetuksen globaalikasvatuksesta

Oulun yliopiston tutkijakoulu; Oulun yliopisto, Kasvatustieteiden tiedekunta

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Tiivistelmä

Tämän väitöskirjatutkimuksen aiheena on globaalikasvatus ja sen täytäntöönpano suomalaisen perusopetuksen alakouluissa. Tutkimuksen tavoitteena oli kartuttaa tietoa globaalikasvatuksen teoreettisesta perustasta ja nykyisistä käytännöistä erityisesti Suomen kontekstissa. Tutkimuksen tehtävänä oli selvittää perusopetuksen globaalikasvatuksen tila, tunnistaa ongelmakohdat globaalikasvatuksen täytäntöönpanossa, löytää käytännön ratkaisuja täytäntöönpanon helpottamiseksi sekä täten myötävaikuttaa päätöksentekoon, jolla globaalikasvatus saadaan onnistuneesti yhdistettyä kansalliseen perusopetukseen Suomessa.

Tutkimusta voi parhaiten kuvailla pragmaattisena, pääasiallisesti kvalitatiivisena ”mixed research” -tutkimuksena, jossa alussa oli myös toimintatutkimuksen piirteitä. Globaalikasvatus muodostaa työni teoreettisen perustan ja sosiaalisen oppimisen teoriaa on käytetty tutkittaessa opettamista ja oppimista globaalikasvatuksen näkökulmasta.

Pääasiallisina tutkimusmetodeina on käytetty sisällönanalyysia, jolla on analysoitu Perusopetuksen opetussuunnitelman perusteita 2004 ja Kansainvälisyyskasvatus 2010 -ohjelmaa sekä tutkimuskyselyitä, joilla kerättiin tietoa perusopetusta antavien koulujen rehtoreilta, opettajilta ja oppilailta. Lisäksi tutkimusta varten on haastateltu kahden suurimman oppikirjavalmistajan edustajia sekä analysoitu tutkimuksia, joita on tehty Suomen perusopetuksen oppikirjoista.

Tutkimuksen päätulokset osoittavat, että globaalikasvatusta ei ole systemaattisesti huomioitu Suomen perusopetusta antavissa kouluissa, vaikka monia globaalikasvatukseen kuuluvia aihealueita pidetäänkin perusopetukselle tärkeinä. Suurimmiksi ongelmiksi kentällä nähdään käsitteen tuntemattomuus ja epämääräisyys sekä se, että globaalikasvatusta ei liitetä kiinteästi kaikkien koulun toimintaan. Sen sijaan se nähdään ylimääräisenä satunnaisena lisänä, jolla ei ole keskeistä roolia kouluissa. Koska globaalikasvatus ei eksplisiittisesti ole osa virallista opetussuunnitelmaa, sitä ei pidetty ensisijaisen velvoittavana eikä globaalikasvatuksen toteuttamiseen katsottu olevan riittävästi resursseja. Kaiken kaikkiaan tuloksissa pohditaan koulu yhteisön toimintakulttuuria ja moninaisten vuorovaikutusten roolia globaalikasvatuksen tavoitteiden saavuttamisessa. Tärkeäksi muodostuu myös koulutuspoliittisten asiakirjojen asema sekä valtakunnallisen ja koulukohtaisesti toteutetun opetussuunnitelman suhde globaalikasvatuksen toteuttamisessa.

Tässä väitöskirjassa esitetään tilanteeseen parannusehdotuksia. Ehdotuksiin sisältyy käsitteen avaaminen, kiinteän yhteyden rakentaminen opetussuunnitelman ja käytännön välille, globaalikasvatuskompetenssien ja niihin liittyvien arviointiperiaatteiden määrittäminen, opettajan koulutuksen ja koulun johtajien koulutuksen kehittäminen sekä koulujen ja opettajien varustaminen globaalikasvatusta varten.

Asiasanat: globaalikasvatus, globaalit kompetenssit, kansalaiskasvatus, kansallinen opetus, käytäntöyhteisöt, sosiaalinen oppiminen, uudistava oppiminen

*To all people who are searching for a better future that
recognises the pluralistic and contextual nature of
knowledge*

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I have had the privilege to work in basic education schools both in Finland and in Thailand for more than 20 years. I wish to extend my warmest thanks to all my colleagues who have shared their inspirations and ideas about global education through discussions and through practical examples. Thanks to the Asian Institute of Technology International School staff for making it possible to have a first-hand experience in drafting a curriculum for basic education in the spirit of global education. Thank you also all my friends for providing support and friendship along the process.

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9 June 2015

Anna-Kaisa Pudas

Abbreviations

| | |
|--------|--------------------------------------------------------------------------------------------|
| COE | Council of Europe |
| ECTS | European Credit Transfer and Accumulation System |
| EFA | Education for All |
| ESD | Education for sustainable development |
| EU | European Union |
| GE | global education |
| GENE | Global Education Network Europe |
| ICCS | International Civic and Citizenship Education Study |
| ICT | information and communication technology |
| IEA | International Association for the Evaluation of Educational Achievement |
| ISSP | International Social Survey Programme |
| MDGs | Millennium Development Goals |
| MEC | Ministry of Education and Culture (Opetus- ja kulttuuriministeriö) |
| MOE | Ministry of Education (Opetusministeriö) |
| FNBE | Finnish National Board of Education (Opetushallitus) |
| NCCBE | National core curriculum for basic education (Perusopetuksen opetussuunnitelman perusteet) |
| NGOs | non-governmental organisations |
| NSC | North South Centre |
| OECD | Organisation of Economic Cooperation and Development |
| PISA | Program for International Student Assessment |
| TIMSS | Trends in International Student Assessment Study |
| UN | United Nations |
| UNESCO | UN's Educational, Scientific and Cultural Organization |

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1 Introduction

In the spring 2007, the Ministry of Education (hereafter MOE, after 2010 Ministry of Education and Culture [hereafter MEC]) published a ‘Global education 2010 programme’ (MOE 2007a) intended for the formal, informal as well as non-formal education sectors in Finland. The above programme has served as the main initiative behind my research project. My research studies global education (hereafter GE) and its implementation particularly from the Finnish national basic education¹ perspective. I wanted to focus on this particular school level because basic education reaches every child residing in Finland and it can be considered as the basis for all education in the country.

The main focus of my research, GE, is an attempt to respond to the challenges of education in this era of globalisation. GE is not, however, the only concept to describe similar attempts but many others have emerged and some of them have a longer history than GE. These conceptions are partly overlapping. Also researchers can use the same term yet have different understandings of and give different meanings to it (see *e.g.* Gaudelli 2009, Oxley & Morris 2013). As for example Kimmo Jokinen and Kimmo Saaristo (2002: 317) expressed it already more than 10 years ago: contemporary societies are progressing with strides towards something new that is still searching for a name.

GE is currently widely studied in Europe and similar educational approaches may be found in the world-wide education literature under different terminology, for example ‘multicultural education’ and ‘multicultural citizenship’², ‘global learning’³, ‘development education’⁴, ‘cosmopolitan education’ and ‘cosmopolitan citizenship’⁵. In Finland, GE has also been researched under the concepts of ‘international education’⁶, ‘intercultural education’⁷, ‘multicultural education’⁸, ‘citizenship education’⁹, ‘sustainable development’¹⁰, and ‘human

¹ First nine years of education in Finland.

² Banks 1993a, 1993b, 2009, Nieto 1996, 2000, 2006, 2009, Ramsey 2004.

³ Bamber *et al.* 2013, Bourn 2014.

⁴ Bourn 2011, 2012.

⁵ Appiah 2006, Nussbaum 2002, 2007, Osler 2004, Osler & Starkey 2008, Osler & Vincent 2002, 2009.

⁶ Allahwerdi 2001, Räsänen 2002, 2007a.

⁷ Jokikokko 2005, 2009, 2010, Jokikokko & Järvelä 2013, Räsänen 2002, 2007c.

⁸ Riitaoja 2013, 2013b, Talib 2002, 2005, 2006.

⁹ Izadi 2008, 2012, Räsänen 2007b, Trotta Tuomi 2006.

¹⁰ Louhimaa 2005, Loukola 2002, Åhlberg 2005, 2006.

rights education'¹¹. The above overlapping terms have been used as key concepts in my research process. The final selection of the literature used has been made along the study as my research questionnaires opened some new perspectives not considered in the beginning of the process.

From the time I started my research in the spring 2008 till this moment when I am writing this dissertation report (in 2014) no other academic research has been carried out on the implementation of the GE 2010 programme in basic education. Global Education Network Europe (hereafter GENE) has made an overall follow-up review of GE in Finland in 2011 and the same year, a national evaluation of the strategy was published by the MEC (see Opetus- ja kulttuuriministeriö 2011: 13). The national evaluation focused on formal and non-formal operators and agencies who were regarded as making a significant contribution to the implementation of the programme such as administrative sectors, research institutes, higher education institutions, organisations and associations, and religious communities (Opetus- ja kulttuuriministeriö 2011: 12). Due to the wide scope of the evaluation, hardly any knowledge was gathered from the people working at school level in basic education.

My research strives to contribute to the practical and theoretical GE knowledge basis especially in the context of basic education lower level in Finland. The aim of my research is to investigate the present position of GE in basic education schools; identify the practices and problem areas in the implementation of GE; find practical solutions to facilitate the implementation; and consequently, contribute to subsequent decision making regarding successful integration of GE in national basic education in Finland. My research may best be described as a pragmatic, mainly qualitative mixed research study that also had at the beginning some features of action research.

1.1 Background of the research

The initial stimulus of my research, the GE 2010 programme (MOE 2007a), is a result of a year-long Peer Review of the North South Centre (hereafter NSC) on Finland (Council of Europe 2004, North South Centre 2004b). The Peer Review is part of the European Peer Review Process, dedicated to increasing and improving GE in the member states of the Council of Europe (hereafter COE). In the Peer Review, it is suggested that if there is to be access to equal GE for all in

¹¹ Matilainen 2011.

Finland, then a key requirement is that a strong global justice perspective must be integrated into the compulsory school curriculum at all levels (NSC 2004b). The NSC, furthermore, urged a nationally coordinated strategy for GE to be developed in Finland. The strategy was suggested to tackle the missing GE perspectives in ‘teaching guidelines in particular subjects’, ‘teacher training’, and ‘text-book and educational resource material development’ (NSC 2004b: 81).

In the Finnish GE 2010 document, GE is defined as action that aims to guide ‘towards individual and communal global responsibility’ and to comprise the following areas: ‘human rights education, equality education, peace education, media education, intercultural understanding, questions relating to development and equity, and education for sustainable development’ (MOE 2007a: 11). According to the MOE (2007a: 11), the GE 2010 programme is drafted to encompass the whole of society including formal education and youth policy lines, cultural and social policy lines as well as non-formal educational work in Finland. In the above document, a total of seven national development targets are defined¹². The following three targets were taken as research and development objects for my research: 1) ‘to intensify the practical realisation of global education... at school... and in teacher education’, 2) ‘to monitor systematically and evaluate analytically the effectiveness of global education... by creating procedures for quality and impact assessment’, and 3) ‘...to strengthen partnership between the public administration... and other civil society actors...’ (MOE 2007a: 11).

The GE 2010 programme was an interesting attempt of the MOE to systematically define a GE framework for the whole country. It is, however, relevant to highlight that even though published by the MOE, the GE 2010 programme is only a recommendation for national education institutions. In addition to the legislation, the only legally binding document for basic education schools is the National core curriculum for basic education (hereafter NCCBE), published by the Finnish National Board of Education (hereafter FNBE). The NCCBE specifies the underlying values and the basis for instruction in Finland, the objectives and core content of cross-curricular themes, and aims and contents for school subjects and subject groups in basic education. It is the national framework on the basis of which all municipalities and schools are obliged to formulate their curricula.

¹² The list of the seven national development targets can be found in Chapter 2.4.2.

GE became focus for my research interest for several reasons. The research was a continuation for my Master's thesis (Pudas 2007) that I wrote in Education and Globalisation programme of the University of Oulu. The GE 2010 programme was published the same year as I finished my research in 2007. In my Master's thesis, I already conducted a small-scale content analysis of the NCCBE and argued that it seemed that all basic education guidelines in the NCCBE were not convergent with the specific policies defined in the GE 2010 programme, especially with regards to the concepts of culture and identity. Moreover, I realised the importance of clear targets and values definition for national comprehensive basic education in terms of GE, which clearly required further investigation. The topic is further investigated in this research within a national context to find out whether the GE 2010 programme had answered the challenges met by the principals of Oulu, who were the respondents in my Master's study.

One more reason for my interest in GE was that I have personally experienced the forces of globalisation and the feeling of 'otherness' while living and working a long period of time outside Europe and the Western world. I left Finland during the aftermath of the economic crisis in 1996, moved to the Asian continent, and found myself surrounded by the rather confusing mixture of Theravada Buddhism, Hinduism, animism, and striving to be part of the global economy and economic growth. I would not call my experience a culture shock but nevertheless, I was challenged to redefine my cultural, national as well as personal 'identity' and 'citizenship', and definitely reconsidered the concept of 'warranted knowledge'. All in all, I have worked in the field of education both in a national and international setting for more than 20 years first in Finland and later on, mainly in Thailand. This has given me an opportunity to also reflect the challenges that the forces of globalisation have brought to schools and to people involved in education. Globalisation and GE, as I understand it, has become part of my everyday life.

Since the 1990s, Finland's demographics have seen substantial change. This country, traditionally considered 'culturally homogenous', has become more and more diverse. In 2012, 87 per cent of the population growth in Finland was already attributed to people with languages other than Finnish as their mother tongue (Statistics Finland 2013). Even though the research findings show some positive changes in the attitudes of adults towards foreigners and immigrants, the negative attitudes reported in national research of Finnish youth (see Suoninen *et al.* 2010, Virrankoski 2005) and of young Finnish men (see Jaakkola 2009) is a cause of concern. In the light of these findings, it seems that several ideas and

principles promoted by GE are not widely adopted by the basic education age cohort.

GE, however, is not an entirely new phenomenon in the Finnish education system. Aspects such as human rights, equality, peace, as well as environmental and intercultural issues have in some form been included in national education since Finland moved into the present comprehensive school system in the early 1970s (Allahwerdi 2001: 57–58, Räsänen 2002: 107), and globalisation has only widened the concept (Opetus- ja kulttuuriministeriö 2011: 18, MOE 2007a: 11). According to the research and evaluation, the above measures have clearly been inadequate in facilitating the commitment to GE at the grass roots level. It has been suggested (Loukola 2002) that education such as GE, which concerns a change ‘in values and lifestyle’ or ‘in society and production’ has not had an established place in school curricula in Finland (see also Louhimaa 2005: 221). My research particularly focuses on what are the present practices and hindrances to show why GE has not been successful, and what could be done to improve the situation.

1.2 About the research context

As mentioned before, Finland has traditionally been considered a culturally homogenous country, which is partially said to be based on the strong idea of ‘Finnishness’, a social representation created for the first time by the ruling Swedish class during the era of national romanticism in the 19th century (see *e.g.* Karhu & Kiiveri 1997: 63–66). The idea of a homogenous Finnish culture is also partially due to the fact that even though immigration to Finland has increased over the past two decades, the foreign population and the number of pupils with an immigrant background is still small compared to for example the other European countries (see *e.g.* Opetushallitus 2013: 116).

With regard to the foreign population, the first larger groups of immigrants, Vietnamese and Somalis, did not start arriving in Finland until the beginning of the 1990s. The collapse of the Soviet Union, the problems and conflicts in the Eastern bloc countries, as well as the expansion of the European Union (hereafter EU) have all affected the steady, but still relatively low, growth of the immigrant population in Finland (Puuronen 2004). At the end of 2007 (at the time of phase I of my research questionnaire), only 2.5 percent of the total population of Finland were foreign citizens; today, the percentage has increased to 3.6 per cent (Statistics Finland 2013). 59 per cent of the foreigners come from Europe; 25 per

cent of them are Asians; and 12 per cent have an African background (Statistics Finland 2013).

Today, the total population of Finland is about 5.5 million and 94 per cent of them are born in Finland (Statistic Finland 2013). More than 76 per cent of the population of Finland are registered members of the Finland's Evangelical-Lutheran Church; one per cent of the population belongs to the Orthodox Church; and people not registered under any religious denominations represent 21 per cent of the population. (Statistics Finland 2013).

According to Finland's Constitution 17§ (Suomen perustuslaki 731/1999), the official languages of Finland are Finnish and Swedish, and the constitution assigns public authority to take care of the educational and social needs of the Finnish and Swedish speaking population equally, and guarantee them public services in their native language. At the end of 2012, Finnish was spoken as a mother tongue by more than 89 per cent of the population and Swedish was a mother tongue for 5.3 per cent of the population (Statistics Finland 2013).

Over the past few decades, new definitions and concepts have emerged to capture the concept of citizenship in the 21st century¹³. In Finland, the present Finnish Citizenship Act 2§ (Kansalaisuuslaki 359/2003) defines citizenship as a legal bond between an individual and a nation-state: it defines the status of the individual in the state and is used to define the mutual rights and responsibilities of the individual and the state. Even though for example the Maastricht Treaty of 1993 (EU 1992) extends citizenship beyond the nation-state and gives additional political and legal rights to all EU citizens, the Finnish Citizenship Act still defines a foreigner to be a person who is not a Finnish citizen.

Today, more than 91 per cent of the population of Finland are Finnish citizens. It is to be noted that the above percentage represents the whole country, whereas the foreign population tends to be concentrated in urban areas and in southern Finland, especially in Greater Helsinki area where 11.8 per cent speak language other than Finnish as their mother tongue (Statistics Finland 2012). Vesa Puuronen (2011: 261) has suggested that Finnish minority population can be divided into (at least) the following five groups: Finland's Swedes, the Sami people, so-called old ethnic minorities (Roma, Tatar, and the old Russian minority), new Finns who have been granted Finnish citizenship, and immigrants

¹³ See *e.g.* Appiah 2006, Banks 1993b, 2009, Nieto 1996, 2009, Nussbaum 2007, Osler 2009, Osler & Starkey 2008, Osler & Vincent 2002.

without legal status in Finland (such as asylum seekers, refugees, and illegal immigrants).

The Finland's Swedes and old ethnic minorities are all Finnish citizens. Swedish is the other official language in Finland and according to Finland's Constitution 17§ (Suomen perustuslaki 731/1999), Sami people (who represent Finland's indigenous people), Roma people, and 'other groups' have a right to develop their own language and culture. At the moment, there are approximately 10 000 Roma people living in Finland. The Sami people, in turn, populate a wide geographical area that reaches from Central Norway through northern Finland to Kola peninsula in Russia. From the total Sami population, it is estimated that 6000–7000 live in Finland. Today, the biggest Sami population outside Lapland can be found in Helsinki, and only about half of them speak Sami as their mother tongue. Sami has been a school subject only since the 1980s. In 1992 Sami language was recognised as an official language in Sami populated area of Lapland (see Saamen kielilaki 1086/2003) and two years later, it became an optional subject in the national matriculation examination. (Statistics Finland 2013, Institute for the Languages of Finland 2013).

For a long time, the national education of Roma people was a problem for the government because of the mobile life style of the Roma. Even though the socio-political changes with urbanisation and industrialisation in the 1970s made the source of traditional livelihoods lose their importance, national education did not reach all Roma children. The assimilation policies that Finland practiced till 1970s did not help the process. (See Suomi Eteenpäin Ilman Syrjintää 2001: 34–35). The first serious endeavours to support Roma cultural and language studies started in the 1980s. These educational reforms have helped the Roma community to have a more positive attitude to national education policies as the policies are no longer perceived as a threat to their culture and identity. (Suomi Eteenpäin Ilman Syrjintää 2001: 34–35). Still, many of the principals interviewed for my Master's thesis research (Pudas 2007) expressed their concern over Roma and Russian children who they considered were being neglected in the present multicultural practices.

Today, the most common foreign mother tongues spoken in Finland are Russian, Estonian, and Somali. The large amount of Russian and Estonian people in the foreign population can be explained by the government decision in 1990, which recognised a group of Finns in the Former Soviet Union as 'Finnish remigrants.' The decision was specifically made to cover the group known as Ingrian Finns, but in practice, it has included all Finnish groups in Russia. Most

of the people have arrived from the Karelian Republic, St. Petersburg area, and Estonia (Davydova & Heikkinen 2004: 176–177). In 2003, 40 per cent of the foreign population in Finland were originally from the former Soviet Union (Jaakkola 2006). The non-existence of Vietnamese foreign citizens among the largest immigrant groups, on the other hand, is explained by many Vietnamese, as well as Somalis, having been granted Finnish citizenship.

Since Finland changed to the current comprehensive school system, efforts have been made to provide equal educational opportunities to all children residing in Finland. The free nine-year compulsory comprehensive school system has been seen to support equality in a society by giving everyone a chance to develop their potential (see *e.g.* Ahonen 2003: 109–113, Välijärvi *et al.* 2002: 28). Even though for example Pasi Sahlberg (2007) argues that Finland's education system has remained quite unreceptive to the influence of the 'common Anglo-Saxon' renewal movements, it has, however, also been suggested that in the 1990s, Finnish education policies were increasingly drafted from a neo-liberalist perspective, which has weakened educational equality in the country (Ahonen 2003: 158; Kalalahti & Varjo 2012: 51, see also Bernelius 2013, Riitaoja 2013). The findings in a recent study by Hautamäki *et al.* (2013) on pupils' 'learning to learn' skills (measured in reasoning, mathematical thinking, and reading comprehension) at the end of the comprehensive school education support the concerns of schools being less equal in Finland today. Several other studies point to the same direction that pupils' results are increasingly defined by their socio-economic backgrounds (OECD 2013b, MEC 2013), which indicates that there is a growing inequality between people and groups of people.

The education level and income level have also been found to partially explain Finnish youth's citizenship skills in terms of their interest in political activities. According to an International Social Survey Programme (hereafter ISSP) conducted in 2005 (see Oinonen *et al.* 2005), Finnish people under 20 years of age were not interested in politics: 31 per cent were 'not interested at all' and 49 per cent 'not very interested'. However, the interest seemed to increase according to education and income level (Oinonen *et al.* 2005: 34, 38) even though the research report describes majority of Finns still being 'politically apathetic' (Oinonen *et al.* 2005: 84).

Puuronen (2011: 68) has argued that the growing ethnic diversity in the 1990s broke 'the myth' of ethnically and culturally homogenous Finland and at the same time brought into consciousness the deep-rooted ethnic and cultural prejudices and racism that prevailed in Finland. Magdalena Jaakkola's (2009) research on

the attitudes of Finnish people towards immigrants and foreigners during 1987–2007 shows, however, a more positive development. Based on her research findings, Jaakkola (2009: 22) argues that in 2007, the attitudes of the adult population towards the foreign workforce were more positive than during any other year of the study. Also, the negative attitudes towards refugees had decreased. The most positive attitudes towards foreigners were shared by women, highly educated, those representing politically green values or the National Coalition Party, those living in the Helsinki area or in Turku or in Tampere, those who travelled a lot, and those who had personal contacts with foreigners living in Finland (Jaakkola 2009: 23, 27, 29, 34). In all socio-economic groups in Finland, however, people had preferences with regards to the origins of the foreigners. In 2007 (Jaakkola 2009), young adults (age group from 18 to 29) had most positive attitudes towards Polish, Chinese, Russian, and Somalian people, even though young men’s attitudes towards Russian and Somalian people were reported to be more negative than women in the respective age cohort.

There are also studies that have researched the question of who is considered as Finnish in Finland. In 2005, as part of a world-wide ISSP, a research project on different levels of national identity and national participation in Finland was published under the title of ‘It is good fortune to be Finnish?’¹⁴ (see Oinonen *et al.* 2005). The report reveals that most Finns construct their self-image through their current or past profession. Europe and European identity (strongly promoted by the EU) were not considered to be very important for Finns but 47 per cent of the respondents identified themselves mainly with Finland and 28 per cent with their respective area of residence (Oinonen *et al.* 2005: 9).

In the above study, as an answer to the question ‘Who is Finnish?’ most people answered that someone who feels they are Finnish is a Finn. Almost equally important criteria for Finnishness were the respect for political institutions and laws, Finnish citizenship, and the ability to use one of the official languages. According to the survey, ‘When in Finland do as the Finns do’ seems to be a more important measurement for Finnishness than for example the roots, ancestry, religion, or the length of the time resided in Finland (Oinonen *et al.* 2005: 10). The above study also revealed that for most Finnish people, belonging to a religious community is mainly ‘automatic’ and does not mean that they would be active practitioners: the majority visited churches for weddings, confirmation

¹⁴ Onni on olla suomalainen?

ceremonies, and funerals, which were associated more with family gatherings than with religious events (Oinonen *et al.* 2005: 27).

Those identifying themselves more closely with Europeans were people who belonged to older age cohorts and had an academic education and were living in cities. The younger generation (from 15 to 20 years old) did not seem to have strong attachments to Europe or to their respective area of residence, or even to Finland. Oinonen *et al.* (2005) suggest that this may be due to young people being more attached to people, for example to their friends than to any geographical space. However, 88 per cent of all respondents indicated that they were 'quite proud' (on a five-item Likert scale) to be Finns with no perceived differences between the different age groups, and more than 70 per cent of the young generation agreed with the sentence 'I would rather be Finnish than a citizen of any other country'. (Oinonen *et al.* 2005: 10–12, 15).

The above results are rather similar to the European Commission 'Eurobarometer' survey on national and regional identity conducted about five years earlier (European Commission 2000). When asked 'Which geographical group do you belong to first of all?', the answers indicated that in Finland, 55 per cent mainly identify themselves as Finnish only; 41 per cent as Finnish and European; three per cent as European and Finnish; and only one per cent of the respondents by European only (Crepaz 2006: 102, European Commission 2000: 82). In the ISSP study 2005, students and young people, however, felt that EU membership increases their opportunities to move, study, and work abroad (Oinonen *et al.* 2005: 76).

In the ISSP study, 48 per cent of the Finns thought that Finland should primarily take care of its own interests even though it would lead to conflicts with other countries (Oinonen *et al.* 2005: 62). The same study revealed that even though Finnish people in general are rather indifferent with regards to immigrants and immigration, 45 per cent of the respondents considered immigrants to be a positive addition to Finnish society. However, their wish was that different ethnic groups integrate into Finnish society instead of keeping their own customs (Oinonen *et al.* 2005: 49–50, 55).

Even though there may be some positive changes in the attitudes of adults towards foreigners, the growing negative attitudes of young people is a cause for concern. In the light of national and international studies, several aspects promoted by GE may be seen as not been widely adopted by the basic education age cohort. For example with regards to social activeness evaluated in the International Association for the Evaluation of Educational Achievement

(hereafter IEA) Civic Education Study in 1999 (see Schulz & Sibberns 2004), it was argued that Finnish youth had adopted the passive attitudes usually associated with those living ‘on the margin of society’ (Brunell 2002: 136, Suoninen *et al.* 2010: 150, Suutarinen 2002: 55). Arja Virta and Eija Yli-Panula (2012: 198) highlight that results of the IEA’s International Civic and Citizenship Education Study (hereafter ICCS) in 2009 indicate that even though their knowledge of society is very high, Finnish youth have very low interest in political and social issues.

Moreover, national research on pupils’ attitudes in their final grade of basic education has revealed that the negative attitudes of girls towards immigrants and minority groups have doubled since 1998 whereas the negative attitudes of boys have steadily increased since the first survey conducted in 1990 (Virrankoski 2005). Also in the IEA study in 1999, as well as in the latest study in 2009, Finnish pupils’ attitudes towards the rights of ethnic groups and immigrants have been found to be clearly more negative than the international average (Suoninen *et al.* 2010, Suutarinen 2002). It seems that the high scores in skills and knowledge recorded for example in the Program for International Student Assessment (hereafter PISA) studies are not essentially translating into attitudes and values of GE.¹⁵

Even though the growth of the foreign population has been slow in Finland, it is unrealistic to expect that migration will considerably decline in the near future. On the contrary, together with declining natural population growth, the proportion and importance of immigrants will most likely increase (see *e.g.* Koskinen *et al.* 2007). In 2012, 87 per cent of the population growth in Finland was already explained by people speaking other than Finnish as their mother tongue (Statistics Finland 2013) and at the end of 2012, 5.2 per cent of the total population permanently residing in Finland had an immigrant background. Of these, 4.4 per cent were first generation immigrants (born in a country other than Finland) and the rest represented second generation immigrants (born in Finland).

1.3 Objectives and research questions

My research started as a pragmatic and thematic evaluation study (see Jakku-Sihvonen 2002, Jakku-Sihvonen & Heinonen 2001) with the intention of evaluating the position of GE and the implementation of the GE 2010 programme

¹⁵ For PISA studies, see Centre of Education Assessment 2006, Sulkunen *et al.* 2010.

in basic education schools. The most important aim of my research was to obtain perceptions and experiences from the field. Thus, I decided to include a questionnaire process in my research and choose principals, teachers, and pupils from basic education schools as my respondents. The answers in the preliminary stage of the research questionnaire process revealed that, contrary to the recommendation of the MOE, the GE 2010 programme had not been implemented as such in any of the schools participating in my research and none of the schools had a GE action plan or were even planning to draft one in the near future. The situation indicated that there was no programme at school level to be evaluated. Therefore, the main focus of my research was shifted from the programme evaluation onto investigating the present state of GE and the conditions for the future development of GE in basic education. I also aimed to find out whether the GE definitions and goals are or could be precisely conceptualised and thus, how the theoretical foundation could be strengthened. The final research objective, goals, and questions are introduced in Table 1.

Table 1. The final research objective, goals, and questions.

| Objectives | Goals | Questions |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To find out what are the meanings and practices of GE, and on the basis of that, to clarify the theoretical foundation, to find practical solutions to facilitate the implementation of GE in national basic education, and to contribute to subsequent decision-making regarding successful integration of GE in national basic education in Finland | 1. To find out what is the meaning and position of GE at the moment in basic education 2. To evaluate the concrete measures taken and the practices put in use in implementing GE in Finnish basic education schools 3. To identify the support the schools and teachers would need in order for GE to be 'included in all school activities' as promoted by the MEC and suggested by education theories and professionals in the field | 1. What are the meanings and position given to GE in basic education? How is GE perceived in the NCCBE and in the GE 2010 Programme? How do the practitioners in the field perceive GE as part of their work? 2. What kinds of measures are taken to implement and to evaluate GE in basic education? What kinds of measures are taken to implement GE 2010 programme? What could be identified as support or as hindrances for the implementation process? What kinds of activities best support the GE goals? How could it be evaluate that the goals of GE have been achieved? 3. What kind of measures could be taken to help public basic education schools implement GE? What could the practitioners do to facilitate the implementation? How could the resources be developed to facilitate the implementation? What kind of measures could authorities responsible for education take? |

1.4 Research process and dissertation structure

My research process can be divided into the following five research stages: Theoretical orientation and formulation of the problem, Designing the research, Collecting and generating data, Analysing, interpreting and contextualising the data, and Reporting. However, the stages should not be seen as separate or completely chronological phases but rather as interlinked parts of the research task as a whole. The stages will be studied in more detail in Chapter 4 in this dissertation work.

As I was particularly interested in how GE is understood and implemented in schools I collected my empirical data from the grassroots level. In addition, I analysed the two major publications in GE in Finnish basic education in the beginning of the research, namely the 2004 NCCBE and the GE 2010

programme. Moreover, because in the course of the research textbooks were reported to be used as important teaching resources in schools, I have used interviews to gather data from the main textbook publishers in Finland and conducted an analysis on Finnish textbook studies made in the field.

At the beginning of the research, my intention was to write a compilation dissertation consisting of articles. The articles related to my research are published in international education journals that are specifically targeted at international readers and academics (see Pudas 2009, 2012). However, after the empirical research process had been completed, I decided to change my plans and report my research in the form of this monograph dissertation. There are several reasons behind my decision. One important reason is that I did not consider a compilation dissertation to be the best option for reporting my research process and findings as the research questionnaires had opened several new perspectives that needed to be taken into investigation alongside the study. These perspectives included for example the importance of a learning community, the role of textbooks, and the recent demographic changes in Finland that are all discussed in this work. Another important reason for writing a monograph dissertation is that my research process has taken quite a long time and I consider it important to make my research findings public and available within the same covers as soon as possible for Finnish readers and academics. I believe that a monograph dissertation will offer a more concise and profound report of this important field of study and of the research findings that I can share.

There are several reasons for my research process being rather slow. Between August 2009 and December 2011, I was working as a principal in an international school in Thailand and even though I was still able to record, code, and analyse data from the questionnaires, I occasionally had to put my research writing aside. In addition to my regular work load during this time, my school was heavily affected by the political turmoil in the country in 2010 and the heavy floods that occurred in 2011. This final reporting phase has again been completed in an extremely troubled political environment in Thailand, which places extra challenges for the completion of the writing work. I have also conducted the research alone in Thailand far away from the Finnish research community and the only financial assistance during the research process has been received from the MOE for sending the research questionnaires to the participating schools by mail. An additional contribution was a grant for two months from the Faculty of Education at the very final stage of my research.

This report is divided into six parts. The first chapter provides an introduction to the work, to the research questions, to the phenomena under investigation as well as the research context; the second chapter deals with the theoretical and conceptual frameworks; the third chapter concentrates on methodological issues; the fourth chapter focuses on the realisation of the empirical research and the challenges faced; the fifth chapter discusses the main findings of the research; and the sixth chapter consists of the final discussion. All relevant research documents referred to in my discussion are found in Appendices.

2 Theoretical and conceptual foundations

In this section, I will concentrate on my theoretical and conceptual frameworks, namely GE and social learning. Since the beginning of the research process, GE has served as my theoretical and philosophical foundation by providing a conceptualisation of the phenomena under study. After the preliminary stage, in addition to GE, I decided to use social learning as a theoretical framework for studying teaching and learning in schools from the GE perspective. My decision is based on the research literature and on the answers received from the respondents in the questionnaire process.

I will start my discussion by taking a brief look at the roots of multicultural and international education, which can be considered as predecessors of the GE concept in Finland. The discussion will continue to study how GE is conceptualised and researched in the era of globalisation. The final chapters will focus on social learning and transformative learning in the school context for which I also use the concept of operational culture.

2.1 Starting point: multicultural and international education

Even though the GE concept has only recently been adopted in Finland, it is not a new phenomenon. Over the past decades, the wide areas of GE have been addressed in education literature and policy documents under for example ‘international education’ and more recently, also under ‘intercultural education’ and ‘multicultural education’. In worldwide education literature, international education and multicultural education can be found to date back to the 1920s. International education is said to have put down its first enduring roots in 1924 with the opening of the International School of Geneva (Ecole Internationale de Genève), later known as Ecolint that provided education for the multinational children of the international civil servants working at the League of Nations. The goal of education was to ‘instil into these young people the same values of international understanding and tolerance that were enshrined in the League’s own Covenant’ (Walker 2007: 404). International schools were given practical support in their mission by their own organisation, the International Schools Association (ISA) that was established in 1951 in close association with United Nations Educational, Scientific and Cultural Organization (hereafter UNESCO) (Walker 2007: 404–405). UNESCO has continued to play an active role in the field of international education, which will also be studied later on in this chapter.

Even though as a term multicultural education focuses specifically on cultural aspects it has in practice developed to encompass many of the same aims and areas as GE. Early endeavours in multicultural education may be found in the 1920s and 1930s in the United States of America (hereafter USA) in the form of ‘steamer classes’ referring to English immersion classes¹⁶ to prepare the students for rapid entry into regular classrooms (Glazer 1997: 42). The early practice has been referred to as assimilation ideology that gives superiority to the dominant culture within a society that all ethnic and cultural groups were expected to acquire; the minority individuals are made to disappear into the majority society (see *e.g.* Inglis 2004: 32). The philosophy of multicultural education changed during and after World War II as a consequence of the experience of the Holocaust and the persistent riots in black, urban areas in the USA that brought issues of prejudice and discrimination in the field of education (Lynch 1989: xiii) into stark focus. However, multicultural education as ‘a movement’ did not start before the 1960s and 1970s as a response to the ethnic revitalisation movements that arose in the Western democratic nations (Banks & Lynch 1986, Inglis 2004). For example in Canada, Australia, and Western Europe, multicultural education owes its birth to the increase in cultural diversity arising from mass migration in the 1950s, 1960s, and early 1970s (Lynch 1989: xiii–xiv). A major goal of the above educational movement was educational reform so that students with different socio-economic, ethnic, and racial backgrounds would experience educational equity in a democratic and free society (see *e.g.* Banks 1994: 5–6, Ramsey 1987: 3).

In its first phase, multicultural education was mainly ethnic studies and scientific and humanistic studies of the history and cultures of different ethnic groups. The second phase was a reform movement targeted at changing the total school environment including the hidden curriculum, institutional norms, school policy, teaching methods and materials, as well as assessment and testing procedures. The later phase is considered particularly important in the development process of multicultural education because it brought into consciousness the fact that the inclusion of ethnic content in the curriculum was necessary but not sufficient to help students from diverse groups to attain academic success. (Banks & Lynch 1986: 201).

The many challenges the growing interconnectedness of the world has created, especially at the beginning of the 21st century, has challenged education

¹⁶ The ‘steamer’ refers to the ships in which the immigrants had arrived to the country.

researchers and practitioners alike to further redefine the concepts of international and multicultural education. In what follows, I will first briefly discuss the global changes especially from socio-cultural perspective and second; I will discuss education in our global era.

2.2 The changing global order

A considerable amount of literature has been published on the issues of globalisation since it appeared in public conversation in 1980s (see *e.g.* Capella 2000, Dale & Robertson 2004, Giddens 2002, Held & McGrew 2002, Keohane & Nye 2002). Some draw a very positive picture of future developments; others regard the new global condition with fear, believing that it increases inequality within and between nations. There are theories that explain globalisation in evolutionary terms. For example, it is seen as a phase of ‘imperative evolution’ in the human beings’ historical transition forwards more developed humankind (Izadi 2003: 42–44). According to some narratives, the world is currently facing a global ‘mega crisis’ as globalisation has already reached a point when future ‘cannot be designed toward desirable outcomes’ (*e.g.* Velamoor 2012: 104). For some, the question is no longer what the issues and impacts of globalisation are but how humanity can adapt and ‘lessen the damage’ to delay more serious consequences (Hames 2012: 91). What is common to most theories of globalisation is that they believe the new situation has brought significant cultural and social changes to the world: people, goods, services and ideologies cross more swiftly the national and regional borders than ever before to the point that today, the world can be considered more as one common space.

Amongst the many definitions given to globalisation, Arjun Appadurai (1990) crystallised the phenomenon in the 1990s into the following five ‘global cultural flows’: ethnoscapas, mediascapas, technoscapas, finanscapas, and ideoscapas. The suffix ‘scape’ indicates that the above are irregular, ‘deeply perspectival constructs’, inflected by the historical, linguistic, and political ‘situatedness’ of ‘the nation-states, the multinationals, the diasporic communities, as well as the sub-national groupings and movements, and even the intimate face-to-face groups’ (Appadurai 1990: 296). Appadurai (1990: 298) emphasises as a critical point to be noted that the global relationship between these scapes is deeply ‘disjunctive’ and ‘unpredictable’, as each of them is subject to its own constraints and incentives and, at the same time, each of them acts as a constraint and a parameter for movements in the other.

Ethnoscapes consist of moving groups and persons that constitute ‘an essential feature of the world’ today (Appadurai 1990, see also Hannerz 1990: 244–245). Mediascapes refer to the distribution of electronically produced and circulated information, which provides large and complex repertoires of images, narratives, and even ethnoscapes, worldwide – so complex that ‘the lines between the reality and the fictional landscapes may become blurred’ (Appadurai 1990: 297–298). Technoscape means modern information and communication technology (hereafter ICT) that is driven by ‘the complex relationships between money flows, political possibilities’ and the availability of both low and high-skilled labour. Finanscapes refer to currency markets, national stock exchanges, and commodity speculations that move ‘mega-moneys’ through national barriers ‘at blinding speed’ (Appadurai 1990: 297–298). Ideoscapes are chains of often directly political images linked to the ideologies of states (such as freedom, welfare, rights, sovereignty, representation, and democracy) and the counter-ideologies of movements oriented to capturing power or a piece of it (Appadurai 1990: 298–299).

More than ten years later, for example Robert Keohane and Joseph Nye (2002) brought some new perspectives to the global flows discussed above by analysing the current interconnectedness of the world with the help of the following four forms of globalism: economic, military, environmental, and social and cultural. They do not separate ICT (technoscapes) as one form of globalism but rather perceive it as one major reason for the interconnectedness and forms of globalism that exist. According to Keohane and Nye (2002: 82–83), modern ICT has broken territorial boundaries and made even ‘time and distance collapse’, though by no means has it made distance irrelevant. With economic globalism, Keohane and Nye (2002) refer to long-distance flows of goods, services, capital, and information that accompany market exchange. Military globalism, in turn, refers to long-distance networks of interdependence, in which force, and the threat or promise of force, are employed. Keohane and Nye (2002: 76–77) furthermore highlight that even though preceding the information revolution, the nature of military globalism has been transformed by ICT. They also remind us that social and cultural globalism (the movements of ideas, ideologies, information, and people) has often accompanied military and economic globalism. Environmental globalism is also an addition to the global flows of the 1990s and it refers to the long-distance transport of materials in the atmosphere or oceans, or biological substances (pathogens or genetic materials) that affect human health and well-being. Examples of environmental globalism are the

depletion of the ozone layer and the spread of diseases such as AIDS and avian influenza. Some traits of environmental globalism may be entirely natural, but much of the recent change has been induced by human activity.

Keohane & Nye (2002) consider social and cultural forms of globalism as one of the main forms related to educational reforms today, as they affect the consciousness of individuals and their attitudes towards culture, politics, and personal identity (see also Scholte 2005: 1823–1824). Similarly, my research studies globalisation and GE mainly from the socio-cultural, and at the same time, from the perspectives of ethnoscaples, mediascaples, and ideoscaples. It is noteworthy that social and cultural aspects are not distinct from other forms of globalism or the other scapes defined by Appadurai above. Similarly to Appadurai (1990), Keohane and Nye (2002) emphasise that the forms are not mutually exclusive but intertwined and the division is made to help study the phenomenon.

Whether one calls the recent changes ‘global cultural flows’ or ‘forms of globalism’, there seems to be a consensus that the interdependence of the world affects all strands of life the world over and that the events or decisions at the global level can acquire almost instantaneous local consequences, and vice versa (Held & McGrew 2002: 39, Keohane & Nye 2002: 79, 82–83).

The rhetoric around the global challenges and changes, in turn, is far from united and often seems to coincide with the ideology of neoliberalism that is seen as the reigning policy framework in globalisation in the late 20th century and in the beginning of the 21st century (see *e.g.* Andreotti 2010a, 2010b, Dale & Robertson 2004, Scholte 2005, de Sousa Santos 2003, Worth & Kuhling 2004). There is also strong opposition against the neoliberal values, structures, and practices that seem to have dominated economic globalisation, and as a consequence, have affected other forms of globalisation. What previously was referred to as anti-globalisation¹⁷ is nowadays often referred to as ‘counter-hegemonic globalisation movement.’ Even though neoliberal globalisation has gained widespread acceptance as ‘commonsense’, counter-hegemonic proponents saw it to serve only particular interests of dominant classes and countries, especially those representing Western mainstream ideologies (see *e.g.* Scholte 2005). The counter-hegemonic movement rose against ‘the neoliberal story’ of

¹⁷ For example in relation to demonstrations that were held during international summits aimed at consolidating global neoliberal policies such as the 1994 protest in Madrid against International Monetary Fund’s 50th anniversary celebrations; the 1999 protest in Seattle to block delegates’ entrance to World Trade Organisation meeting; and the 2000 and 2002 demonstrations of the meeting of the International Monetary Fund and World Bank.

globalisation that perceives globalisation as a natural and inevitable process where economic development is the key to the phenomenon and beneficial for everyone. Proponents of counter-hegemony strongly critique present day reality and oppose the neoliberal epistemological assumption of ‘the monoculture of knowledge’ (de Sousa Santos 2003) and that the current inequitable distribution of wealth and power would be the key to the well-being of all people. (See *e.g.* Andreotti 2010a, 2010b, Capella 2000, Dale & Robertson 2004, Giddens 2002, Held & McGrew 2002, Keohan & Nye 2002, Scholte 2005, de Sousa Santos 2003, Worth & Kuhling 2004).

Despite the long and vivid discussion around globalisation, for example Sonia Nieto (2009: 88) claims that it is only within the past decade that more serious attention has been paid to its educational implications. One response to the changes has been increased activity in the area of international and multicultural education and moreover, in the area commonly referred to as citizenship education. Globalisation has raised questions about what citizenship means in the global world. James Lynch has suggested already in 1989 that the basic concepts for education are those concerned with ‘values, norms, rules, conflict, duties, obligations, fairness, creative citizenship, justice and constitutional democracy’ with a distinct emphasis on ‘skills of communication, advocacy, and social and legal actioning, collaboration and cooperation’ (Lynch 1989: xv). Many of the above concepts have already found their place in what nations label as ‘citizenship education’ (see *e.g.* Kiwan & Kiwan 2005). However, the goals and definition for such an education are far from united, mainly because of the large variety in ways how nation-states choose to consider ‘identity’ and ‘citizenship’ in their education policies and what is the relation between local, regional, and global in citizenship definition. The anti-globalisation and counter-hegemonic movements have compelled decision-makers to rethink, not only what ‘citizenship’ means today, but also concepts such as ‘the national interest’ and ‘the public good’ (see *e.g.* Banks 1994: 23, Zambeta 2005: 65). Still, independent of how we view globalisation, it is a phenomenon that has changed our environment and life on the earth and due to that, it has an effect on social life as well as on educational practices, including citizenship education.

In the era of globalisation, simple categories of race, gender, and social class are no longer seen sufficient to define the field of multicultural education (Nieto 2009: 88; see also Andreotti 2010a), but new categories emerge and their intersectional effects are often more determining for a person’s identity or position than any single factor. With regard to international education,

globalisation has been seen to only widen the various interpretations of the term ‘international’ and the word ‘culture’ (Bonnett 1999, Hayden *et al.* 2007: 1–2). Moreover, especially with regard to environmental (and economic and military) globalism discussed above, GE also includes discussions about sustainability of the globe, sustainable development, and sustainable education. When people have become more aware of the diversity of populations living on earth, knowledge usually has increased consciousness of the interdependence of people as well as of keeping the globe inhabitable for human beings. Education is very essential in deepening the joint responsibility for the common globe. It is also essential to raise discussions about the requirements for peaceful coexistence and acknowledgement of equal worth of inhabitants of the globe. These different views and approaches will be discussed in what follows.

2.3 Education in the era of globalisation

It depends a lot on human beings and their decisions what values drive the direction of the phenomenon called globalisation and what the consequences will be. In this chapter, I will discuss the various responses to globalisation in the field of education. I will start my discussion with the changes that have occurred in the field of multicultural and international education – the predecessors of GE – and then continue to GE and its related approaches. The implications of international relations and globalisation in educational policies will then be studied in Chapter 2.3.2.

Due to the spread of neoliberal ideology, a growing need has emerged to re-theorise and redefine multicultural education to disclose the assumed Western mainstream assumptions associated to it (see *e.g.* Andreotti 2010a, 2010b, Banks 1994, Ramsey 1987: 187–188, de Sousa Santos 2003, see also Tye 2014). Furthermore, one of the main concerns among the critiques of multicultural education has been that if implemented, it might draw the focus off from basic academic skills and thus, lower the standard of education (see *e.g.* Ramsey 1987: 188–190, Glazer 1997: 38). However, the defenders of multicultural education have responded that in raising self-esteem it in fact improves results and focuses on what is relevant and meaningful to each pupil (Glazer 1997: 58). Discussion in the field has continued and today many of the advocates of multicultural education have further defined their approach as ‘critical multiculturalism’, ‘interculturalism’, or ‘multicultural citizenship’ (see *e.g.* Banks 1993a, 1993b,

2009, Banks & McGee Banks 1993, Nieto 1996, 2000, 2006, 2009, Ramsey 2004).

The term ‘international education’ is still used particularly when talking about international schools. Even though this term seems to be rather rare in contemporary worldwide education literature, vivid discussions may be found around more recent concepts such as cosmopolitan education and cosmopolitan citizenship (Appiah 2006, Nussbaum 2002, 2007, Osler 2004, 2009, Osler & Starkey 2008, Osler & Vincent 2002) and global citizenship (Andreotti 2010a, 2010b, Osler & Vincent 2002).

In Finland, the term international education (see *e.g.* Opetushallitus 2004, Räsänen 2002, 2007a) and multicultural education (Inkala 2002, Riitaaja 2013, Talib 1999, 2002, 2005, 2006, Virrankoski 2005, Virta 2008) are still in use. However, the field has also been researched under the concepts of intercultural competences (Jokikokko 2005, 2009, 2010, Jokikokko & Järvelä 2013, Räsänen 2002), citizenship education (Räsänen 2007b, Trotta Tuomi 2006, Virta & Yli-Panula 2012), sustainable development (Louhimaa 2005, Loukola 2002, Åhlberg 2005, 2006), and human rights education (Matilainen 2011). GE has emerged in Finnish research literature and in public conversations only after the publication of the GE 2010 programme (see *e.g.* Kaivola & Mélen-Paaso 2007, Räsänen 2007a) even though in the above publication itself, the term used in the Finnish version of the programme was still ‘international education’ (kansainvälisyyskasvatus).

In what follows, I will consider some main educational approaches in the era of globalisation based on the perspectives of selected international academics.

2.3.1 Conceptualising global education

When making the selection of literature for this section, I have strived to include different contemporary approaches in order to get a holistic picture of the situation. In what follows, I will discuss proponents of critical multiculturalism and multicultural citizenship, cosmopolitanism and cosmopolitan citizenship, global citizenship, and counter-hegemonic views of GE. Even though the approaches share some similarities, they also show differences in some important aspects.

Critical multiculturalism and multicultural citizenship

Even though a long list of publications in the field of multicultural education already exists, James A. Banks for example still in 1994 considered it to be a ‘work in progress.’ In order to advance the field, he called on scholars to ‘develop a higher level of consensus’ about what multicultural education means (Banks 1994: 16). While the early works of Banks are important and valuable for the development process of multicultural education, I will here focus more on his later works where he has further developed his earlier theories and concepts in the field.

Although focusing on transforming what is considered mainstream citizenship education, Banks is very concerned about minority groups and their identity building. Banks highlights that transforming the mainstream so that ‘it accepts some differences’ will help minority children function in their ethnic and home communities as well as in the mainstream world (see Brandt 1994). Banks (2009: 20) suggests transformation process taking place through stages. The stages start from the need to develop ‘reflective and clarified cultural identification’, which will enable children ‘to develop thoughtful and clarified national identification’, and consequently, ‘a global or cosmopolitan identification’ (Banks 2009: 20, see also Banks 1988: 53). Banks (2009: 23) suggests that through these stages, individuals will construct reflective and clarified national, regional, and global identifications, and internalised human rights values that he refers to as ‘Globalism and Global Competency’.

Banks (1993b: 199, see also Brandt 1994) has also introduced four approaches of how cultural content may be integrated into the school curriculum. The four approaches are as follows:

1. *the contribution approach* focusing on heroes, holidays and discrete cultural elements;
2. *the additive approach* adding content, concepts, themes, and perspective to the curriculum without changing its structure;
3. *the transformation approach* changing the structure of the curriculum to enable students view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups; and
4. *the social action approach* when students make decisions on important social issues and take actions to help solve them.

The approaches are clearly hierarchical and Banks (see Brandt 1994) has highlighted that the work may well start with first approach as long as the work does not stop there. The last two approaches may be seen as the final goals of the curriculum work and at the same time, consistent with transformative learning (see Chapter 2.6.1).

Banks's (1994: 37) argument that multicultural education is 'to help all of the nation's future citizens to acquire the knowledge, attitudes and skills needed to survive' and 'to become effective and productive citizens' in 21st century 'knowledge-oriented service jobs' may be read as globalisation being a natural and inevitable process and a key to economic development. However, it may also be seen as part of the restructuring process and an endeavour to look at the situation from different angles: to offer possible pragmatic solutions for the existing situation. It is also worth noting that the above argument was made during the time when most theorists were still striving to define what globalisation actually is.

In fact, Banks's recent literature puts much emphasis on epistemological shift. Hence, he (Banks 2009: 303, 313–314) calls for 'transformative citizenship education' that challenges 'some of the key epistemological assumptions of mainstream knowledge.' Banks argues that education that is based on the concept of transformative citizenship helps students interact and deliberate with peers from diverse backgrounds and helps them acquire 'the cosmopolitan perspective and values' needed in work for 'equality and social justice around the world.' Banks (2009: 316–317) promotes four hierarchical levels of citizenship, namely *legal*, *minimal*, *active*, and *transformative*. Legal is the most superficial level: it defines citizens as legal members of the nation-state with certain rights and obligations to the state but does not include participation in the political system in any meaningful way. Minimal citizens vote in local and national elections for conventional and mainstream candidates and issues. According to Banks, active citizens actualise existing laws and conventions by, for example, participating in protest demonstrations or making public speeches. Their actions are, however, designed to support and maintain the existing social and political structure and not to challenge it. Transformative citizenship actions, in turn, are designed to actualise values and moral principles and ideals beyond those of existing laws and conventions. A transformative citizen takes action to promote social justice even when his or her actions violate, challenge, or dismantle existing laws, conventions, and structures. (Banks 2009).

Another American advocate of critical multiculturalism, Sonia Nieto, is likewise concerned about social justice and equity. She (Nieto 2000: 10, Nieto 2003) is particularly concerned about inequities in educational opportunities: about the achievement gap between white students and students of colour and with those from racially, culturally, and linguistically diverse and poor families in their home country. Nieto (2003: 305) defines critical multicultural education as being ‘antiracist education; basic education; important for all students; pervasive; education for social justice; a process; and critical pedagogy.’ Nieto (2003) furthermore calls for ‘culturally responsive pedagogy’, which considers students’ backgrounds as assets for students’ learning and requires teachers of all backgrounds to develop their skills to teach diverse students effectively.

On the subject of multicultural education, Nieto has also strived to clarify the concept of culture. According to her (Nieto 1996: 138), culture can be understood as ‘the ever changing values, traditions, social and political relationships, and worldview created and shared by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and/or religion, and how these are transformed by those who share them.’ The above definition will become particularly interesting in relation to content analysis of the 2004 NCCBE (see Chapter 5.1.1).

Nieto (2003) suggests people to look carefully at two factors (besides cultural differences) that influence student learning: the socio-political context of education and school policies and practices. She (Nieto 2000: 9) argues that no educational philosophy is worthwhile unless it focuses on raising the achievement of all students and on providing them with an equitable and high-quality education and on giving students an apprenticeship in the opportunity to become critical and productive members of democratic society. For Nieto (2000: 315), multicultural education is a philosophy and ‘definitely not a separate programme to be executed at schools and classes.’

Patricia G. Ramsey (1987, Ramsey 2004) also has a broad definition for multiculturalism. She (Ramsey 2004: 9) defines multicultural education as including ‘issues related to race, social class, consumerism, culture, language, gender, sexual orientation, disabilities, and our relationship to the natural world.’ Even though Ramsey is specifically interested in pedagogical issues, she also takes a social stand by emphasising (Ramsey 2004: 6) that the purpose of multicultural education is ‘to help children learn how to navigate these

contradictions and ambiguities'¹⁸ and 'to challenge the injustices that divide and diminish their world.' Similarly to Banks and Nieto, also Ramsey (2004: 53) highlights the importance of social justice: '... that children need to develop clear values, critical thinking skills, and confidence that they can be a positive force in the world.'

Ramsey (2004: 12) furthermore questions the hegemonic knowledge and urges parents and teachers to create spaces for children 'to imagine hopeful futures in which individual material wealth, privilege, and power are no longer the dominant forces of our society.' Moreover, she (Ramsey 2004: 10–12) suggests multicultural goals for children include developing strong identities, developing a sense of solidarity with all people and with the natural world, becoming critical thinkers, being confident and persistent problem solvers, and gaining academic skills that give them access to the knowledge of a society and the power to make difference.

Cosmopolitanism, cosmopolitan citizenship, and global citizenship

Martha C. Nussbaum (2002, 2004) chooses to use the concepts of cosmopolitanism and cosmopolitan citizenship to define her understanding about the educational reforms needed in the era of globalisation. Nussbaum's (2002: 4) view of 'cosmopolitan' includes the notion of 'citizens of the world', whose primary 'allegiance is to the worldwide community of human beings'. Besides transformation, her idea focuses much on action: Cosmopolitan is someone who will make decisions and take actions in the global interests that will benefit humankind (Nussbaum 2002). Similarly to Banks, Nussbaum highlights the importance of forming intense attachments to the local first and gradually learn to 'have compassion for people who are outside our immediate circle' (Nussbaum 2002: xii). Even though Nussbaum agrees that education should reflect specific concerns in a given nation, she argues that education should focus on respect for human dignity and '...most seriously consider the right of other human beings to life, and the pursuit of happiness...' (Nussbaum 2002: 12). Nussbaum (2002: 9) highlights that while pupils may continue to regard themselves as defined by the local 'partly by their families, religious, ethnical, or racial communities, or even their country', they must, however, learn to 'recognize humanity wherever they

¹⁸ Referring to exploitation of natural resources, marginalisation, rapid social change, multicultural and multiracial backgrounds (Ramsey 2004: 6).

encounter it and be eager to understand it.’ Through cosmopolitan education, Nussbaum (2002: 12) argues people will recognise that they all have a shared future and they learn to solve problems that require international cooperation or ‘global planning.’ Through cosmopolitan education we learn to recognise moral obligations to the rest of the world. Nussbaum argues that ‘a morally arbitrary boundary’ such as the boundary of a nation ‘has a deep and formative role in our deliberations’ and that if we fail to educate children to cross these boundaries ‘in their minds and imaginations, we have tacitly given them the message that we don’t really mean what we say’ (Nussbaum 2002: 12–14).

In addition to the above ‘ethical doctrine’, Nussbaum (2002: 133, 2007) has also developed a ‘capabilities approach’ theory. These capabilities concern ‘a social minimum’ that all human beings are entitled to by virtue of all human beings’ equal human dignity, including having adequate health care, free public education, and sufficient protection for one’s bodily integrity (Nussbaum 2007: 126). In relation to her political views, Nussbaum (2007: 135) highlights that cosmopolitanism does not require giving equal attention to all parts of the world. On the contrary, she (Nussbaum 2007: 135–136) defends national sovereignty and argues that a nation-state is ‘the largest unit we have yet seen that is decently responsive to people and their voices.’ She therefore reasons that any coercive structure above the nations ought to remain thin and decentralised and sees that even though local is not better per se ‘it is the only sensible way to do good’ (Nussbaum 2007: 135–136).

Similarly to her American colleagues discussed above, Audrey Osler (2004, 2009, Osler & Vincent 2002), a European proponent of cosmopolitan citizenship considers educators to hold an influential role in ensuring that young people in an interdependent world will be educated in human rights and equality as a means to promote greater social cohesion (Osler 2004: 205, 294). Osler considers human rights as universally recognised framework for the work by pointing out (Osler & Starkey 2008: 32) that in the World Conference on Human Rights in Vienna in 1993, 171 states (representing 98 per cent of the world’s population) signed a Declaration and Programme of Action pledging to ‘... undertake individually and collectively actions and programmes to make the enjoyment of human rights a reality for every human being’ (UN 2013).

For Osler, cosmopolitan citizenship must address peace, human rights, democracy and development, it is oriented towards future and its goal is to equip young people with the knowledge, skills, and attitudes to enable them to make a difference (Osler 2004: 294, see also Osler & Vincent 2002: 32). Similarly to

Banks, also for Osler (Osler & Starkey 2008), education for cosmopolitan citizenship means a way of being a citizen at a local, national, regional, and global level.

Osler (2004: 204) considers one considerable challenge for educational reform to be the tension between the need to educate for global competition and the need to educate for greater cooperation and understanding. She argues that policy-makers have answered to the process of economic globalisation by emphasizing the need to prepare young for a workforce that is internationally competitive although the multicultural societies would require cooperation (Osler 2004: 204). For example, with regard to cultural (and social) globalisation, many schools have experienced considerable changes in their student body and some schools that previously perceived themselves to be relatively homogenous now have to rethink their approaches (Osler 2004: 205). With growing immigration, this is also the case in Finland. It cannot be assumed any more that all the students in the national education system will be familiar with the language of instruction and there are more and more pupils who bring with them historical and cultural knowledge and practices as well as personal experiences that are not shared by children from the mainstream (see Inglis 2004: 49, Osler 2004, Virta 2009a: 151).

Osler's conception of cosmopolitan citizenship is rooted in the following conception: there is a need to develop multiple loyalties and identities and a citizenship concept that, in legal sense, has a broader meaning derived from international laws (Osler 2004: 205). Osler argues that at the moment, most citizenship programmes focus on national identity within the framework of a nation (Osler 2004: 205, 2009: 5) and that many times, the national identity is portrayed as a homogenous cultural identity into which minorities are expected to integrate (Osler 2004: 210). This kind of education fails to engage with the experiences of pupils outside the mainstream who may already have shifting and multiple cultural identities and a sense of belonging that is not expressed first and foremost in terms of a nation (Osler 2004: 210).

Osler (2004: 208) does not deny the need for national citizenship education but calls for the heterogeneity of national culture and for an internationally agreed human rights framework for citizenship education that would enable pupils also to learn about the rights and responsibilities people have towards each other as part of our common humanity. Osler and Hugh Starkey (2008) divide citizenship into the following three aspects:

1. *a status and a set of duties*, which describe the relationship of an individual and a state;
2. *a feeling of belonging*, which is likely to vary in the degree to which pupils feel they are part of a nation; and
3. *active citizenship*: a practice and an entitlement to rights, which are associated with democracy and human rights

For Osler and Starkey (2008: 85), citizenship education involves two different dimensions, namely structural/political and cultural/personal if it is to effectively engage learners. Osler and Starkey (2008: 87) highlight that people need competences for effective participation and active engagement with each other and they believe that a feeling of belonging may be easier to identify with a particular place or region than with a nation. Osler also believes that education in general and citizenship education in particular provide the mechanism for transmitting the core shared values on which just and peaceful democratic society may be built (Osler 2004: 205). Citizenship education provides a vehicle through which GE can be mainstreamed so that it has a clear status and resources (Osler & Kerry 2002: 32).

Philosopher Kwame Anthony Appiah (2006) also conceptualises his view as cosmopolitanism. According to Appiah, cosmopolitans agree that there are many values worth living by and that one cannot live by all of them; they also acknowledge that knowledge is ‘imperfect, provisional, and subject to revision in the face of new evidence’ (Appiah 2006: 144). Appiah’s idea of cosmopolitanism intertwines with the conception of basic human rights and he puts more emphasis on values and cross-cultural communication than for example on rational or reflective thinking. He (Appiah 2006: xv) identifies two strands in cosmopolitanism: the idea that we have obligations to other people beyond our closest and the idea that we take seriously the value not just of human life but of particular human lives. Similarly to the ideas of Banks, Nussbaum, and Osler discussed above, Appiah (2006: 157) highlights that cosmopolitan moral judgement requires us to feel about everyone in the world what we feel about our ‘literal neighbours.’ However, Appiah (2006: 158) stresses that a cosmopolitan understands that one cannot be intimate with all people as ‘the strangers don’t have the same grip on our sympathies as our nearest and dearest.’

With regards to values and communication, Appiah (2006: 78) argues that we can live in a harmony without agreeing on underlying values and similarly, we can find ourselves in conflict when we do agree on values as ‘conflicts arise most

often when two people have identified the same thing as good.’ As Appiah (2006: 63) points out, even if we have common value language and agree on how to apply it to a particular case, we can still disagree about the weight to give to different values. Not all values are of equal importance to everyone, and how people respond depends on their own cultural context and biographical history.

Appiah (2006: 47) highlights that the most fundamental level of disagreement occurs when one invokes a concept that the other does not have because the struggle is not to *agree* with the other part but to *understand* him or her. Therefore, a starting point for cross-cultural conversation is things that people share: once people have found enough they share, there is the future possibility that they will be able to enjoy discovering things they do not yet share (Appiah 2006: 97). For Appiah (2006: xv), ‘cosmopolitanism is the name not of solution but of the challenge.’

Counter-hegemonic views of GE

One of the proponents of post-colonialism is Vanessa Andreotti (2010a, 2010b) who has applied post-colonial theorisation to the discussion on global citizenship and GE. She argues that there is a need for a major ontological and epistemological shift in the field as despite the endeavours to re-theorise GE, it is still based on neoliberal rhetoric and assumptions (Andreotti 2010a). According to Andreotti (2010a), without a post-colonialist perspective, GE still produces a picture that the way neoliberalism perceives development and progress are universal goals and that ‘the problems may be solved so that there will be no conflicts and there will be consensus.’

The way forward proposed by Andreotti is to move from cognitive adaptation to epistemological pluralism; to ‘decolonise the imagination’ and to ‘pluralise the knowledge’ in order to pluralise the possibilities for the future (Andreotti 2010a). Andreotti gives her ‘working understanding’ of global citizenship education very similarly to the proponents of critical multicultural citizenship and cosmopolitan citizenship: GE ‘should equip people to live together in collaborative, but un-coercive ways, in contemporary societies’ (Andreotti 2010b: 239).

Despite the attempts to find new perspectives on socio-cultural and socio-political issues in the global context, Andreotti (2010a) argues that the discussion is generally still limited ‘within theoretical silos’ including for example gender, sexuality, multiculturalism, anti-racism, and sustainability. She further argues (Andreotti 2010a) that much of the literature does not focus on the much needed

epistemological shift and ontological shift: the way people ‘know’ and the ways they ‘see.’ Andreotti’s argument may well be justified with regard to some GE literature. However, even though some works discussed above may focus on relatively limited content areas and cultural contexts, it does not mean that these works are not based on assumptions about drastic needs to change, about the nature of the current social world or the world order, and about the variety of social knowledge.

The above approaches and ideologies partly seem to stem from the resistance of neoliberal story and its purported harmful consequences. For example, critical multiculturalists strive to change the situation by challenging the hegemonic understanding of the concepts of knowledge, identity, and culture. In their view, hegemonic monolithic conceptions have created injustices and inequities between the mainstream and minority and marginalised groups. Post-colonialists are likewise concerned about the prevailing injustices and inequities but, more than the previous, they concentrate in questioning the way contemporary societies produce and validate knowledge.

As education in general, GE is future oriented and is based on a vision of a better world. Even though different in some aspects, the above approaches and ideologies all highlight the possibility to affect the future with our actions and choices. For some existing problems, there is no evidence of ‘what works best’ to inform policy-makers and practitioners. However, based on the literature, an important condition for finding solutions for the future is a clear value basis, a moral and ethical foundation, for education and for actions. The proponents of cosmopolitanism focus on clarifying how citizenship and identity may be understood in today’s worldwide community: what cosmopolitan perspectives and values they are to be based on. Hence, cosmopolitans strive to find a more global base for GE from human rights and especially from the concepts of human dignity and equal human worth.

2.3.2 Education in the agenda of international and regional organisations

Today, education plays a large role in the globalisation discussion and the global issues are also tabled in many international and regional, as well as in non-governmental organisations’ education agendas (*e.g.* COE 2002, EU 2012, OECD 2006, UNESCO 2009). Although the nation-state is still the main decision maker in its education policies, the recommendations and guidelines of these external

bodies can be considered to have an effect on how the national education systems are organised. For example Finland is a member state in organisations and unions that execute the most powerful education policies in today's Europe: the Organisation of Economic Cooperation and Development (OECD), the EU, the United Nations (hereafter UN) and UNESCO, and the COE. They all also have strived to define GE and/or global competences. The recommendations and guidelines of the above will briefly be studied in what follows.

UNESCO is the only UN agency with a mandate to cover all aspects of education. Over the years, UNESCO has developed a number of standard-setting instruments, declarations and action plans that provide the basic framework for promoting the concept of education for a culture of peace world-wide. Particularly important are the 1974 'Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms' (UN 1974) and the 1995 'Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy' (UN 1995) that is an update for the 1974 recommendation. The recommendations of UNESCO are widely accepted by the international community and they have also served as the basis for Finnish GE.

In the recommendation adopted in 1974, the guiding principles were drawn from the UN Human Rights document (UN 2013), and especially from Article 26, paragraph 2: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the UN for the maintenance of peace' (UN 1974). The recommendation emphasises international cooperation as a responsibility of the member states in developing international education. In separate conferences and meetings during 1991–1995, UNESCO has further given guidelines and criteria for the development, evaluation, and revision of curricula, teacher education, textbooks and other educational materials in order to promote an international dimension in education (UNESCO 1995).

However, the recommendations and frameworks were not seen to be enough to answer the special needs and challenges of many parts of the world. Therefore, in September 2000, world leaders assembled at the UN Summit and agreed to a set of goals and targets for addressing them. The results are known as the eight Millennium Development Goals (hereafter MDGs) which strive to eradicate extreme poverty and hunger, develop a global partnership for development, promote gender equality and empower women, reduce child mortality and

improve maternal health, halt the spread of HIV/AIDS and other major diseases, ensure environmental sustainability, and provide universal primary education, all by the target year of 2015. (UN 2006). The UNESCO-led Education for All (hereafter EFA) movement contributes to the global mission of the eight MDGs. It was launched at the World Conference on EFA in 1990 in Jomtien, Thailand.

Despite the adoption of the Universal Declaration of Human Rights and other human rights instruments, human rights and fundamental freedoms have been disregarded and violated. Striving to reinforce ‘peace, democracy, human security, freedom, justice and development in the world’, a UNESCO initiated High-level Expert Group meeting was organised in Valencia in 1998. The outcome of the meeting was the Declaration of Responsibilities and Human Duties (Goldstone 1998) document. When the MDGs focus mainly on the states’ responsibilities, the Declaration of Responsibilities and Human Duties highlights collective and individual duties and responsibilities of ‘the global community’ (Goldstone 1998). Article 1 of the document further clarifies the terms ‘duty’ and ‘responsibility’ used in the declaration: duty means an ethical or moral obligation and responsibility refers to an obligation, which is to be understood as legally binding under existing international laws (Goldstone 1998).

UNESCO’s work on education for sustainable development (hereafter ESD), in turn, may be seen to date back to 1968 when it organised its first intergovernmental conference aiming to reconcile environment and development, even though the term ‘sustainable development’ was used for the first time in UNESCO’s report ‘Our Common Future’ in 1987 (see UNESCO 2005c). The original concept has nowadays widened from an environmental approach to also include areas such as cultural diversity, gender equality, health promotion, peace and human security, and sustainable urbanisation (UNESCO 2013).

In 2002, the UN’s General Assembly launched the UN Decade of Education for Sustainable Development (hereafter DESD) 2005–2014, which emphasises education as ‘an indispensable element for achieving sustainable development’ (UNESCO 2005b). It also designated UNESCO as the lead agency to promote and implement the DESD. In 2009, the UN Economic Council for Europe (2011) established an Expert Group on Competences in Education for Sustainable Development with a mandate to develop a tool for policy makers to integrate ESD into relevant policy documents (with a particular emphasis on formal education) and to define a range of core competences for educators to facilitate integration of ESD into educational programmes at all levels (UNESCO 2009: 7). The Expert Group came up with a list of recommendations and competencies that they

highlight being specifically related to ESD rather than to education in general and they moreover name three ‘essential characteristics of ESD’ that have similarities with the definitions given to GE in the discussed education literature. The characteristics are as follows: ESD is a holistic approach, which seeks integrative thinking and practice; ESD envisions change, which explores alternative futures, learns from the past and inspires engagement in the present; and ESD is about achieving transformation, which serves to change in the way people learn and in the systems that support learning (UNESCO 2009).

In 2005, UNESCO launched its new ‘Comprehensive Strategy for Textbooks and Learning Materials’ (UNESCO 2005a). According to the above document, it is UNESCO’s role ‘to assist member states in developing policies, norms, and standards for the provision of textbooks and other learning materials which facilitate quality education’ (UNESCO 2005a: 4). The UNESCO strategy for textbooks and learning materials is aimed to support the EFA movement and the MDGs: ‘to help facilitate process that enables learners to take charge of their lives, make substantial and meaningful contributions to their communities, participate in creating culture of peace, and become knowledgeable citizen of the world’ (UNESCO 2005a: 1).

During the past decades, the COE has also produced a great number of education-related recommendations and declarations. However, the principal education policies of the COE concerning GE are put down in the Maastricht Declaration on Global Education document (COE 2002) that emerged in a Europe-wide global education congress in Maastricht 2002 as a follow-up to the World Summit on Sustainable Development and to the preparations for the UN’s DESD. The participating delegations in the congress were representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council. (COE 2002).

Already in 1990, the COE (1989, 2013) had set up a NSC with a mandate to raise public awareness of global interdependence and the ensuing need for solidarity within the aims and principles of the COE – respect for human rights, democracy, and social cohesion. Today, the goal of the NSC is defined as ‘promoting dialogue and cooperation between Europe, the South of the Mediterranean and Africa and building a global citizenship based on human rights and citizens’ responsibilities’ (COE 2013). The objective of the NSC is to contribute to democratic processes, mainly through education to democratic citizenship and intercultural dialogue (COE 2013).

The framework for the NSC Peer Review processes discussed in Chapter 1.1 in this dissertation reflects the Maastricht Declaration. The Peer Review report of the NSC on Finland was completed in 2004 (see NSC 2004b) and was the major inspiration for the GE 2010 programme that, as discussed, served as an initial stimulus for the research discussed in this report. Since late 2005, the Peer Reviews of the NSC have been facilitated by the GENE that is the network of Ministries and Agencies with national responsibility for Global Education in European countries. GENE has also accepted the responsibility for the follow-up processes with the countries, which have undertaken the initial Peer Review process (see GENE 2013a). In addition to Finland, the Peer Review has been completed and the report published for Cyprus (NSC 2004a), The Netherlands (NSC 2005), Austria (NSC 2006), The Czech Republic (GENE 2008), Norway (GENE 2009a), Poland (GENE 2009b), Slovakia (GENE 2013b), and Portugal (GENE 2014).

In the Maastricht Declaration of the COE (2002), GE is understood as an umbrella term, encompassing the following areas: development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education; GE being the global dimension of education for citizenship. The declaration defines (COE 2002) GE as ‘education that opens people’s eyes to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.’ Furthermore, the NSC has developed GE guidelines for educators and policy makers in 2008 that were updated in 2012 (NSC 2012a). These guidelines are regarded ‘as an ongoing process of evolution, which should be regularly reviewed with new ideas, inputs and practices brought from a diversity of partners and their experiences’ (NSC 2012a: 5). Even though the NSC highlights that there are many definitions given to GE, the NSC, similarly to education literature discussed (see *e.g.* Banks 2009), defines GE as a transformative learning process (NSC 2012a: 13) and gives the following definition to further clarify GE:

‘Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalised world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. However, global education

should not be presented as an approach that we may all accept uncritically, since we already know there are dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues' (NSC 2012a: 10).

The COE has also published a White Paper on Intercultural Dialogue (2008) that is directly linked to the areas of GE though, surprisingly, GE is not even mentioned in the document. It is not even part of the long list of 'Selected conventions, declarations, recommendations and other reference texts of the COE relevant to intercultural dialogue' (COE 2008: 52–53). In the document, the COE (2008: 9–10) states the following reasons for the need to promote intercultural dialogue, mutual respect, and understanding: old approaches to the management of cultural diversity were no longer adequate due to unprecedented and ever-growing 'multiculturalism' and a genuine uncertainty as to what 'intercultural dialogue' meant in practice. The White Paper (COE 2008: 18) also considers identity-building in a multicultural environment and recognises that 'Identity is a complex and contextually sensitive combination of elements' and that whilst every individual, to a certain extent, is a product of his or her heritage and social background, 'Freedom to choose one's own culture is... a central aspect of human rights.'

With regard to basic education, the COE White Paper considers kindergartens, schools, youth clubs and youth activities in general to be key sites for intercultural learning and dialogue (COE 2008: 33). The schools are given responsibility to guide and support pupils in 'acquiring the tools and developing attitudes necessary for life', 'introducing respect for human rights as the foundations for managing diversity', and 'stimulating openness to other cultures' (COE 2008: 30). The intercultural dimension is expected to overlap all subjects; particularly 'history, language education, and the teaching of religious and convictional facts' (COE 2008: 30). The document sees parents and the family environment as important role models for the children and necessary to be 'involved fully in changing mentalities and perceptions' (COE 2008: 32). Interestingly, however, with regard to teachers, rather than recognising similar potential in the transformative process of GE, the emphasis with regards to educators is put only on 'educational strategies and working methods' in order 'to manage the new situations' (COE 2008: 31).

In the context of the international financial crisis in 2012, GE was again on the table when the main stakeholders from Europe and the neighbouring regions

gathered in the second European Congress on GE in Lisbon. The ‘Education, Interdependence and Solidarity in a Changing World’ congress provided a space for reflection and dialogue on how to strengthen existing structures and procedures, and develop new mechanisms for supporting GE (NSC 2012b: 5). The key objectives of the congress were twofold: to assess the development and progress of GE over the past ten years¹⁹, and to guarantee commitment to the necessary support for and further strengthening and development of GE until 2015 and beyond (NSC 2012b: 6).

One of the key issues addressed related to national strategy development, professional development, and GE implementation was reported to be ‘the conceptual ambiguity’ of GE (NSC 2012b: 10, 18). The main challenges came from the existence of various understandings (or lack of understanding) of the term; the existence of other complementary or competing concepts; and the fact that these different interpretations are linked to ideological positions and perspectives (NSC 2012b: 1, see also Chapter 2.3.1 in this dissertation). Without a clarified concept, GE competences and related knowledge, skills and attitudes cannot be fully defined (NSC 2012b: 18), and consequently, no assessment policies may be established as how to evaluate GE. The NSC congress highlights that GE can ‘contribute to the increase of citizens’ participation in the desired global transformations’ (NCS 2012b: 28). The main challenges expressed by the congress (NSC 2012b: 14) for curricular reform that relate to my research topic are the following:

- The importance of GE as a comprehensive approach to education is not recognised due to, for example, the lack of knowledge and the ‘pressures to focus the curriculum on technical skills and knowledge for learners to meet labour market demands’ (NSC 2012b: 14);
- The role and forms of participation of different stakeholders especially in relation to communication and coordination at the various administrative levels of the educational sectors. The above includes Educational institutions, Ministries, and EU institutions, the different levels of formal education, and communication between formal and non-formal education. Also a lack of GE content and methodologies were recognised. (NSC 2012b: 14).; and

¹⁹ Since the adoption of the Maastricht Declaration.

- Limitations in providing support to educators in the form of training, advice and educational materials adapted to the diversity of learners (ages, languages, social backgrounds, settings) (NSC 2012b: 14).

The principles and guidelines for quality education of the UN and UNESCO as well as the COE are based on human rights, justice, fundamental freedoms, and peace. They all correspond well with the perceptions discussed in GE literature (see the previous chapter). The UN Human Rights document (UN 2013) considers human rights as ‘a common standard of achievement for all peoples and all nations’; similarly, human rights has been justified as a shared ethical foundation for GE in GE literature (Appiah 2006, Osler 2004, Osler & Starkey 2008).

Nevertheless, the neoliberal ideology where social policies are determined according to hegemonic knowledge, individuality, competition, and entrepreneurship, are seen to have been the dominant ideology when drafting educational guidelines in the world during the past decades (see Kivinen & Rinne 1992: 12, Rinne 2004, Sahlberg 2007, see also Biesta 2009b). The most common worldwide education reforms since the 1980s have focused on the measurement of educational ‘outcomes’, which has resulted education institutions to emphasise effectiveness and consequential accountability systems that have led to league tables, standardised tests, accreditations, inspections, and competition (see Biesta 2007, 2009b, Sahlberg 2007).

On the European level, the mainstream education guidelines can be found in the strategies of the EU and the OECD at the beginning of the century. In the Lisbon Strategy, agreed in March 2000, the European Council set the goal for Europe to become ‘the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion’ (EU 2000). The strategy recognised that knowledge, and the innovation it sparks, are the EU's most valuable assets, particularly in light of increasing global competition (European Commission 2013a).

The Lisbon Strategy originally concentrated mainly on education and training at the upper basic education level and on higher education. However, the Education and Training 2010 work programme launched in 2001, also recognises the importance of pre-primary, primary, and secondary education as ‘fundamental to Europe's success’ (European Commission 2013a). The EU has published several documents after the Lisbon Strategy to update its education policies (see European Commission 2013b). As a follow-up to the Education and Training 2010, the EU member states and the European Commission have strengthened

their cooperation with a strategic framework for European cooperation in education and training or 'ET 2020' (European Commission 2013a). The current long-term strategic objectives of EU education and training policies (EU 2009) are as follows: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equity, social cohesion and active citizenship; and enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

The EU considers education and training important 'to contribute to promoting sustainable economic growth and social cohesion over a long period' (EU 2012). For the above, the Union has published a European Reference Framework that defines the scope of knowledge, skills, and attitudes to be developed by the end of initial education that are needed for 'the changing needs of the economy and the labour market' (EU 2012). The publication does not describe any specific learning outcomes as it is expected to be done by 'policy makers, teachers and learners within their individual education systems, institutions and programmes of learning' (European Commission 2012). The eight 'key competences for a changing world' are as follows (Commission of the European Communities 2009: 3, European Commission 2012: 6): communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression. The European Commission (2012: 52) furthermore gives a short description of each of the above key competences in its publication. There is no doubt that the above framework is valuable for the EU member states to organise their education according to EU recommendations. However, the ultimate goal of EU education and, consequently, the key competences to achieve this goal, obviously has a very different focus from UNESCO and the COE. The EU education policies are more concerned about the changing needs of the economy and the labour market than, for example, human rights and human dignity.

Furthermore, in order to promote its education policies, the EU is running and funding several Lifelong Learning Programmes. As some of them are aimed at responding to the educational challenges beyond basic education (such as Grundtvig, Erasmus, and Leonardo da Vinci), in what follows, I will only focus on the Comenius and eTwinning programmes (European Commission 2013c) that some of the schools participating in my research were also taking part in.

Comenius is a programme targeted at pupils up to the end of upper secondary school, which also includes the school grades and age groups this research is focusing on. The programme aims to ‘help young people and educational staff better understand the range of European cultures, languages and values’ and ‘help young people acquire the basic life skills and competences necessary for personal development, future employment and active citizenship’ (European Commission 2013c). Moreover, the Comenius programme has the following five operational objectives: to improve and increase the mobility of pupils and educational staff across the EU; to enhance and increase partnerships between schools in different EU Member States; to encourage language learning, innovative ICT-based content, services and better teaching techniques and practices; to enhance the quality and European dimension of teacher training; and to improve pedagogical approaches and school management.

The mobility of the pupils and educational staff can mean for example the exchanges of pupils²⁰ or participation in training courses of teachers and other educational staff. The increased partnership includes, for example, learning projects for pupils and their teachers (referred to as ‘Comenius school partnerships’) and for organisations responsible for any aspect of school education, with a view to fostering inter-regional cooperation (referred to as ‘Comenius-Regio partnerships’) (European Commission 2013c).

Part of the above programme is also the eTwinning, representing the main action of the EU’s eLearning programme. It is an electronic education portal that facilitates and promotes ‘European school cooperation, collaborative learning and project-based pedagogy.’ It provides tools and support for schools to form short or long term partnerships in any subject area and organise meetings and national competitions. (European Commission 2013c).

With regard to the main goals of the EU programmes such as Comenius, concerns have been expressed regarding their teacher in-service education related to GE. As their major goal is promoting European interdependence and co-operation, the perceived danger is that a kind of Eurocentrism and ‘a supra-nationalism’ is being developed rather than a more global perspective and that focus is being diverted away from other global concerns such as human rights and intercultural relations (Tye 2003). The EU has answered these concerns and for example in 2008, the Union defined the overall objectives of the European Year of Intercultural Dialogue to be contributing to ‘raising public awareness in Europe

²⁰ Aged of 12 as a minimum, from the last grade in the basic education lower level upwards in Finland.

and beyond of the need for intercultural dialogue to help us adapt to an increasingly mixed and complex world' though one of the aims was clearly also defined as 'fostering active European citizenship and a sense of European belonging' (COE 2008).

The OECD's work on education has concentrated on studying and comparing education in its member states. Its educational work is compressed into the famous PISA and TIMSS (Trends in International Student Assessment Study) studies that have given an impulse for many countries to reorganise their national education. The above studies are seen to measure the educational quality of a nation and, even though the results have declined from the first PISA study Finland took part of in 2000, Finnish pupils scored relatively well in the most recent study conducted in 2012 (see OECD 2013b, MEC 2013).

Till 2006, the OECD based its policies on 'strategic objectives', referring to such things as lifelong learning, outcomes of education, quality teaching, and social cohesion (OECD 2006). However, today, the OECD prefers to concentrate on providing analyses on individual countries' education context, challenges and policies and providing comparative insight on policies and reforms in selected areas (OECD 2013a). Moreover, it has published a Skills Strategy to answer questions such as 'What kinds of skills are needed in an advanced economy?'; 'How can today's students and workers prepare themselves for an unpredictable labour market?' and 'How can countries ensure that available skills are used productively?' (OECD 2012: 13).

Moreover, the OECD publishes an annual publication 'Education at Glance' that contains an analysis of quantitative, internationally comparable indicators with regard to education. The above analysis includes financial and human resources invested in education, the output of educational institutions and the impact of learning, access to education, participation, and progression, and the learning environment and organisation of the schools. (OECD 2013a).

It has been argued that at the beginning of the 21st century, Finland has also committed to a knowledge economy (Pratt 2004: 90) promoted by the EU and the OECD. At the same time, however, for example Sahlberg (2007) highlighted that Finland's education system has remained quite unreceptive to the influence of the 'common Anglo-Saxon' renewal movements discussed earlier in this chapter. A more recent research (see Riitaoja 2011) argues that neoliberal thinking and neoliberal political will is well present in Finnish globalisation discussion today. The above will be discussed more thoroughly in the following chapter in relation to conceptualising and researching GE in Finland.

2.4 Global education in Finland

In this chapter, in order to illuminate the situation of GE in Finland, I will take a look at the 2004 NCCBE, at the GE 2010 programme, and moreover will discuss recent Finnish GE research and literature.

Similarly to the global discussion in general, even though Finnish academics use different terms for GE at the moment it does not mean that they are studying a different phenomenon. Rather, they are studying the phenomenon from different perspectives or just use different terms for GE. Much of the recent Finnish GE literature focuses particularly on Finnish context and may roughly be divided into the following research areas: GE as part of teacher education and teachers' GE competences (e.g. Jokikokko 2005, 2009, 2010, Jokikokko & Järvelä 2013, Jokisalo *et al.* 2009, Rautiainen *et al.* 2014, Räsänen 2002, Talib 2002, 2005, 2006), GE in national basic education practices and curricula (e.g. Riitaoja 2013, Räsänen 2002, 2007c), teaching in multicultural classrooms (e.g. Cantell & Cantell 2009, Miettinen 2001, Riitaoja 2013, Talib 2002, Virta 2009b), GE in various school subjects (e.g. Hartikainen & Kärkkäinen 2009, Jokisalo 2009, Simola 2009, Virta 2008, 2009b), pupils' perceptions about Finnishness and their attitudes towards immigrants and minority groups (e.g. Karhu & Kiiveri 1997, Virrankoski 2005, see also Suoninen *et al.* 2010, Suutarinen 2002), and school policies and practices with regards to specific areas of GE such as human rights education (e.g. Matilainen 2011) and ESD (e.g. Louhimaa 2005, Loukola 2002, Rajakorpi & Salmio 2001, Åhlberg 2005, 2006) as part of Finnish formal education. Moreover, GE areas such as intercultural and multicultural perspectives and equality and equity issues have been focus areas of textbook researches in Finland (see e.g. Heinonen 2005, Tainio & Teräs 2010, Tani 2004).

A large part of the above literature on GE focuses on higher education and upper secondary education. My research strives to study the phenomenon specifically from the national basic education perspective that is considered a basis for the whole Finnish education system as it reaches everyone. In what follows, I will first take a look at how GE is included in the 2004 NCCBE; second, I will take a closer look at the GE 2010 programme and the consequent projects related to the programme; and third, I will discuss recent GE research and literature in Finland.

2.4.1 Global education as part of basic education

In Finland, free education is considered every citizen's right and it is organised by the state authorities together with local providers of education. The general principles of basic education are set by parliament, and the MEC, as part of the government, is responsible for the execution of the principles in the central administration. The MEC for example prepares legislation concerning education in Finland together with related budget proposals and governmental decisions. The goals (that are in line with the Basic Education Act) and the distribution of lesson hours are determined by the government. The FNBE, in turn, is responsible for the NCCBE and for some pupil evaluation regulations and, obliged by the Basic Education Act 4§ (Perusopetuslaki 628/1998), each municipality is responsible for organising basic education (and one year pre-primary education) for pupils (ages 7–16) within its authority according to Finland's legislation and the above principles and documents. According to the Basic Education Act 2–3 § (Perusopetuslaki 628/1998), 'education must be organised in a way that promotes pupils' healthy growth and development' and it is the task of basic education 'to support pupil's growth into humanity and ethically responsible members of society, and to give them the knowledge and skills necessary in life.' In the 2004 NCCBE that took effect in August 2005, basic education has been given a two-fold mission, in line with the Finland's Constitution 2§ (Suomen perustuslaki 731/1999), as follows: basic education is to offer individuals the chance to acquire a general education and complete their educational obligations and to furnish society with a tool for developing educational capital and enhancing equality and a sense of community (Opetushallitus 2004: 14).

International education, not so much as a movement but as a concept, has had an established position in Finnish education and this term was used till the mid-2000s as a predecessor to GE. International education has been part of the national curriculum since Finland gradually moved into the present comprehensive school system in the early 1970s (MOE 2007a: 11). It was defined according to the guidelines and recommendations of the UN and UNESCO. Since then, aspects such as human rights, equality, peace, and environmental and intercultural issues have been, to some extent, included in national guidelines (Räsänen 2002: 107, 2007b: 224). The global changes in 1980s and 1990s brought new common themes to the field, namely sustainable development, tolerance, international security, and finally the questions related to globalisation or different forms of globalism discussed in Chapter 2.2 (MOE 2007a: 11).

However, at the same time, the ‘international perspective’ is seen to have changed much into ‘Euro-centric perspective’ after Finland joined the COE in 1989 and later became a member of the EU in 1995; it was only after the UN Millennium Summit in 2000 that the interest in world-wide issues emerged again (Kivistö 2008: 10, see also Räsänen 2002).

Some of the tasks given to basic education in the NCCBE are directly related to GE. According to the document (Opetushallitus 2004: 14), basic education is to ‘promote communality, responsibility, and respect of individual rights and freedoms’; it is to ‘support pupil’s own cultural identity formation and his or her participation in the Finnish society and in a globalising world’. Furthermore, curriculum guidelines state that basic education ‘promotes tolerance and intercultural understanding’ and ‘gives equal readiness for girls and boys with equal rights and responsibilities to act in society, in working life, and in family life’. The NCCBE (Opetushallitus 2004: 14) also defines the following tasks for basic education: ‘to create new culture’; ‘to revitalise ways of thinking and acting’; and ‘to develop the pupil’s ability to evaluate critically’.

As discussed, in the Maastricht GE Declaration, GE is defined as being ‘the global dimension of Education for Citizenship’ (COE 2002: 66). It is relevant to note that in Finland, citizenship education has not had a subject of its own in schools²¹ but it has been considered to be incorporated holistically into school education, for example, as an integration and cross-curricular theme of ‘Participatory citizenship and entrepreneurship’ (Opetushallitus 2004: 40–41). The NCCBE, moreover, includes the following three cross-curricular themes which are also quite directly connected to the global challenges and to GE: ‘Cultural identity and internationalism’; ‘Media skills and communication’; and ‘Responsibility for the environment, well-being, and a sustainable future’ (Opetushallitus 2004: 36–41). In the NCCBE, specific instructions are given for the following national cultural and language groups: Sami as indigenous people, Roma as an ethnic and cultural minority, sign language users, and immigrants defined as children and young people who have moved to or are born in Finland and have an immigrant background (Opetushallitus 2004: 32–34). The NCCBE is discussed in more detail from GE point of view in Chapters 4.2 and 5.1.1 in this dissertation work.

Although GE has been, to certain extent, recognised in national basic education curricula, many areas still need reconsideration. One of these areas is

²¹ It is included into the new core curriculum published at the end of year 2014 (Opetushallitus 2014b).

the relationship between the construction of 'Finnish identity' and 'global citizenship'. For example, Rauni Räsänen (2002: 97) argues that the meanings given to internationalism and multiculturalism differ from one institute to another or they might have only been observed 'as a mention' in the curriculum and the 'realised curriculum' may, in fact, still be very mono-cultural and ethnocentric. One of the reasons for the problem Räsänen (2002: 105) suggests is the traditional approach to internationalism in the core curriculum: first, pupils are expected to study Finnish culture and; after that they focus on neighbouring countries and especially on Europe; and only at the end of their basic education studies, the pupils will have a chance to study the world beyond the European zone. When abstaining from studying faraway countries and nations for a long time, there is a danger that the media has already given a fixed view of the world that will be difficult to be changed and rebuilt (Räsänen 2002: 105, see also Räsänen 2007b: 226). The emphasis on particular 'Finnish features' is so strong that according to Räsänen (2005: 94), one gets the impression that people should be convinced about this particular 'Finnish culture' so that they would, despite their international contacts and short stays abroad, stay in Finland or at least come back after some time. Similarly to Osler (Osler & Starkey 2008) and Banks (2009), Räsänen (2007b: 228) argues that instead of the above traditional approach, students should be educated for multi-levelled citizenship, to act on a local, national, regional, and global level.

Moreover, for example Anssi Paasi (1998: 245) and Petri Ruuska (1998) have stated that especially through Finnish geography education, the people from outside Europe can be portrayed as less acceptable than Westerners. Other school subjects can portray similar attitudes. For example, Räsänen aptly (2005: 88) argues that also language and arts studies may be effective in promoting monoculturalism and nationalism; it is not insignificant whose stories and poems we read and whose songs we sing at school. Jokisalo (2009: 54), in turn, has pointed out that from the perspective of multiculturalism, the history teacher has an important role, because it is one of those subject areas that forms a student's identity and worldview. Both Jokisalo (2009) and Virta (2009a) have emphasised the importance of changing history teaching in teacher education so that it reflects the diversity of various perspectives more.

Even though the NCCBE is the guiding document for basic education institutes in Finland, the textbooks, however, are suggested to guide teaching more than the NCCBE at the grassroots level (Heinonen 2005, Korkeakoski 1989, 2001, Mikkilä & Olkinuora 1995, Niemi 2001, Syrjäläinen 1994, 2002, Viiri

2000) and thus, textbook studies have also been included in my research. Several recent curricula and textbook studies conducted from GE perspective can be found in basic education in Finland. These include, for example, research by Sirpa Tani (2004), Jaakko Väisänen (2005), Jukka Törnroos (2005), Arja Virta (2008), Liisa Tainio and Tiina Teräs (2010), and Anna-Leena Riitaola (2013a).

In the light of recent international studies, it seems that Finnish textbooks have managed to fulfil their task when measured against the criteria for ‘good knowledge and skills’ defined for basic education in specific areas. Even though some declining results have been recorded, Finnish pupils have still scored relatively highly with their skills and knowledge for example in the subject areas measured in OECD’s PISA study and the IEA’s Civic Education Study and ICCS.²² However, as discussed in the introduction, when measured against the third commonly referred ‘basic key competence’ (European Commission 2006), ‘the attitudes’ of pupils, the findings reveal a very different situation. At the moment, it seems that the high scores in skills and knowledge are not essentially translating into intended attitudes and values, which is a cause of concern especially from the GE perspective.

2.4.2 Global education 2010 programme and consequent projects

As discussed, the GE 2010 programme is the result of a year-long Peer Review of the NSC on Finland (NSC 2004b). In the Peer Review report, the NSC evaluates GE in Finland to be in many ways ahead of many other European countries in terms of cooperation and shared learning between development non-governmental organisations (hereafter NGOs). However, it suggests that in order to have equal access to GE for all in Finland, a key requirement is that a strong global justice perspective must be integrated into the compulsory school curriculum at all levels. The NSC (2004b: 9–11) considered the time when the evaluation was made favourable for GE in Finland as the 2004 NCCBE was seen to be very flexible and, therefore, providing great potential for implementing GE. It is relevant to note that in Finland, national basic education is a significant socialising institution: it is compulsory for all children aged from seven to 16 permanently residing in Finland.

²² For PISA studies, see Sulkinen *et al.* 2010, Centre of Education Assessment 2006. For IEA ICCS, see Schulz *et al.* 2010, Suoninen *et al.* 2010. For the IEA Civic Education Study, see Schulz & Sibbers 2004, Suutarinen 2000.

After receiving the Peer Review Report, Finland's MOE set up a special committee to draft a proposal for a Finnish GE programme based on the recommendation in the report. The committee submitted its report to the MOE under the name of 'GE 2010, proposal for an action programme' at the end of 2005 (MOE 2006). In addition to the Peer Review document, the committee named the following international organisations and strategies that helped them to shape the guidelines: the UN's MDGs, UNESCO's EFA movement, the Maastricht Global Education Declaration,²³ the Finnish development policy programme, and 'other relevant commitments' (MOE 2006: 19). The proposal was accepted and in 2007, the MOE published the official 'GE 2010 programme', which includes guidelines for teachers, schools, ministries, and NGOs and other civil society actors as well as quality assessment targets for GE in Finland. In the above publication, the ministry set the following seven national development targets to the programme (MOE 2007a: 11) of which the second, the fifth, and the seventh were considered as the most relevant ones to be taken as research and development objects for my research:

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

In the GE 2010 programme, GE is expected to be developed according to 'life-long learning' and 'life-wide learning' principles (MOE 2007a: 16) and it is given a rather lengthy but exhaustive definition. In GE 2010 programme (MOE 2007a: 11), GE means activity which:

²³ The previous organisations and strategies are briefly discussed in Chapter 2.3.2 in this dissertation.

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

The programme has an ambitious objective as it has been drafted to encompass the whole of society: it aims ‘to include the global education perspective in major education, research, cultural, sport and youth policy lines and in social policy lines’ in Finland (MOE 2007a: 11). The MOE furthermore promotes systematic provision of GE in Finnish schools as follows:

‘Global education must be included in the core curricula of all forms and levels of education and in extracurricular art education, when they are next reviewed. The global education syllabi, content, methods and materials will be developed with a view to making global education a systematic standpoint permeating all instruction’ (MOE 2007a: 14).

In addition to the GE programme itself, in the spring 2007, the MOE started a new project: Education for Global Responsibility (MOE 2007b) that was based on the principles of the GE 2010 programme. The main goal of the new project was to increase the quality and effectiveness of GE in Finnish society (Opetus-

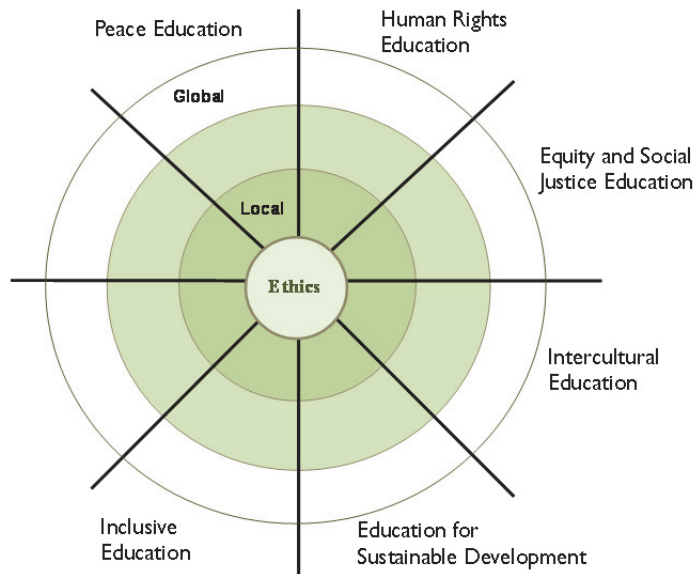
ministeriö 2009: 11) and it was to ‘open people’s eyes and minds to the necessity of education for global responsibility’, especially within the framework of sustainable development in a globalising world (Mélen-Paaso 2007: 15). After the Education for Global Responsibility project and the GE 2010 programme were finished in 2009 and 2010 respectively, the FNBE launched a new project titled ‘As a global citizen in Finland’ (FNBE 2011). The project was run from autumn 2010 till the end of 2011 with 16 participating basic education schools and high schools.

One of the research questions of this thesis explores the meaning and status of GE in basic education in Finland. The meaning of the concept has also been one of the main interests in the programmes that followed the GE 2010 programme. It has been discussed in several publications of the FNBE and the MOE (see *e.g.* FNBE 2011, Mélen-Paaso 2007) and the conceptions have been illustrated with figures and diagrams. One of these is the one drafted by Räsänen (2011: 53) on the basis of the national evaluation conducted in 2011, and it demonstrates the various dimensions of GE and some of the conditions that support its implementation (see Fig. 1.). In the figure, ethics is considered to be at the centre of GE. This is justified by arguing that education is a value-laden activity with the vision of development, making things better. GE has been based on certain values, which are directed by equal human worth, non-violence, and search for sustainable development.

The value basis in Fig. 1. is reflected in the dimensions of GE, which might not yet be exhaustively defined; undefined sectors in the figure describe the possibly emerging new areas of GE. The figure also points out that in all the described dimensions, issues should be addressed on both local and global levels. The figure demonstrates well the dimensions of GE and how they are interconnected and united by ethics; it does not, however, illustrate how to teach these areas and reach the aims of GE. These are the issues my second and third research questions attempt to explore on the school level.

Even though the GE 2010 programme only serves as a recommendation to schools and institutes in Finland, it is, however, an important endeavour to improve GE in Finland. It is the first attempt of the MEC to define a systematic GE framework for the whole country. It will be seen whether the findings and recommendations made after the GE projects have found their way into newest core curriculum for pre-primary and basic education that is planned to be realised in schools in August 2016. As discussed, it has been argued that education that would require major transformations has so far not had a strong foothold in

school curricula in Finland (Loukola 2002, see also Louhimaa 2005: 221). Similarly, the findings in the final evaluation of GE made in 2010 revealed that the awareness and implementation of the programme have remained modest and uncoordinated even though some GE areas are being taught at schools and other educational institutions in Finland (Opetus- ja kulttuuriministeriö 2011: 22–27).



- Political will
- Ethos, Values of Society
- Policies, Strategies
- Coordination, Implementation
- Life-long, life-wide and multisectoral approach
- Institutional ethos
- Education and educators
- Curricula
- Cooperation and Dialogue

Fig. 1. Education for Global Citizenship (Räsänen 2011: 53, published by permission of the FNBE).

The following chapter will discuss in more detail the GE research and literature in Finland. Referring to the previous discussion on GE in the era of globalisation

(Chapter 2.3.1), Finnish GE research does not perhaps bring much new to the global discussion. However, it gives important information about the GE related practices and policies in Finland and thus, gives valuable addition to the general GE debate by reflecting a particular national context.

2.4.3 Research on global education

In the beginning of this section, Finnish GE research and literature were roughly divided into the following research areas: GE as part of teacher education and teachers' GE competences, GE in national basic education practices and curricula, teaching in multicultural classrooms, GE in various school subjects, pupils' perceptions about Finnishness and their attitudes towards immigrants and minority groups, and school's policies and practices with regards to specific areas of GE such as human rights as part of Finnish formal education. A number of recent studies have concerned the upper level of basic education. The principals and the pupils on the lower level of basic education – who are the respondents in my research – have received much less attention.

In Finland, several studies on teachers' GE competences have been conducted both among teachers and teacher students. This is an important research area as GE competences are particularly essential for a teacher who besides of learning them himself or herself is responsible for guiding his or her students in gaining competences that would be relevant in the global world. Finnish GE competence research includes for example studies by Räsänen (2002, 2007a, 2007b), Mirja-Tytti Talib (2002, 2006), Katri Jokikokko (2005, 2009, 2010), and Arja Virta (2009a, 2009b). Talib (1999: 6) defines her conceptual framework as critical multiculturalism; Räsänen and Jokikokko approach the phenomenon from a critical pedagogy and intercultural pedagogy point of view, which is also a research interest of Virta, especially with reference to history and citizenship education. Jokikokko has also studied GE competences from a social learning perspective. Räsänen is one of the main advocates of ethical considerations in education in Finland, and at the same time, one of the main proponents of ethical foundations of GE in the field of teacher education and basic education in the Finnish context.

In Finnish literature, GE competences or teachers' GE professionalism is mostly given similar, very holistic definitions: they are perceived '... more as an orientation that guides our thinking and action than skills and abilities ...' (Jokikokko 2009); rather as 'a view of life' or 'a worldview' (Talib 2002: 131,

2006: 147); and as an ability to ‘identify different realities and different shapes of life’ (Talib 2005: 43). Talib has also emphasised psychological features such as ‘enlarged self-understanding’ and ‘empathy’ as well as ‘critical sentiment towards the work’ (Talib 2005: 43). Moreover, for example Räsänen (2002: 108) argues that a teacher needs ‘cultural sensitivity’ to meet pupils who come from different contexts, pedagogical skills to organise fruitful learning situations, and courage to ask and question status quo and social structures without abandoning the principles of justice and equality.

Talib (2005: 39) argues that the development of teachers’ multicultural competences rests largely on teacher education and on professional development training. According to Jokikokko’s (2010) studies it seems that teachers’ intercultural learning is, however, a process involving both formal and informal learning, where informal has a significant importance. In addition to self-reflection, Jokikokko (2009) refers to ‘significant others’ who had affected her respondents’ transformation in ‘questioning their thinking, beliefs and assumptions’ and through challenging them ‘to think differently.’ With regards to teachers, the significant other can also be a pupil as was the case for example in Virta’s (2009a: 249) study on history teacher students’ reflections and experiences of teaching history in culturally diverse classrooms.

With regard to formal training, Talib is concerned that if GE and training is organised only on a short-term basis or manifested only as ‘theme weeks’, schools may even hinder the development of multicultural competences and they might instead strengthen stereotypical thinking and prejudices about different cultures (Talib 2005: 39). According to Räsänen (2002: 109, 2007: 232), multicultural education and international education have, however, traditionally been realised as separate theme entities and theme days or through student exchange programmes in Finland; much less attention has been paid to the holistic approach and philosophy, which would be required for transformation approaches. Research on special aspects of GE such as human rights and ESD confirm the previous studies. The survey conducted by MOE a decade ago showed that even though 13 per cent of the basic education schools had an action programme for sustainable development, environmental education was still often organised as part of certain schools subjects or as special theme days (Loukola 2002: 19, 23).

Some valuable attempts have been made in Finland to implement GE but very little research has, however, been done about how they have been realised and how effective they have been except for Helena Allahwerdi’s PhD research in

2001 (Allahwerdi 2001). According to that, a large number of Finnish education institutions have been members of a worldwide Associated Schools Project network of UNESCO since 1959 with the focus on human rights, world heritage, and environmental education. Currently, the network covers more than 70 institutions from basic education to university teacher education in Finland (Opetushallitus 2014a, Opetus- ja kulttuuriministeriö 2014) and it is coordinated by the FNBE. Also, the global citizen programme launched by the UN in 1994 had similar socio-emotional, cognitive, and functional goals to those in the GE 2010 programme. Those goals include ‘the duties of the global citizen’ such as ‘the ability to act for the security and continuity of one’s environment; ability to share wellbeing justly; motivation to promote equality and human rights; awareness of the possibilities for sustainable development and wish to guarantee such development; wish to protect the cultural and mental heritage of humankind; awareness of everyone’s right to life, development and wellbeing; wish to participate in democratic decision-making to achieve good governance’ (Allahwerdi 1997: 11). As a consequence of the above programme in 1995, ‘The Challenge to Global Citizenship Study Programme’ together with ‘The Maturity Test for the World Citizens’ were both launched in Finland (Allahwerdi 1997: 16, see also Suomen YK-liitto 2014). According to the UN Association of Finland (Suomen YK-liitto 2014), by the end of 2008, the above test had been taken by more than 2500 Finnish students representing basic education pupils, high school students, university students, non-formal education students, and private persons. Even though UN Association of Finland suggests the test to be well suited for inclusion in the study programmes of education institutes, it can be seen that the number of participants has remained very low.

Similarly to the UN Association of Finland records, Miia Matilainen (2011), in her PhD research on human rights education in Finnish high schools, found that the aims of human rights education as specified in UN documents do not seem to have been realised in the Finnish context. The high school students’ knowledge of human rights seemed weak and very limited. Similarly to students, few teachers seemed to be familiar with the concept of human rights education. There were no differences, for example, between different age groups of the students but rather, the differences were explained by a relation between knowledge and attitudes: those students who knew more about human rights were also more interested in human rights in general (Matilainen 2011: 195). Attitudinal reasons have also been singled out as an important factor for not implementing ESD in Finland (see *e.g.* Rajakorpi & Salmio 2001: 160).

Matilainen (2011) points out that teachers appear to be human rights educators in the sense that they try to follow human rights principles in their daily work and respect human dignity of everyone. Human rights education was not, however, made a systematic or conscious part of teachers' educational work and was not seen as an integral part of the curriculum or an obligation as prescribed by international documents. Matilainen (2011: 205) also highlights that even though education material on human rights from NGOs is diverse and rather abundant, it was not used at schools. In the school context, human rights were mostly associated with the teaching of history, religion, and social studies. Human dignity is mostly discussed in religious and ethics education, while matters concerning the history of human rights are mostly dealt with in history classes.

Even though several student respondents in Matilainen's research could not specify where their human rights knowledge came from, many of them told her that the knowledge was partly or totally gained from basic education, media, or from their homes (Matilainen 2011: 111). Similarly to international and national studies on values and attitudes of Finnish youth, Matilainen (2011: 204) concludes that her research shows prejudices and even racism in some students' attitudes against foreigners. In the research interviews, human rights problems were often considered 'someone else's problem in some other country.'

Similarly to Räsänen (2002, 2005, 2007a), Matilainen (2011: 40) highlights the importance of an educator's ability to understand that education is always a value-laden activity. She (Matilainen 2011: 40) suggests that, when implemented, human rights education should encourage critical discussion about structures and problems from a human rights perspective – and to serve as an agent of change. This may mean what Räsänen (2007a) calls 'value clarification' approach where children are presented with tasks and problems which they have to solve and evaluate. Räsänen moreover highlights the importance of critical discussion because 'transmitted values' may not be understood and only lead to 'double-morality', and not necessarily to morally sensitive and responsible action. Counter-hegemonic researches in particular emphasise that the values we consider permanent or universal must be questioned and reconsidered if we are to take 'epistemological pluralism' seriously (see also Andreotti 2010a, Räsänen 2007a).

Based on the above discussion, it seems that Riitaoja's (2011) argument that neoliberal thinking and neoliberal political will is dominant in Finnish globalisation discussion does not have a solid basis when looking at the whole academic discussion in the field of GE. Andreotti's (2010a) observation that GE

literature does not focus on epistemological and ontological shift does not necessarily apply to the Finnish GE discussion. Based on the above literature studied for my research, I argue that the GE approach that calls for epistemological and ontological shift is represented in the Finnish academic discussion. However, it seems that at the moment, the above vision does not necessarily extend to political discussion or to all grassroots education practices. I believe that, for example, the counter-hegemonic perspective that focuses on studying the phenomenon from a ‘why’ rather than from a ‘what and how’ perspective, has great potential to bring some new perspective to the contents, and more importantly, to the conditions and methods to facilitate GE in Finland. As discussed, GE is understood by the researchers as an overall orientation and perspective in teaching that permeates all activities. In line with this, it acts as a guide about what to pay attention to, what difficulties to expect, and how to approach problems. For example, before asking *what* we teach (the contents) and *how* we teach (the methods), questions such as *why* we consider teaching that particular content important and *why* we choose these particular teaching contents and methods are essential questions to be posed.

This chapter particularly focuses on the Finnish studies compared to the more general discussion in Chapter 2.3. As a whole, one can conclude from the GE research in Finland that there is quite a lot of literature about certain areas of it, particularly international education (*e.g.* Jokikokko 2010, Jokikokko & Järvelä 2013, Räsänen 2002), multicultural education (*e.g.* Riitaoja 2013, Talib 2002, 2006), and ESD (*e.g.* Louhimaa 2005, Loukola 2002, Åhlberg 2005, 2006). Very little researches (*e.g.* Allahwerdi 2001, Izadi 2008, Räsänen 2009, Trotta Tuomi 2006) have, however, discussed GE as a whole. That is rather surprising thinking of the long-standing development work the MOE, the MEC, and the FNBE have done in the area. My research attempts to provide research knowledge in that particular area and thus, support holistic GE development work.

2.5 Defining global competences

Irrespective of the focus area, different GE researchers seem to be in accordance that GE should focus on increasing people’s global awareness and competences that are necessary for the 21st century citizens. A variety of definitions has been given for these competences (see *e.g.* Commission of the European Communities 2009, Deardorff 2004, European Commission 2006, FNBE 2011, Opetus- ja kulttuuriministeriö 2010, Pepper 2011, Voogt & Robin 2012). For example, in the

27 EU member states, the interpretation of the key competences is seen to vary according to the national context and even within the context, according to sectors and level of education (Pepper 2011). In Finland, the GE competences are not yet specifically defined, neither are there any clear assessment policies developed in relation to them (see Pepper 2011: 340). Several studies have, however, been conducted in the field also in Finland, although they have often focused only on cognitive competences.

Talib (2005) has made a survey (with 359 teacher participants) on Finnish teachers' perceptions about multiculturalism and teachers' preparedness to work in a class with a diverse student body. The study was conducted in schools with a large number of immigrant students where teachers were assumed to have both experience and visions about their multicultural professionalisms (Talib 2005: 58). According to the research findings, the most important attitudes and values connected with multiculturalism were stated to be 'tolerance', 'openness', 'equality', 'acceptance for difference', 'justice', and 'understanding of diversity.' Similar concepts can be found in international GE discussion (see Chapter 2.3.1). The results in Talib's research, however, did not seem to support a multi-levelled citizenship (see Räsänen 2005: 94) as 'Finnishness' (referring to values, language, and traditions) was considered as the most important value by almost one third of the respondents (Talib 2005: 110, 2006: 144).

According to Talib (1999, quoted in Talib 2005: 37), one obstacle for teachers' multicultural competence development in Finland is that teachers do not perceive the school as part of a wider socio-cultural system (see also Jokikokko 2010: 81). In line with international GE literature discussed in Chapter 2.3.1, Talib (2002: 131, 2006: 150) highlights that teachers should critically reflect cultural 'truisms' or warranted knowledge to understand that knowledge is socially constructed and thus, there are different social realities where teachers and pupils live (see also Virta 2009a). Critical reflection does not only concern self-reflection but also reflection on power and the exercise of power that is connected to teachers' work (Talib 2005: 50). With regard to power and the teaching profession, Räsänen (2002: 110) furthermore encourages people to consider whether there are some structural and cultural aspects that support certain kinds of people to enter teacher education; whether there exist certain stereotypical cultural perceptions about 'a suitable' person for the teaching profession.

Similarly to for example Banks (2009), Talib (2006: 150–151) suggests that multicultural competence building process usually progresses gradually from

‘personal identity clarification’ to ‘global responsibility’ but states that ‘everyone chooses their own route that is not necessarily linear.’ She believes that multicultural competence is easier to achieve for those teachers who have experienced and lived among ‘diversity’ and ‘otherness’ (Talib 2002: 131, 2006: 147). Jokikokko (2010) shares Talib’s abovementioned views and, based on her research findings, suggests that while the learning process may be gradual, affected by various life experiences, it sometimes also occurs rather suddenly through a ‘disorienting dilemma’ and through individual self-reflection as assumed in transformative theory (see *e.g.* Mezirow 1997b). Jokikokko (2009) furthermore suggests that competences may be examined through dimensions such as attitudes, skills, knowledge, and action or through cognitive, affective, and behavioural dimensions.

Even transformative learning as a result of critical reflection and dialogue cannot guarantee action for change. For example, Jokikokko (2010: 84) is concerned about the prejudiced attitudes and unequal practices reported in some schools in her research as they may result the ‘interculturally oriented’ teachers finally ending up ‘going with the flow’ and abandoning their own ideals. Jokikokko (2010: 84) suggests more systematic guidance and institutional support and cooperation to be provided for teachers in the form of in-service education, mentoring, or keeping contacts with universities. Virta (2009a: 295) shares Jokikokko’s concern and recommends more systematic use of the reflective approach for teacher education, which includes thorough discussions of culture, diversity and one’s own cultural identity. Virta (2009a: 295) moreover highlights authentic teaching experiences in culturally diverse classes for the development of student teachers’ intercultural competences.

Since the publication of the GE 2010 programme, the MEC and the FNBE have also strived to further define the concept of GE as well as the related global competences. In the final report of the project ‘Growing to global responsibility’ (Opetusministeriö 2010), GE has been defined as a development process that may be described through the following phases (Opetusministeriö 2010: 9):

1. understanding our society and the world;
2. building individual ethics as a base for our choices: realising that when human beings have free will, they also enjoy both the freedom of choice and the responsibility of their choices;
3. adopting morals or the norms of good and right behaviour; and

4. taking action to support human rights, more justice and equal world, and sustainable future.

The suggested phases bear resemblance to the transformation process and to the social action approach to the school curriculum advocated by Banks (1993b, 2009): the phases of the GE development process proposed by the MOE are also encouraging people to actually ‘take actions’ to solve common global dilemmas.

Furthermore, in the publication of the FNBE (2011) related to the global citizen project, the competences are widely discussed under the following areas: intercultural competences, sustainable lifestyle, global citizens’ civic competences, global responsibility and development partnership, and global citizens’ economic competences (FNBE 2011: 74–75). In the above publication, the different dimensions of competences are referred to, for example, by Irmeli Halinen (2011: 80) as ‘knowledge, skills, values, attitudes and behaviour, the motivation and sense of competence influencing the ability to act, as well as pupils’ ability to reflect on their own actions – in all situations’. Halinen (2011: 78) furthermore highlights that the competence approach in education describes ‘... what type of competence an individual needs in order to live a good and meaningful life and to be able to function at work and in society as an effective and useful member of society.’ The definition thus involves individual and social perspectives and the descriptions of competences also describe a vision of the desirable development of society (Halinen 2011: 78).

As already previously conveyed, global competence areas have often been divided into ‘knowledge’, ‘skills’ and ‘attitudes’ or ‘values’ (see *e.g.* Banks 1994, Osler 2004, MOE 2007a, EU 2012, NSC 2012a: 20–25) or into ‘knowledge’, ‘skills’, ‘attitudes’ or ‘values’, and ‘action’ (see *e.g.* Lynch 1989, Jokikokko 2002, 2009). In the NCCBE (Opetushallitus 2004: 16), the competences are mainly referred to as ‘knowledge and skills’. In the GE 2010 programme (MOE 2007a: 11) the defined goals are also connected to ‘knowledge’ and ‘skills’ as well as ‘understanding and appreciating.’

Internationally, for example Joke Voogt and Natalie Pareja Roblin (2012) have analysed official education documents in the EU and the OECD countries focusing on the definitions given to 21st century skills and competences (Voogt & Roblin 2012: 7). The results correspond well with the education agendas of the EU and the OECD.²⁴ Voogt and Roblin (2012) conclude that there are attempts to

²⁴ See Chapter 2.3.2.

promote the integration of 21st century competences in national curriculum policies by providing descriptions of the competences that are regarded as important for ‘the knowledge society.’ According to their research findings, the importance of knowledge, skills, and competences to individuals and society are widely accepted among policymakers in the OECD countries. Voogt and Roblin (2012: 15) further conclude that there are strong agreements on the need for competences in the areas of communication, collaboration, ICT-related competences, and social and/or cultural awareness though they also highlight that ‘ICT has a primary place when talking about 21st century skills’ (Voogt & Roblin 2012: 20).

Carla Deardorff (2004) and Bill Hunter (2004) have both used the Delphi technique to define ‘intercultural competences’ and ‘global competences’ respectively using practitioners as informants. The practitioners in Deardorff’s (2004) study included 24 higher institutions with administrative personnel as well as intercultural experts (referring to nationally or internationally known experts in the intercultural field). The definitions the respondents gave to intercultural competence in the study seemed to focus primarily on communication and behaviour in intercultural situations (Deardorff 2004: 183). Contrary to what Voogt and Roblin’s research document suggests, Deardorff (2004: 185) highlights that only the ‘understanding of others’ world views’ received 100 per cent agreement from the intercultural experts. Deardorff (2004: 184) furthermore reports being surprised about the consensus in definitions of the respondents in regard to skills to analyse, interpret, and relate as well as to skills to listen and to observe.

Hunter (2004, quoted in Hunter *et al.* 2006: 276–277) conducted his survey with 17 participants, representing an array of perspectives, including human resource managers and transnational corporations’ seniors, international educators, UN officials, intercultural trainers, and foreign government officers. Instead of action, Hunter (Hunter *et al.* 2006) uses the concept of ‘experiences’ as one of the competence areas. The aim of this survey was to determine the knowledge, skills, attitudes, and experiences necessary to become ‘globally competent’ (Hunter *et al.* 2006: 275–277). After three rounds of debate, the respondents agreed upon a working definition for global competences as follows: ‘having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment’ (Hunter 2004: 130–131. See also Hunter *et al.* 2006: 277).

Similarly to education literature discussed in Chapter 2.3.1, Hunter's research (2004, see also Hunter *et al.* 2006: 279) noted that the most critical step in becoming globally competent is to develop a keen understanding of one's own cultural norms and expectations. Once a person establishes self-awareness, the research recommends the next step to be the exploration of cultural, social, and linguistic diversity, while at the same time developing a non-judgemental and open attitude toward difference (Hunter *et al.* 2006: 279). What is important from the basic education point of view is that the above steps are suggested to begin in middle school or earlier (see Hunter *et al.* 2006: 279). Similarly, the research noted that to become globally competent, one must establish a firm understanding of the concept of globalisation and world history. The final step for a globally competent person, according to Hunter's study (Hunter *et al.* 2006: 283), is to be able to identify cultural differences, compete globally, collaborate across cultures, and effectively participate on both social and business settings in other countries. Unlike the documents in the Voogt and Roblin's study discussed above the respondents in Hunter's study did not suggest that computer literacy or capability was critical to becoming globally competent (Hunter *et al.* 2006: 279).

The definitions for the competences may vary according to the context and to some extent, also according to professions. For example, teachers' global competences must also address the contents of education, and particularly when they are teaching children, the methods of teaching require special competences as well as ethical sensitivity. However, it can be argued on the basis of research that GE competences have similarities and are widely expected to be developed through communication and interaction in social networks or social situations. As the ultimate aim of GE is to empower people to contribute to societal change it needs to be considered fundamentally as a social learning process. In the following chapter, GE and GE competences will be further discussed particularly from a social learning perspective.

2.6 Global education as a social learning process

The main interest of my thesis is what happens on the grassroots level in basic education. The evaluation made about the implementation of the GE 2010 programme did not gather exact data about what goes on at schools and many of the figures illustrating GE do not talk much about the pedagogy or learning processes or school culture required for reaching the goals of GE. Most GE literature, however, connects GE with social learning, and especially with

transformative social learning processes. Much of the contemporary literature highlights transformative learning and the epistemological and ontological shift as a means to achieve the goals of GE (Andreotti 2010a, 2010b, Banks 2009, Jokikokko 2009, 2010, Nussbaum 2002, Talib 2005).

Before discussing GE and the concept of social learning, it is important to clarify the differences between learning and education as they are understood in this work. Learning and education can both be defined as processes. From the perspective of the basic education age cohort, they both can also be defined as processes of acquiring certain competences that are preferred in the community where learning and education takes place. Education, however, differs from learning in that it is a process by which a community via educators communicates the preferred aims to its younger generation. As the purpose of education is to affect mental processes and/or physical ability or skills of a young individual, it is a highly ethical action (see Biesta 2007, Räsänen 2007a). Because the goals and contents of national education are pre-defined by the community it can also be considered as a highly political action (see *e.g.* Banks 2009, Biesta 2007, 2009a, 2009c, Boisvert 1998, Burbules 1993, Burbules & Torres 2000, Osler & Starkey 2008). With regards to Finnish GE, based on the discussion presented in previous chapters, the political base can be found in the Basic Education Act and the NCCBE. The ethical foundation, in turn, can be defined as human rights and human dignity. Through GE we are to learn to recognise our moral and ethical obligations to the world around us (see Appiah 2006, Goldstone 1998, Nussbaum 2002) in the face of our best current understanding of the world.

Social learning theories differ from other learning theories in the sense that they study learning from a socio-cultural perspective. They consider learning as a transaction process between the individual and the social and reason that knowledge is usually at the end of the process, the product of social participation. Moreover, social learning theories suggest that social learning processes lead to change and create potential for transformation. For example Albert Bandura (1977: viii), the major motivator behind social learning theory, explains learning as ‘reciprocal interaction between cognitive, behavioural, and environmental determinants’ that give opportunity for people to ‘influence their destiny as well as the limits of self-reflection.’

Lev Vygotsky (1978, 1998, see also Crawford 1996) who has contributed much to research and theory in cognitive development and child psychology over the past decades reasons that a child’s cultural development first occurs on the ‘social level’ when he or she participates in cultural activities by performing tasks

in collaboration or under adult guidance and only later on the ‘individual level’ when he or she has the ability to act independently. The great humanist thinker John Dewey (1916, 1938: 152, see also Biesta 2007, 2009c, Biesta & Burbules 2003: 11, Boisvert 1998) based his learning theory on practical consequences and effects of action. He saw learning as a contextual and empirical process that takes place in transaction with the learner and the environment. According to him, learning occurs through experiment in context and through reflective thinking. Paulo Freire (1993), an influential theorist of critical pedagogy, argued that by questioning the validity of the present situation and by accepting what is valid in both old and new leads to critically transitive consciousness, ‘*conscientization*’.

David A. Kolb (1984) whose work focuses on experiential learning as well as the individual and social change argues that effective learning requires concrete experiences and experimentations with opportunities for ‘reflective observation’ that will lead to ‘abstract conceptualizations’ that enables the learner to make decisions and solve problems. Etienne Wenger (2000, 2002, Wenger *et al.* 2002, Wenger-Trayner & Wenger-Trayner 2015), famous for his concept of communities of practice, claims that learning is an inherently social process and that people’s participation in the social actions of a community concerns identity building and also leads the respective community to learn. Jack Mezirow (1978, 1992, 1997a, 1997b, 2000, 2003, 2006, 2009), acknowledged as the founder of the concept of transformative learning, suggests that learners construct their experiences in engaging with the social situations through a process of critical self-reflection that leads to a change in attitudes, behaviour, and social norms.

Even though sharing some basic elements, the above theories have differences in their focus areas and in the importance they give to the individual and to the social dimensions in the learning process. Reed *et al.* (2010) argue that most literature seems to associate social learning with individual learning and offer no clear explanation on how social learning differs from other forms of learning. Moreover, Reed *et al.* (2010) argue that most social learning theories do not distinguish social learning as a concept from the potential outcomes, nor from the conditions or methods to facilitate social learning processes. The lack of conceptual clarity limits the capacity firstly to determine whether social learning has occurred and secondly makes it very difficult for practitioners to facilitate social learning processes and to design appropriate evaluations to determine if the goals of instructional interventions have been met (Reed *et al.* 2010). In order to facilitate social learning processes in the future, Reed *et al.* (2010) suggest a specific ‘conceptual basis of social learning’ that will shortly be discussed below.

In this dissertation, I will use this basis for the purpose of clarifying the concept of GE from the social learning perspective.

With the conceptual basis Reed *et al.* (2010) argue that in order for learning to be framed as ‘social’ it must firstly demonstrate that a change in understanding has taken place in the individuals involved. This may appear on a surface level, for example by recalling new information or in a deeper level, for example by demonstrating a change in attitudes, worldviews, or even epistemological beliefs (*i.e.* transformation). Second, they argue that learning needs to go beyond the individual and become situated within wider social units where it occurs through social interactions and processes between actors within a social network (Reed *et al.* 2010). From the basic education perspective, this social network naturally concerns direct interactions in the classroom and at the school but interactions may also take place, as Reed *et al.* (2010) also suggest, through other means. Schools are social contexts with diverse interactions: between pupils, between pupils and staff members, among staff members, between school and parents, and various other actors in society.

The above requirements by Reed *et al.* (2010) undoubtedly clarify social learning as a concept. However, I find the requirement of *change in understanding* somewhat demanding when social learning is applied to basic education. Even though the surface level includes, for example, imitation and modelling as social learning practices, children may well imitate a variety of actions that occur as behavioural change but may have little to do with a change in understanding (see *e.g.* Vygotsky 1978: 89). Therefore, I will modify the definition of the conceptual basis as follows: during a social learning process, a change may take place in understanding and/or in competences in the individuals involved.

Furthermore, in what follows, I will use *transaction* instead of *interaction* to highlight the multidimensional nature of social processes. While interaction suggests that individuals are mutually and actively participating in the process, in transactional processes, the level of participation may differ a lot and the actions are necessarily not joint and shared as the individuals involved are influenced by their assumed relational roles of child/adult and teacher/pupil. Transaction also includes one-directional actions and not all individuals are necessarily even clear about the purpose of actions. (See *e.g.* Biesta 2006: 131, Räsänen 2007a). In addition, transaction gives special emphasis on the context that shapes, directs and/or limits the processes. Lastly, I wish to highlight that social learning both

takes place and is visible ‘in the course of social transactions and processes’. The above definition is illuminated in Fig. 2.

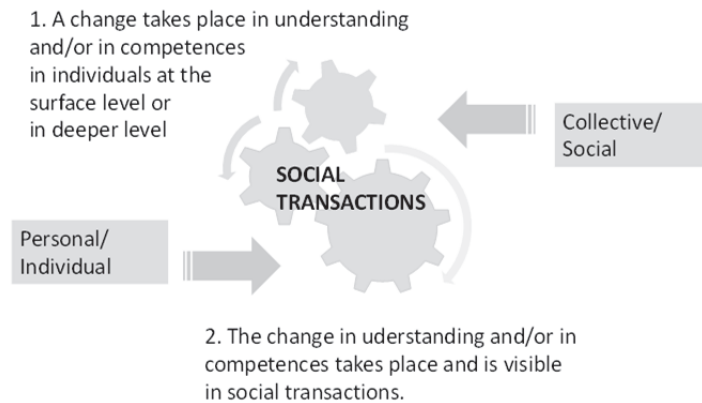


Fig. 2. The conceptual basis of social learning (based on the conceptual basis of Reed *et al.* 2010).

From the different social learning frameworks, Jack Mezirow’s transformative learning (1997a, 2000, 2003, 2009) and Etienne Wenger’s (2000, 2002, 2009, Wenger *et al.* 2002, Wenger-Trayner & Wenger-Trayner 2015) communities of practice were chosen to be studied in more detail in light of this research. Mezirow’s transformative learning ultimately concerns the transformation of one’s ‘frame of reference’ that includes ‘the structures of assumptions through which we understand our experiences’ (Mezirow 1997a). Communities of practice, in turn, highlight the vital role of community and learning as the production of identity that is a fundamental concept attached to GE in education literature (see Chapter 2.3.1). Besides, I study GE in the context of a special kind of community that are classrooms and schools which have their particular aims and characteristics. In what follows, I will firstly give a brief description of both the above theories and second, I will discuss GE from the social learning perspective.

2.6.1 Global education and transformative learning

In the Maastricht Declaration (COE 2002, see also NSC 2012a: 13) GE is defined as a transformative learning process. Moreover, as discussed in Chapter 2 of this

dissertation, much of the contemporary GE literature highlights transformative learning and the epistemological and ontological shift as a means to achieve the goals of GE. Similarly, Mezirow's transformative learning ultimately concerns the transformation of one's 'frame of reference' that includes 'the structures of assumptions through which we understand our experiences' (Mezirow 1997a). Thus, Mezirow's transformative learning theory also corresponds well with the goal of GE that aims at a shift from the monoculture of knowledge to epistemological pluralism to pave a way to individual as well as to societal change. Mezirow's transformative learning theory focuses on 'how we learn to negotiate and act on our own purposes, values, feelings, and meanings' rather than those we have unintentionally and uncritically assimilated from others (Mezirow 2000: 8, 16). Even though Mezirow places knowledge at the centre of the process he holds that moral values such as trust, justice, and freedom may be legitimised and act as a basis for social learning, referring to the UN's Declaration of Human Rights (Mezirow 1997b), which plays a central role also in the Finnish GE framework and the research literature discussed (see *e.g.* Appiah 2006, Banks 2009, Osler & Starkey 2008: 32).

In Mezirow's transformative learning theory, transformation essentially concerns a change in our 'frame of reference' that consists of two elements, a 'habit of mind' and 'points of view', and encompasses cognitive, conative (striving), and affective components (Mezirow 2009: 22; 1997a: 5–6). A habit of mind can be attached to attributes such as moral-ethical consciousness, social norms, learning styles, philosophies (including religion), artistic tastes, personality, and preferences. The above may be expressed as our points of view, for example, as feelings, attitudes, beliefs, and judgments (Mezirow 2000: 17–18).

Mezirow further divides learning into the following three types: instrumental, communicative, and transformative. According to Mezirow, instrumental learning is a vital part in preparation for social action that is also what GE ultimately aims. In instrumental learning, 'knowledge' is generally viewed as something outside of the learner to be taken into the learning process (Dirkx 1998). With regard to Finnish basic education, this knowledge (goals and contents) can be found in the NCCBE and partially also in the textbooks that, as discussed, are often being used as the main teaching resources in basic education classes.

Children, according to Mezirow (1997a: 9), may build a foundation for transformative learning through acquiring certain competences, which are also conditions for GE competences discussed above. Children may learn to recognise

cause-effect relationships, use ‘informal logic’ (assess and analyse arguments in everyday discourse) to make analogies and generalisations, become aware of and control their own emotions, become empathetic of others, use imagination to construct narratives, and think abstractly. The competence building relates to instrumental and communicative learning types as it concerns learning to develop our points of view for example by becoming critically reflective of assumptions supporting the content, process, or premises of our problem-solving processes (see Mezirow 2000: 20–21). According to Mezirow, a habit of mind is often acquired in the course of childhood through socialisation process, most frequently during significant experiences with teachers, peers, and parents (Dirkx 1998, Mezirow 2000, Taylor 2000: 288).

Vygotsky (1998: 81) relates the critical period of about the age of 13 to the beginning of adolescence and argues that it is only at this age that people will be able to start thinking in concepts, which enables them to create more ‘systematic, ordered, categorical picture of reality...’ (Vygotsky 1998: 89). The above suggests that communicative learning, which requires abstract conceptualisation, may not be effective as the main focus area in the basic education lower level. Also Holbrook Mahn (2004: 133) argues that it is not before a certain age that people become aware of ‘self as a conscious being in a social system’. However, one must remember that not all people develop in the same pace and that as transformative learning is a process, individuals should get support for all learning types all the time, and definitely so also at a lower level of basic education.

For Mezirow (2000: 9, 2003:59, 2009), instrumental learning centrally involves assessing truth claims by, for example, empirically testing to determine that something is as it is claimed to be. Instrumental learning can be associated with what, for example, Kathryn Crawford (1996) calls ‘operations’ as compared to ‘actions’. Operations may be considered as ‘habits and automated procedures that may be performed without conscious intellectual effort’ as is the case with imitation and modelling, whereas actions refer to ‘conscious behaviour that is stimulated by a need subordinated to a goal’ (Crawford 1996: 51). The danger of instrumental learning is the taken-for-granted procedures that are developed without truth claim assessment because imitation does not necessarily involve understanding. Instrumental learning easily leads to ‘double-morality’ and not necessarily to morally sensitive and responsible action as is the goal of GE (see Räsänen 2007a).

From basic education point of view, the above danger is present also in the communicative learning type. It is a more complex process than the previous type as it concerns understanding and reinterpreting knowledge through communication which often involves feelings, intentions, values, and morals (Mezirow 2000: 8). According to Mezirow, the goal of communicative learning is a mutual agreement through critical reflection and critical self-reflection. However, for example, Ilhan Kucukaydin and Patricia Cranton (2012) argue that since feelings (and ‘imagination, intuition, and dreams’) are limited by their subjectivity there is a danger that knowledge about the world is constructed by groups and communities using persuasion and coercion rather than critical reflection or reasoning. Mezirow himself argues that the conditions for freely and fully participating in communication are never completely realised in practice but the conditions can rather ‘reflect democratic ideals such as self-respect, respect for others, acceptance of the common good, and willingness to be open and engage with diversity’ (Mezirow 2009: 20). Mezirow (2000: 12) has also recognised that ‘feelings of trust, solidarity, security, and empathy are essential preconditions’ for ‘free full participation’ in transformative learning. He also stresses that the possibility for transformative learning must be understood in the cultural context as ‘the institutions, customs, occupations, ideologies, and interests shape our preferences and limit our focus’ (Mezirow 2000: 24).

As transformation essentially concerns a change in the frame of reference, Mezirow’s theory implies the notion that education can play an important role in the process if new knowledge and perspectives are offered. When new knowledge conflicts with one’s old frame of reference, the learning process itself may create what Mezirow calls a disorienting dilemma. Thus, reflection and self-reflection needed for transformation are unlikely to take place spontaneously without experiences that challenge previous conceptions. For as long as the new knowledge comfortably fits in our existing frames of reference, we are not likely to make any transformative changes (Mezirow 1997a, Mounier 2010: 279). Mezirow himself highlights that educational interventions are crucial to ensure that the learner acquires the understandings and competences essential for the transformation also from an ethical point of view. ‘Educators must beware placing learners in a vacuum by making them aware of the need for collective change without helping them acquire the information and skills needed to implement it’ (Mezirow 1991: 210, quoted in Mezirow 1997b).

The above discussion has drawn attention to some major differences between ‘change’ and ‘transformation’ (or ‘transformative change’) that are both important

concepts for GE. Change can be seen as part of a transformation process and it can be more closely attached to instrumental and communicative stages than to the actual transformation. Taken as an educational goal, change requires recognising the current situation and striving to *alter* it. With regards to teaching and learning, this means refined or new understandings and/or competences. Transformation also begins with recognising the current situation, but transformation strives to make it *different*. Thus, transformation's fundamental reference points are in the present and in the future – a future that may be entirely new. Transformation affects the way people construct new meanings of the world and fundamentally changes how an individual sees himself or herself as part of this world (Mezirow 2003).

2.6.2 Global education and communities of practice

The other social learning theory studied for my research is communities of practice that has been successfully applied for example in developing teacher training in United Kingdom (see Brandon & Charlton 2011) and within community psychology while studying possibilities of widening engagement and relationship between university and community members (see Lawthom 2011).

Wenger's main idea behind his theory is that of participation, which refers to a process of being an active participant in the practices of social communities; participation is central source and means of learning (Wenger 2002, 2009, see also *e.g.* Biesta 2007, Räsänen 2007a). Communities of practice gives special value to the long-term value creation and to the production of identity in relation to communities (Wenger 2000, 2002, Wenger *et al.* 2002), which are also important concepts attached to GE in education literature (see *e.g.* Banks 2009, Osler 2004, Ramsey 2004).

Even though different in many aspects, all communities of practice have the following three fundamental elements: a domain, a community, and the practice (Wenger *et al.* 2002, Wenger-Trayner & Wenger-Trayner 2015). A domain is the shared interest of the community; the community's *raison d'être*. A community is a group of people who are committed to the domain and interact regularly on issues important to the domain. Practice, in turn, is a socially defined way of doing things in a certain domain; a set of common resources and variety of knowledge that create a basis for community's action, communication, and accountability. (Wenger *et al.* 2002). In the context of my research, the shared interest or the domain is GE. The community is a school or even a smaller unit

that is one particular class. Practice, in turn, can be considered as a purposeful activity that is founded in GE principles and guided by the aims of GE. GE being a transformative process, in basic education level, practice needs to be associated both with instrumental and communicative competence and with the ultimate aim, that of transformation needed in GE.

Learning, according to Wenger, takes simultaneously place in four dimensions: learning as doing, as belonging, as experience, and as becoming. *Doing* refers to practice: to ‘the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action’. *Belonging* means ‘the social configurations in which our enterprises are defined as worth pursuing and our participation is recognised as competence’ in the community (collective competences). *Experience*, in turn, refers to our ability – individually and collectively – to experience ‘our life and the world as meaningful’. According to Wenger, *becoming* means ‘how learning changes who we are and creates personal histories of becoming in the context of our communities’. (Wenger 2002: 4–6, 2009, Wenger-Trayner & Wenger-Trayner 2015). In brief, communities of practice knowledge resides in communication and relationships of the members as well as in social resources and actions of the particular community. Knowing and the process of learning have both individual and social aspects.

By dividing the members of a community of practice into a core, an active, and a peripheral group, the theory clearly recognises different levels of participation. A core group is formed by members who actively participate in a community’s action and who take much of the leadership. An active group of people are those who are regularly present but participate only occasionally and peripheral members are those who prefer mainly to watch the interaction of the core and the active. (Wenger *et al.* 2002: 55–58).

Wenger, McDermott, and Snyder (2002) suggest the following steps to be used to start a successful community of practice: Preparing, Launching, Expanding, Consolidating, and Transforming. My research attempts to serve as a preparation phase as the first step aims to lay a foundation for the community of practice by assessing the current condition and identifying possible areas where the domain is uncoordinated. The aim of the second step is to find the potential members to form a community and to make sure there is enough willingness and support to commit to the domain. As soon as the communities of practice function, it is time to expand the community by integrating multiple communities of practice as well as possible individual practitioners and external partners

throughout the field. After expansion, it is time to consolidate the communities of practice by making sure the overall function of smaller communities of practice, such as separate classes, will be integrated with other functions at school, and aligning the school curriculum to support them. (Wenger *et al.* 2002: 196–203). In basic education, this model would mean that the classes and the schools would at the end be transformed so that GE is an integral element in their curricula and a fundamental framework for all the activities of the school. This kind of transformation requires that GE is also made an integral part of the NCCBE that, as discussed, is the legally binding document for basic education schools in Finland.

Wenger (Wenger-Trayner & Wenger-Trayner 2015: 5) suggests that communities of practice challenge schools to consider the following three dimensions when planning their educational practices:

1. *Internal*: organisation of educational experiences that ‘ground school learning in practice through participation in communities around subject matters’.
2. *External*: connecting the experiences to ‘actual practice through peripheral forms of participation in broader communities beyond the walls of the school’.
3. *Lifetime* of students: promoting lifelong learning and focusing ‘on topics of continuing interest to students beyond the initial schooling period’.

The above dimensions correspond well with the definition MOE (2007a) gives to GE: GE is a holistic approach (internal), developed according to life-wide (external) and lifelong (lifetime of students) principles.

Considering the focus of my research, the above discussion raises the following questions related to my research questions: What kinds of internal GE practices best enhance learning? Do all practices result in learning even though some of the members might only participate by watching? Additionally, with regards to external practices, it is important to consider what kind of and how frequent the interaction needs to be in order to hold the community together. Thinking of lifelong learning and questions how to raise and maintain interest in global issues and global competences so that learning continues after school, it is important to consider the meanings and the value the broader communities give to GE.

As mentioned in the beginning of this chapter, results from the experiments of communities of practice have been encouraging. For example, in Hampshire, England, the results from implementing the children’s rights education ‘Rights,

Respect and Responsibility' (RRR) show the importance and power of a community and practice: when children's education about their rights happened in a rights-respecting classroom and school, they showed 'an adult-like understanding' of the nature of rights as entitlement to fair treatment and the responsibility to respect rights of others (Covell *et al.* 2000). The RRR findings also demonstrated increasing improvements in children's behaviour and attitudes over a three-year period: although focusing on local issues, the pupils also demonstrated a very strong ability to establish links between these issues and more global concerns about sustainability. Similarly, research on pupils' social concerns (Deuchar 2008) conducted during a primary school final year in Scotland, reveals that while students were actively participating in investigating their immediate environment, they had a growing awareness of social and environmental issues and they were genuinely concerned about their community.

2.7 Schools as communities of global education and social learning

Schools, especially basic education schools, are very special social learning units. Children and teachers spend several hours together every weekday during the basic education school years. Moreover, the other partner in the learning process is a child and the class teacher is usually the only adult present in a particular educationally framed activity. Furthermore, the teacher enjoys much pedagogical freedom in organising the teaching and learning activities in his or her class. (See Räsänen 2002: 18, 2007a). The subject-matters selected, the methodological choices, the resources used, and the social relations of a classroom all tend to reinforce certain habits and to weaken others (see *e.g.* Boisvert 1998: 110, Räsänen 2007a).

Teaching and learning are also shaped by the context or the environment where education takes place. The national policies, the culture and history of the particular context, the operational culture of the school, and possible external pressure all have an effect on how teaching and learning are organised (Biesta 2009c, Nieto 2003, Räsänen 2002, Talib 2005).

The NCCBE (Opetushallitus 2004: 18) defines a learning environment as 'a learning-related'... 'entity of the relations of physical environment, mental aspects, and social relationships where studying and learning takes place'. The physical learning environment includes the concrete school building, the surrounding nature, as well as teaching and learning resources. The mental

aspects and social relationships are furthermore highlighted by emphasising that the learning environment should support positive teacher-pupil and pupil-pupil relationships; promote dialogue and guide pupils to work as group members; and that the responsibility for an open, encouraging, unhurried, and positive atmosphere is shared between the teacher and the pupils (Opetushallitus 2004: 18). With regard to the operational culture of the school, it is stated in the NCCBE (Opetushallitus 2004: 19) that the goal is an ‘operational culture that... supports cooperation as well inside the school as between the schools and the whole of society’.

The different aspects affecting the operational culture of a school and thus, its social learning processes, can be visualised for example with the help of the model for holistic approach to intercultural education introduced by Räsänen (2007c: 23) that is modified in Fig. 3. for this work.



Fig. 3. Operational culture of a school (modified from Räsänen 2007c: 23).

Because schools are but one of the many communities which make up the national community, their contribution to GE as a social learning process is naturally limited. Schools’ decisions often do not extend beyond the school

community. With regard to GE, one crucial question is whether the wider context acknowledges and promotes GE objectives and goals. From the social learning perspective, teachers themselves need not only have an understanding of GE but an ability to critically reflect their own ‘structures of assumptions’ through which they understand their experiences (Mezirow 1997a) as well as the collective knowledge of the context (see also Cravett 2004, Lange 2009: 196). From transformative learning perspective, the above means that the teachers need not only be ready and open for transformation but also to be able to support and lead transformation processes, to act as agents of change. On the grassroots level, the teacher’s own visions and values play an important role in what kind of educational reforms the teacher is able and ready to be engaged with (see Räsänen 2009: 30, Talib 2002: 101–107).

Successful community of GE requires that the class teachers form their own communities of practice to learn together, to develop the GE curriculum, and at the same time, educate themselves in various aspects of GE. Teachers’ attitudes are as essential for the implementation of GE as the aims and contents (see also Bamber *et al.* 2013). The methods and ways of working can be even more crucial for the school operational culture as discussed school experiments demonstrate. GE competences such as abilities to analyse, interpret, listen, observe, and relate become extremely important. Variety among the staff members’ perspectives and backgrounds often functions as a disorienting factor assisting transformative processes among the professionals of school communities. The same applies to classrooms: diversity in pupils’ cultural and social backgrounds provides various perspectives to consider from the beginning of their school path.

Teachers have a very special role in pupils’ GE processes. While they need to ensure that the competences they foster are worthwhile with regard to the wider community, they also need to understand and ensure that these competences can be considered as competences to have potential to support the aims of GE. Thus, even though social learning at the basic education level focuses on competence building, GE is not about learning a random number of competences but about the development of particular competences in a particular context that are needed and consciously used in a transformation process. The processes themselves need to be based on a clear value basis, have a clear moral and ethical foundation, which can be found in human rights and especially in human dignity (see Chapter 2.3.1). The ethical and moral foundation of GE should extend from local and national to regional and global levels: to a multi-levelled citizenship (see Banks 2009, Nussbaum 2002, Osler & Starkey 2008, Räsänen 2007b).

The teacher's own transformation process or openness for transformation does not, however, necessarily guarantee successful implementation of GE. As discussed, based on her research findings, Jokikokko (2010: 84) suggests that in order for teachers to be able to act according to their 'ideals', more systematic guidance and institutional support should be provided for them. Therefore, if the school is to foster individual competences that are supposed to make an impact on the wider community, the most important prerequisite is that schools be thought of as communities within the wider community (see Boisvert 1998: 112, Lingard *et al.* 2008: 5). It is vitally important that the teachers who are given the task of fostering the competences understand the context within which education takes place; 'the conditions, laws, regulations, policies, practices, traditions, and ideologies that influence and define education at any given time' (Nieto 2006, see also Biesta 2009c, Jokikokko 2010, Talib 2005). At the same time, education concerns relations between the present and future, and it is guided by certain visions of a 'good future'. GE is based on the ideas that we live in an intercultural, global world that in different ways affects everyone. The global is present also in classrooms, which increasingly form communities of people who have very diverse backgrounds and who in future will be working in diverse contexts either in Finland or abroad. GE also more or less explicitly through its dimensions and goals draws a picture of a better future based on ethical sensitivity, human dignity, and protection of the globe. It is acknowledged that contexts are different and that due to that, emphases and contents of GE can to a certain extent be different, but the global community has, for example, through human rights documents attempted to agree on the minimum universal principles to guarantee possibilities for peaceful, non-violent, dignified life for all on the globe.

3 Methodological choices in the research

The key question for the choice of methodology in my research can be phrased as follows: ‘What methodology would best serve to increase knowledge about GE and its implementation for the decision-makers and the practitioners in the field particularly in Finland?’ As discussed in the introduction, my research can best be described as a pragmatic, mainly qualitative mixed research study that in the initial stages had also features of action research. In this chapter, I will further clarify the pragmatic stance behind my research and elucidate my methodological choices with the help of ‘domains of issues and assumptions’ suggested by Jennifer C. Greene (2006, see also Johnson *et al.* 2007). The above domains of issues and assumptions are as follows: 1. Philosophical assumptions and stances, 2. Inquiry logics, 3. Guidelines for practice, and 4. Socio-political commitments in science (Greene 2006).

3.1 Philosophical assumptions

Philosophical assumptions include the important assumptions about the nature of the social world (ontology) and about the nature of warranted social knowledge (epistemology). It also includes stances such as objectivity and subjectivity and the role of context. (Greene 2006: 93).

My research relies on pragmatism that has been used as a philosophy and also as a method or a tool for a development work (see Jakku-Sihvonen & Heinonen 2001: 34–35). The pragmatic approach to knowledge (theory and practice) is pluralistic: it attempts to consider multiple viewpoints, perspectives, positions, and standpoints and is cognisant, appreciative, and inclusive of local and broader socio-political realities, resources, and needs (Johnson *et al.* 2007). The pragmatic framework recognises that scientific knowledge and lay knowledge can and do coexist (see Dale & Robertson 2004) and together form warranted social knowledge.

Pragmatic knowledge does not reflect reality but it perceives everyday problems and actions as the primary reality and, at the same time, the test of our knowledge (Cornish & Gillespie 2009: 803). Pragmatism gives priority to people’s everyday experiences: if somebody experiences a problem, we need have no doubt that this is a real problem (Cornish & Gillespie 2009). Correspondingly, in my research, the respondents included practitioners (teachers, principals, textbook publishers, and pupils in basic education schools) in the field.

The aim of my research was to generate pragmatic knowledge that could be applied to improve GE in Finland. The question for pragmatists is: ‘Does this knowledge serve our purposes?’ The only sensible measure by which to judge a piece of knowledge is whether that knowledge is useful for a given interest, whether it is able to facilitate successful action (Cornish & Gillespie 2009). The rejection of ‘one reality’ does not make pragmatism relativist. Pragmatism is pluralist in that it accepts the variety of competing interests and forms of knowledge. No knowledge is truer than another but different kinds of knowledge serve different particular purposes. If knowledge has value for concrete life, it will be true but the truth will depend on relations to the other truths that also have to be acknowledged (James 2004: 25). Pragmatism is, thus, also critical and invites questioning of whose interests are being served: ‘In relation to which interests are we judging these practices?’ (Cornish & Gillespie 2009: 803).

Pragmatism is future-oriented in that for pragmatism, the crucial question always has to do with what might follow when we act in a specific way. The pragmatic philosophical assumption rests upon claims about knowledge being ‘an articulation of the possible connection between what we do and what will follow’ (Biesta & Burbules 2003: 101). Pragmatic knowledge is a tool for action as knowledge is judged according to its consequences in action: knowledge guides action and action feeds back into knowledge construction (Biesta & Burbules 2003, Cornish & Gillespie 2009, James 2004: 20). Pragmatism, therefore, appears less as a solution than as ‘a program for more work’, and more particularly ‘as an indication of the ways in which existing realities may be CHANGED’ (James 2004: 19, capitalisation original), which evidently fits well with my own research purposes.

3.2 Inquiry logics

The inquiry logics domain refers to methodology (Greene 2006: 93). In line with the pragmatist claim, my research assumes that qualitative and quantitative approaches may remain separate, but they also can be mixed in order to get a many-sided understanding of the phenomenon (see Brannen 2007, Greene 2006, Johnson *et al.* 2007, Onwuegbuzie & Johnson 2006).

Based on their research findings, R. Burke Johnson *et al.* (2007) suggest the definition of research methodologies to be made according to the three major research paradigms, namely qualitative, quantitative, and mixed research. Moreover, they

suggest the following definition for mixed research, which also refers to my research methodology:

‘Mixed methods research is an intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological or research paradigm... it recognizes the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results.’ (Johnson *et al.* 2007).

Pragmatism is generally seen as ‘a well-developed and attractive philosophy’ for integrating perspectives and approaches as it offers an epistemological justification and logic for mixing approaches and methods (Johnson *et al.* 2007, Onwuegbuzie & Johnson 2006). Accordingly, my research follows the logic of mixed research. It relies both on qualitative and on quantitative viewpoints and the collection of qualitative as well as quantitative data from different sources through several research stages that will be discussed in Chapter 4. In line with pragmatism, the mixed research approach requires different forms of data to be put together to make ‘a more coherent, rational and rigorous whole’ (Gorard *et al.* 2004: 13).²⁵

Johnson *et al.* (2007) further suggest that the concept of mixed research incorporates several overlapping groups of mixed researchers and types of mixed research. They also suggest that a researcher may, however, still have his or her ‘primary home’ out of the three main research paradigms and visit ‘other homes’ when his or her research can benefit from such a visit (Johnson & Onwuegbuzie 2004, quoted in Johnson *et al.* 2007). ‘Equal status’ is the home for a person who self-identifies as a mixed researcher; a ‘quantitative dominant’ researcher believes that it is important to include qualitative data and approaches into otherwise quantitative research process; and a ‘qualitative dominant’ researcher, in turn, believes that it is important to include quantitative data and approaches into an otherwise qualitative research process (Johnson *et al.* 2007).

There is no universally agreed way of defining and consequently, conducting mixed research (see Caracelli 2006, Greene 2006, Johnson *et al.* 2007). However, for example, Abbas Tashakkori and Charles Teddlie (2003: 681) offer a conceptual model of mixed research based on the following ‘general mixed

²⁵ The terms ‘mixed methods’ and ‘mixed-method research’ are also in use but in order to avoid the concept to be associated with the different techniques or procedures used in the field, I will use ‘mixed research’ throughout this dissertation.

research spheres': conceptualisation, experimentation, and inference. For each sphere, they present three or four areas that traditionally have been assumed to distinguish qualitative and quantitative research. It is to be noted that inferences are not predictable beforehand in mixed research and they concern both the process and the findings of the research. The spheres and areas are presented in Table 2 below. Based on the division, they suggest that mixed research follows one of the following two conditions (Tashakkori & Teddlie 2003: 681): mixed research has multiple positions along each attribute or mixed research is near one end of the continuum on one attribute. The switching ends of the continuum across attributes may be present within or between spheres.

Table 2. Dynamic conceptualisation of mixed research according to Tashakkori and Teddlie (2003: 681, published by permission of SAGE Publications Inc).

| Sphere | Quantitative | Mixed | Qualitative |
|----------------------------------------------------------------------------------------------|----------------------|---------|----------------------|
| Concepts: abstract operations, purpose, and questions | Deductive question | ←-----→ | Inductive question |
| | Objective purpose | ←-----→ | Subjective purpose |
| | Value neutral | ←-----→ | Value involved |
| | Politically neutral | ←-----→ | Transformative |
| Experiments: concrete observations and operations, and data | Numerical data | ←-----→ | Narrative data |
| | Structured process | ←-----→ | Emergent process |
| | Statistical analysis | ←-----→ | Content analysis |
| Inferences: abstract explanations and understandings, theories, explanations, and inferences | Deductive logic | ←-----→ | Inductive logic |
| | Objective inference | ←-----→ | Subjective inference |
| | Value neutral | ←-----→ | Value involved |
| | Politically neutral | ←-----→ | Transformative |

3.3 Research design and legitimization

Guidelines for practice translates the above two domains of issues and assumptions into particular research steps and procedures, including research designs, data gathering, sampling strategies, analysis techniques, interpretation, and reporting. (Greene 2006). Due to the different groups of mixed researchers and types of mixed research, there is no one design, strategy, technique, or reporting practice suitable for all mixed research. The methods to collect and analyse mixed data are based on the research questions (Johnson *et al.* 2007, Rallis & Rossman 2003: 501, Raudenbush 2005).

It has been suggested that in its simplest form one of the most frequently used mixed research models involves a two-stage research design. In the first stage, a

problem is defined by a relatively large-scale analysis of relevant quantitative numerical data. In the second stage, this problem is examined in more depth using recognised qualitative techniques with a subset of cases selected from the first stage (Gorard *et al.* 2004: 51, see also Brannen 2007). This model was to some extent applied in my research questionnaire stages. Mixed research, however, offers flexibility in drafting the design options for specific problems and questions (Caracelli 2006). My entire research process can be described as a spiral of cycles, which will be discussed in more detail in Chapter 4.

The cycles also connect my research to action research. In the beginning, the intention was to find schools that would start or already have started the implementation of the GE 2010 programme and to help them *from inside* improve their own practice (see *e.g.* Noffke & Somekh 2005: 89–90). The research plan and questionnaire were drafted accordingly. The initial phase, however, revealed that the programme had not been implemented as such in any of the schools and none of them had a GE action plan or were even planning to draft one in the near future. Having realised that, research questions were defined again as well as relevant methods. Even though action research was considered insufficient method for the research goals, the crucial empirical data still continued to play a very important role in the process (Elliott 1991: 50–52). Whenever additional questions arose during my research process, new research tasks were added based on the answers of the respondents and when necessary, some of the questions in the consecutive questionnaires were reformulated. Moreover, my intention was, to some extent, to intentionally entail some change in the GE practices in the field during the research process by providing teachers and schools with information about GE and with some advice and suggestions for implementing GE as well as by reporting them about the research findings. (See *e.g.* Elliot 1991, Kemmis & McTaggart 2000, Noffke & Somekh 2005).

There is strong agreement that drawing upon data across the qualitative and quantitative paradigm can take place at all phases of the mixed research process (Brannen 2007: 180, Johnson *et al.* 2007, Tashakkori & Teddlie 2008: 22). However, as discussed in the beginning of this chapter, a researcher may have a primary home outside of the main research paradigms. For me, this home is found from the qualitative dominant researcher group even though quantifiable aspects were also considered important for the study, especially in the preliminary study of the research questionnaire process.

Mixed research process differs from mono-method research in that the resulting data need to be analysed and interpreted in relation to the methods that

were used to collect them and according to the philosophical assumptions by which they are generated (see Brannen 2007). Thus, when using mixed research, ontological, epistemological, and theoretical issues may raise concerns regarding the data analysis process. It has been suggested that the terms such as ‘validity’ and ‘generalisability’ commonly used in quantitative research may not be useful in qualitative research and, consequently, in mixed research (see *e.g.* Brannen 2007, Denzin & Lincoln 2005, Onwuegbuzie & Johnson 2006). In striving to solve the problem, researchers have offered different classifications and criteria to replace the above terms. For example, Julia Brannen (2007) highlights the importance of ‘interpretation’ and ‘contextualisation’ of findings in mixed research to reveal the link between the individual’s sense of agency within the structural context and to insert this into the interpretation of the focus group data in the analysis and reporting process. In my research, as an endeavour to interpret and contextualise the findings, I also studied the guiding Finnish GE documents, the Finnish GE context, and education policies of particular international and regional organisations and actors that I considered having effect on Finland’s GE policies.

Anthony J. Onwuegbuzie and Johnson (2006: 56) suggest a concept of ‘legitimation’ to be used as a framework for mixed research validity positioning and consider the legitimation concept directly engaging the mixed research challenges of integrating data and interpretations from very different frameworks, stances, methods, samples, and analyses. Onwuegbuzie and Johnson (2006) furthermore offer nine distinct types of legitimation each referring to a different strand of methodology or to a different type of mixed research: sample integration legitimation, inside-outside legitimation, weakness minimisation legitimation, sequential legitimation, conversion legitimation, paradigmatic mixing legitimation, commensurability legitimation, multiple validities legitimation, and political legitimation. The above concepts of legitimation have also been used as a framework when considering validity and generalisability in my research. The legitimation strategies are explained in brief below and will be referred to later in this work in relevant chapters and discussed in Chapter 6.5 (Evaluating the quality and ethics of the research).

Sample integration legitimation applies to situations in which the researcher wants to make statistical generalisations from the sample respondents to a larger target population. In mixed research, unless exactly the same participants are involved in both qualitative and quantitative data collection stages, meta-inference from the different approaches can be problematic. (Onwuegbuzie &

Johnson 2006). Sample integration legitimation mainly concerns my research questionnaire process and it will be discussed in more detail in Chapter 4.3.1 (Respondents and ethical issues) in this work.

Inside-outside legitimation refers to the degree to which the researcher accurately presents and utilises the insider's view and observer's view in the research process especially when making meta-inferences by combining from the quantitative and qualitative stages. A strategy for obtaining meta-inference may be for the researcher, some outsiders, and respondents to review data and integration. (Onwuegbuzie & Johnson 2006). As discussed, the practitioners in the field were chosen as respondents for my research questionnaire process and the textbook publishing house representatives were chosen as respondents to answer the question regarding the resource development from the textbook point of view. At the beginning of the research process, I moreover contacted a counsellor of education at the MOE who had chaired the special committee that had been responsible for drafting a proposal for the Finnish GE programme to find out what kinds of matters the ministry considers important to be included into the investigation. In order to obtain inside-outside legitimacy, the findings from different stages of the research questionnaire were also reported back to the respondents and to the MOE after each stage for possible feedback. Similarly, the published articles related to the research (Pudas 2009, 2012) were sent to all participating schools as well as to the MEC and were downloaded in the University of Oulu's Academia.com internet page. The contents of the articles are discussed in different parts of this dissertation.

Weakness minimisation legitimation refers to the researcher's conscious and careful assessment of the extent to which the weakness from one approach can be compensated by the strengths of the other approach. The above may be done in the planning and designing stages as well as when combining and interpreting the findings. (Onwuegbuzie & Johnson 2006). My research was conducted as a cyclic process and continuous checks and crosschecks were done during data collection and analysis processes. The research process will be discussed in detail in Chapter 4.

Sequential legitimation refers to the order of the quantitative and qualitative phases. A threat to legitimation is a case when the results and interpretations would have been different if the order had been reversed. A strategy may be to change the sequential design to a multiple wave design in which quantitative and qualitative data collection and analysis is done multiple times during the research.

(Onwuegbuzie & Johnson 2006). In my research, sequential legitimation was partially implemented by the cyclic research design used.

Conversion legitimation refers to the extent to which data conversion techniques lead to interpretable data and high inference quality. For example, qualitative researcher may sometimes obtain more meaning by providing additional useful information about ‘how often’, ‘how many’, or ‘how much.’ (Onwuegbuzie & Johnson 2006). Even though my research was a qualitative dominant mixed research study, it was considered important to collect quantifiable data in order to gain contextual information and background data about the schools and the respondents. Quantifiable data concerned such useful information as ‘how often’ transaction and cooperation activities occurred or certain resources were used in teaching or ‘how many’ teacher and principal respondents had participated in GE training. It was also taken into account that data collected via different methods cannot be simply added together to ‘produce a unitary and rounded reality’ (Brannen 2007: 176) but it needs to be analysed and interpreted in relation to the methods used.

Paradigmatic mixing legitimation refers to the extent to which the researcher’s epistemological, ontological, axiological, methodological, and rhetorical beliefs are treated as separate but complementary or are used in less extreme forms and treated as being compatible. Legitimation comes from the researcher making the paradigm assumptions and their interrelations explicit. (Onwuegbuzie & Johnson 2006). This legitimation is taken into account through discussing in detail the methodological choices in my research.

Commensurability legitimation refers to the extent that the researcher is negotiating cognitively the ‘switch’ from ‘qualitative lens’ to ‘quantitative lens’. Onwuegbuzie and Johnson (2006) believe that it is possible to create a third viewpoint that is informed by, is separate from, and goes beyond purely quantitative or qualitative. As discussed, I have found my primary home in the qualitative dominant research group.

Multiple validities legitimation refers to the extent to which all relevant research strategies are utilised; to what extent is the whole greater than the sum of its parts (Onwuegbuzie & Johnson 2006). The multiple validities approach was taken into account in the research design stage by carefully considering the most suitable methods to collect relevant data to be able to answer the research questions. See also the *conversion legitimation* above.

Political legitimation refers to the power and value tensions that come to the fore as a result of combining research paradigms; for achieving political

legitimation, to advocate pluralism of perspectives and to strive to generate practical theory or results that answer important question and help provide workable solutions (Onwuegbuzie & Johnson 2006). Because my research was based on pragmatism, my research accepts the variety of competing interests and forms of knowledge, and thus, strived to study the phenomenon from policy makers' as well as from the practitioners' perspective.

There is no one reporting practice suitable for mixed research but it is rather the methodology chosen that sets the criteria for it. In my work, I have used a method more common to qualitative than to quantitative reporting and writing. The reasons for this choice are based on the research questions and on my self-identification as a qualitative dominant researcher.

3.4 Contribution to the theoretical and practical knowledge

Socio-political commitment in science domain directs the researcher toward a particular destination as it identifies priority roles for social science and provides value-based rationales and meaning for the practice of social inquiry. It deals with questions such as: 'Where is this study located in society?', 'Does the study contribute to collective theoretical knowledge?', and 'Does it advise governmental decision makers?' (Greene 2006: 94).

My research aims to contribute to the collective theoretical and practical knowledge about GE especially in the context of Finland. Moreover, it aims to contribute to decision-making and development work regarding the successful integration of GE in national basic education in Finland by making available my research findings 'into a useable product for practitioners or policy-makers' (Gorard *et al.* 2004: 51). My research does not claim to be value free. Quite the opposite, the definitions given to GE in this work already includes a strong value aspect. Moreover, I consider the values and aims of GE important and beneficial to be learned at basic education schools, although the definitions are also kept open for discussion and further development. Besides, GE can have different emphases depending on the context.

It has been suggested that the globalisation process does not only have an impact on a state's education policy in general but it influences dramatically the type of knowledge that is considered as valuable in each society (Zambeta 2005: 72). Therefore, my research will also consider the assumptions about the nature of the social world and about the nature of warranted social knowledge in a Finnish context. With regard to socio-political commitments, my research goal is twofold:

while it aims to contribute to the theoretical and practical collective knowledge, it also aims to challenge some of the key assumptions that contemporary national basic education relies on.

4 Realisation of the research and challenges faced

In Chapter 1.4, my research was divided into the following research stages: Theoretical orientation and formulation of the problem; Designing the research; Collecting and generating data; Analysing, interpreting and contextualising the data; and Reporting. Most of the research stages were not totally completed before the next stage started. Continuous checks and crosschecks were done during data collection and analysis processes in order to be able to confirm that findings were not due to mistakes in data entry. Moreover, theoretical orientation widened and got more depth during every stage when I gained more knowledge and experience about the phenomena through literature, content analysis, questionnaires, and interviews. Legitimation needed to be taken into account at every stage in order to make sure that the data collection, as well as the interpretations would produce findings that can be considered valid and reliable in this mixed research. Analysing the data started already in the collecting and generating data stage, and in order to be able to analyse the gathered data, I had to go back to the stage of the theoretical orientation and formulation of the problem. In other words, all the phases were interwoven and overlapping (see *e.g.* Elliot 1991: 71, Kemmis & McTaggart, 2000: 595). This process is visualised in Fig. 4.

Once the different data had been transcribed (when applicable), edited (when applicable), and coded, the final analysis process began. For research validity positioning, legitimation issues were considered in the analysis stage especially from the weakness minimisation legitimation, conversion legitimation, paradigmatic mixing legitimation, inside-outside legitimation, and sequential legitimation points of view. All qualitative data was coded and analysed manually with the help of computerised office programmes. Quantifiable data was collected with the help of internet-based questionnaires that allowed data being directly converted into spreadsheets and into charts in order to better illustrate and compare data.

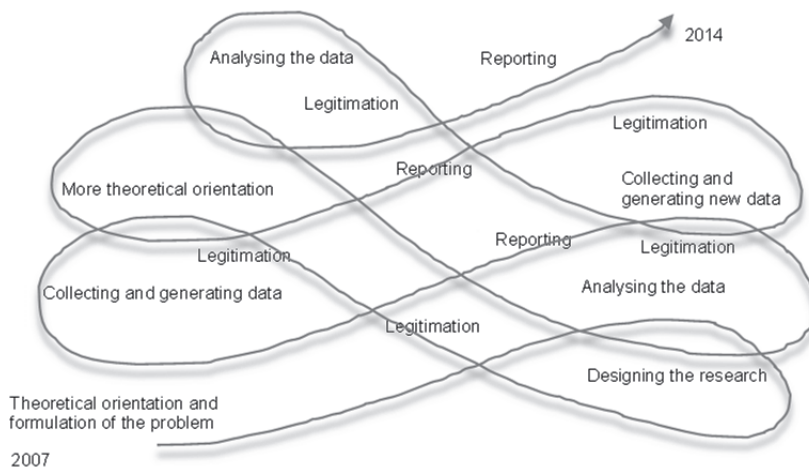


Fig. 4. The spiral of cycles in the research process.

One difficulty that slowed down the research process was that my full-time work as a principal in an international school in Thailand between August 2009 and December 2011 prevented me from focusing on research writing. The above does not mean, however, that I had to put my whole research process aside. Quite the contrary, being assigned the educational leadership and the overall development of the school, I was involved full-time in grassroots level education work, including the school's GE.

I started the designing process in November 2007. The following two months I carefully planned the content and the schedule for the research and considered the possible respondents for the research questionnaire process. Much of the design process focused on finding the appropriate theoretical framework, methodology, and research methods. As discussed, pragmatism was seen as the most appropriate philosophy and method for conducting my research and consequently, mixed research was chosen as a methodology to be applied.

For the main data collection, I decided to analyse the two main GE publications in Finland at the time of the beginning of the research (the 2004 NCCBE and the GE 2010 programme) and to use semi-structured questionnaires that contain both quantitative and qualitative parts to collect relevant data from the field (part of the strategy to obtain weakness minimisation and conversion legitimation). My original intention was to evaluate the position of GE and the

implementation of the GE 2010 programme in basic education with the help of a longitudinal study. However, when phase I of the research questionnaire process revealed that none of the respondent schools had implemented the programme as such and none of them had a GE action plan or were even planning to draft one in the near future, I turned the main focus onto investigating the present position of GE and the future development of it in basic education.

Already in the designing stage, as part of the strategy to obtain sequential legitimation, it was decided to analyse the questionnaires separately after each phase and first deal with qualitative and quantitative data independently (part of the strategy to obtain also paradigmatic mixing legitimation). Based on the answers and the findings, additional literature was studied and some of the questions in consecutive questionnaires were reformulated based on the respondents' answers.

As discussed, I have mainly used qualitative research methods in data gathering and consequently, in analysing processes. The selection of the methods and data sources is based on the research questions and on the main assumptions about the phenomenon and how to get relevant data about it. The research questions, the methods, and data sources are collected in Table 3 on the following page and discussed in more detail in this chapter. As my research concerned mixed research methodology, I have provided a column indicating the data collection or analysis method used: 'QUAL' refers to qualitative data collection or analysis; 'QUAN' to quantitative data collection or analysis; 'QUAL + qual' to qualitative dominant data collection or analysis; and 'QUAN + qual' to quantitative dominant data collection or analysis (see Johnson *et al.* 2007).

In what follows, I will firstly discuss the content analysis process of the chosen documents. Second, I will discuss the research questionnaire process as a data gathering method in my research and third, I will concentrate on textbook research and related research interviews. Theoretical orientation has been discussed separately in Chapter 2 and the final results of data analysis will be discussed in Chapters 5 and 6 in this dissertation.

Table 3. Research questions, research methods, and data sources in my research.

| Research questions | | Research method | Data source |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------|
| What are the meanings and position given to GE in basic education? | How is GE perceived in the NCCBE and in the GE 2010 Programme? | QUAL Content analysis | The NCCBE and the GE 2010 programme |
| | How do the practitioners in the field perceive GE as part of their work | QUAL + quan Research questionnaires | Basic education principals, teachers and pupils |
| What kinds of measures are taken to implement and to evaluate GE in basic education? | What kinds of measures are taken to implement the GE 2010 programme? | QUAL + quan Research questionnaires | Basic education principals, teachers and pupils |
| | What could be identified as support or as hindrances for the implementation process? | | |
| | What kinds of activities best support the GE goals? | | |
| | How could we evaluate that the goals of GE have been achieved? | | |
| What kind of measures could be taken to help public basic education schools implement GE? | What could the practitioners do to facilitate the implementation? | QUAL+ quan Research questionnaires | Basic education principals and teachers |
| | How could the resources be developed to facilitate the implementation? | QUAL Research interviews | Main Finnish publishing house representatives |
| | | QUAL Textbook research analysis | Textbook literature |
| | | QUAL + quan Research questionnaires | Basic education teachers |
| | | What kind of measures could authorities responsible for education take? | QUAL + quan Research questionnaires |

4.1 Content analysis of policy documents

Content analysis has sometimes been referred to as a methodology (see *e.g.* Mayring 2000) but more often as a research technique (see *e.g.* Berg 2004: 259, Krippendorff 2004: 18) – the way it was also applied in my research. The technique is common in the social sciences for systematically studying the

‘recorded content of communication’ such as books, websites, speeches, transcripts, and images (see *e.g.* Berg 2004, Krippendorff 2004, Mayring 2000). My recorded content of communication consisted of open answers in the questionnaires and publishing house representatives’ interviews as well as the 2004 NCCBE and the GE 2010 programme documents. In this chapter, I will focus on the above two policy documents. The open questions will be discussed as part of the research questionnaire process in Chapter 4.3, and the interviews will be discussed in Chapter 4.4.

The two documents I analysed for my research differ in many dimensions. For example, preparing a national basic education core curriculum takes several years before it will be completed and even more time before it will be fully implemented in all basic education schools. As a legally binding and guiding document, the NCCBE is also intended to be used in basic education for several years. The GE 2010 document, in turn, was published as a recommended programme to be run nationwide in all sectors of social and policy lines from 2007 till 2010 (MOE 2007a: 11). The specific GE guidelines for teachers, schools and NGOs as well as quality assessment targets for GE in Finland were published in the programme. As the whole purpose of the document was very different from the NCCBE (Opetushallitus 2004), it did not include any general educational goals, contents, or assessment policies, but focused on GE in all sectors. Still all in all, both documents had at least potentially a crucial role in defining and implementing GE in schools.

I used content analysis as an ‘interpretative’ tool (Berg 2004: 239; see also Miles & Huberman 1994, where Berg borrows the concept) that allowed me to treat the documents as ‘a collection of symbols expressing layers of meaning’ and to organise my data ‘in order to uncover patterns of human activity, action and meaning’ (Berg 2004: 239). The purpose of the analysis in my research was to study the meanings, aims and contents given to GE in the NCCBE and in the GE 2010 programme. The content analysis of the documents specifically focused on my research question: ‘What are the meanings given to GE in basic education?’ and more concretely, ‘How is GE perceived in the NCCBE and in the GE 2010 Programme?’. My analysis process may roughly be divided into the following three consecutive phases: close reading of the documents; deductive content analysis; and abductive content analysis.

The qualitative content analysis process involves a step by step coding, analysing, and formulating the material into content analytical units (Berg 2004, Krippendorff 2004, Mayring 2000). As GE is not included in the 2004 NCCBE as

a concept, the content analysis process of the documents started by close reading and recording the items that were related to international education and multicultural education (which, as discussed, can be found in the document) and to the areas of GE as defined in the Maastricht declaration (COE 2002) and in my definition in Chapter 6.4 in this work. With the close reading, I was striving to interpret the meanings given to GE, *i.e.* to systematically study the assumptions with regards to GE, in the documents. Thus, my intention was not to investigate any frequency of the communicated meanings but I was more interested in words or phrases used to express them (see Weber 1990). As I did not want to separate the words and phrases from their context, I chose to use the whole sentences in which the words and phrases (or expressions) were used as the recording units. As the close reading and the deductive phase took place simultaneously, I have combined in what follows these two phases of the process under the same chapter.

4.1.1 Close reading and deductive phase

The 2004 NCCBE (Opetushallitus 2004) is divided into the following nine parts: 1. Curriculum, 2. The principles in organising teaching²⁶, 3. Realisation of teaching²⁷, 4. General teaching support²⁸, 5. Teaching of pupils with special needs²⁹, 6. Teaching of language and cultural groups³⁰, 7. Learning goals and core contents of teaching³¹, 8. Pupil evaluation, and 9. Teaching based on a special educational task or a pedagogical system or principle³². Learning goals and core contents moreover include the following seven theme entities: Growing as a human being, Cultural identity and internationalism, Communication and media, Participatory citizenship and entrepreneurship, Responsibility for the environment, wellbeing, and sustainable future, Safety and traffic, and Human being and technology (Opetushallitus 2004: 38–43). The total number of pages in the document is 320, including the appendices. The appendices consist of samples of the alphabets, numbers, and punctuation marks used in teaching, description of

²⁶ Includes the ‘value basis’, ‘task’, and ‘structure’ for basic education.

²⁷ Includes ‘learning as a concept’, ‘learning environment’, ‘operational culture’, and ‘working habits’.

²⁸ Includes for example ‘home-school cooperation’.

²⁹ Includes for example ‘different forms of support’, ‘part-time special education’, and ‘teaching according to activity areas’.

³⁰ Includes ‘Sami’ and ‘Roma’ pupils, ‘sign language users’, and ‘immigrants’.

³¹ Includes ‘theme entities’ and all school subjects taught in basic education.

³² Includes ‘teaching using foreign language or official languages as language shower’, ‘international language schools’, and ‘Steiner pedagogy education’.

the language proficiency levels, Government's Act (Valtioneuvoston asetus 1435/2001) regarding the aims of basic education and teaching hour distribution, the division of learning hours, and the FNBE's recommendation for teaching immigrant students their mother tongue.

Some parts of the NCCBE were left out from the primary data in the final content analysis. For example, learning goals and core contents of teaching are defined in relation to each school subject or subject group (Opetushallitus 2004: 43–258), and although they would be a very interesting study area in themselves, they were considered as secondary data for defining how GE is perceived in the national curriculum. Therefore, except for the theme entities, learning goals and core contents were left outside the exact analysis of primary data. Similarly, the final evaluation of pupil evaluation section was left outside the final analysis process because the document defines final evaluation of basic education being based on '...how well a pupil at the end of his or her studies has reached the goals in basic education defined for each subject' (Opetushallitus 2004: 264). Moreover, teaching based on special tasks was considered falling outside the general basic education that my research focuses on and finally, the *appendices* were not seen to bring any additional information with regards to the phenomena under study. In conclusion, the following parts of the document were included into the close reading and analysis: *Curriculum*, *The principles in organising teaching*, *Realisation of teaching*, *General teaching support*, *Teaching of pupils with special needs*, *Teaching of language and cultural groups*, *Theme entities as defined in Learning goals and core contents of teaching*, and *Pupil evaluation during the studies*. Although some of the parts explained above were not as such included in the analysis itself, they, however, formed secondary data that was read through, and it helped understand the general parts of the document. Learning goals and core contents were also revisited at the time of the textbook research analysis.

The GE 2010 document (MOE 2007a) has 19 pages and contains much less direct references to basic education. The content of the document is divided into the following three units: Background, Development objectives, and Measures needed. Development objectives furthermore include the definition of GE and the national GE objectives. Measures needed include GE policy lines, GE in education and teaching, Research and higher education, GE in organisations, partnerships, and resources, and Evaluation and monitoring of GE. The educational goals are made explicit in the rather exhaustive definition given to GE in the document (MOE 2007a: 11), which was discussed in Chapter 2.4.2. The

section GE in education and teaching, in turn, defines, to some extent, the above goals in terms of basic education. Therefore, the above two sections, Development objectives and GE in education and teaching, were chosen for the close reading and analysis while the other parts formed an assisting framework for understanding and interpreting the meanings given to GE.

The sentences that were considered disclosing the meanings given to GE in the documents were organised according to their key words and expressions into meaning units and initially divided under the following basic categories: 'Values', 'Goals', 'Contents', and 'Assessment criteria'. During the close reading, the similarities and differences between the contents of each category were studied and the basic categories were further reduced to their key critical features and organised under the following two main categories: 'Values' and 'Goals'. These two categories seemed to best convey the meanings attached to GE.

The GE values are not directly communicated in the GE document. However, the GE 2010 drafting committee had mentioned several international organisations and strategies that helped them shape the Finnish GE guidelines, which are also discussed in this work in Chapter 2.3.2 (see MOE 2006: 19). The educational policies and strategies of the above-mentioned organisations were seen to correspond rather directly with the different value areas given to GE in the GE 2010 document. Thus, I concluded that 'human rights education, equality education, peace education, media education, intercultural understanding, questions relating to development and equity, and education for sustainable development' may be considered as a value base for GE in the GE programme document. As for the values in the NCCBE, they are explicitly listed in the document (Opetushallitus 2004).

'Goals' in general will be discussed in more detail in what follows as the analysis applied was more of abductive nature compared to the process followed in 'Values' analysis discussed above.

4.1.2 Abductive phase

In the third phase of the content analysis, *Goals* recorded in the documents were taken under closer investigation. Abduction was considered as the most suitable method for the completion of the task as the categories did not follow the theoretical starting points of the research as clearly as in *Values*. In this stage, the text required more interpretation and thus, some categories emerged also through interpreting data.

The categories derived from *Goals* are collected in Table 21 (Appendix 5), which includes examples of sentences from where the meanings are condensed, derived subcategories as well as the main categories expressing the main goal areas. In order to make the table more compact and easier to read, I have excluded some words from the sample sentences that I considered unnecessary as they were generally used to clarify the sentence in relation to basic education level (such as '... after the completion of basic education...'; and '...needs to be taken into account in basic education'...). The excluded words are marked with three dots (...). Moreover, it is to be noted that all the sentences from the NCCBE are my translations from the original.

The analysis raised considerations of validity all through the analysis process, which will be discussed in Chapter 6.5 in this thesis. Central problems of qualitative content analysis occur mainly in the data-reduction stage when the words and expressions are condensed and classified into much fewer content categories. The problems usually grow out of the ambiguity of the words used. The decisions the researcher makes regarding the meanings of the expressions, category definitions, and other coding rules directly affect the validity of the research. (See *e.g.* Weber 1990: 16).

4.2 Research questionnaire process

In my research, research questionnaires were used as an important means to gather and generate data from the field. The questionnaire process basically followed a two-stage research design by firstly examining the problem by a relatively large-scale analysis of relevant quantifiable data and in the second stage, examining this problem in more depth with a subset of research questions. The process was conducted in four phases: Preliminary study (phase I), Point-of-departure study (phase II), Intermediate study (phase III), and Final study (phase IV). The research questionnaires strived to answer the research questions that served as primary aims for the process (see Oppenheim, 1992: 100, Cohen *et al.* 2007: 319).

The theories of what GE means, the various aspects of the school's operational culture to influence implementation and learning as well as the learning environment of GE were directing the drafting of the questionnaires. All questionnaires repeated some of the common questions, but each phase had a particular aim and addressed partially different research questions. Some of the research questions concerned the phenomena in general; some were targeted to

gather more concrete and practical information about the implementation of GE. The appropriate types of questions were chosen accordingly and will be addressed in more detail later in this chapter. In order to meet the objectives of the research, the more specific ‘subsidiary topics’ or ‘issues’ to be addressed with the questionnaire (see Cohen *et al.* 2007: 319) were generated with the help of previous research made in the field and previous data gathered during my questionnaire process.

The following previous research related to different aspects of GE were seen helpful in the research questionnaire designing process: the IEA Civic Education Study material (see Schulz & Sibberns 2004); Karla Deardorff’s (2004) dissertation work on intercultural competences; Rajakorpi and Salmio’s (2001) research on sustainable development; and the national evaluation of quality of instruction in basic education year levels 1–6 (Korkeakoski *et al.* 2001). Similarly to these previous research samples, the research questionnaires used in my research were semi-structured (see also Cohen *et al.* 2000: 248, Cohen *et al.* 2007: 320–321). They consisted of quantitative type multiple choice questions (fixed alternative items or scale items) and qualitative open questions that give scope for comments to illustrate or elaborate on the meaning of quantitative type responses. Some open questions simply aimed to allow the respondents to add personal comments with regard to the specific question or to the theme in general. (See Cohen *et al.* 2007: 321, Oppenheim 1992: 112–113). When respondents were asked to indicate their level of agreement or disagreement with a given statement or frequency or importance of an activity (quantitative type question), a Likert-type scale was used (see *e.g.* Cohen *et al.* 2000: 253, Cohen *et al.* 2007: 325–326). Background data was also collected in selected parts of the questionnaires in order to gather contextual information and quantifiable information about the schools, teachers, and pupils participating in the research. In order to save the space and not to make the questionnaire appear very long, some quantitative fixed scale items were organised as matrix questions (Cohen *et al.* 2007: 331) in teachers’ questionnaires. In pupils’ questionnaires, the above practice was applied to all quantitative item questions.³³

It was recognised that there are some disadvantages in using quantitative items such as the respondents possibly finding none of the alternatives suitable (Cohen *et al.* 2007: 324, Cohen & Manion 1989: 312–313, Kerlinger & Lee 2000: 699). The problem was attempted to partly eliminate by giving an additional

³³ See *e.g.* Appendix 2C, questions B4–B18.

option ‘Other’ where possible and appropriate for the principals and teachers to elaborate on their choice. In order to reduce the possible stress of not being able to understand or not being willing to answer a question, an additional ‘I don’t know’ option was provided in the pupils’ questionnaire, which was also aimed at increasing pupils’ privacy (Cohen *et al.* 2007: 64, McGuirk & O’Neill 2005, Oppenheim 1992: 114).

The advantages of open questions are that they provide freedom to the respondents to share their views, understanding, and interpretations. Therefore, most open questions were formulated so that they directed respondents into the theme without directly suggesting responses (Bird 2009: 1311). I was prepared for open questions resulting in unexpected answers that might give new perspective to the whole issue under study (Cohen & Manion 1989: 313). The above was proved to occur, and the answers resulted in reformulating some of the planned research questionnaire questions in the consequent questionnaires.

Questions were kept short, simple, and in line with the respondents’ ordinary language to help minimise the time the respondents needed to spend in completing the questionnaire. An exception was made in phase II and phase III where, when considered necessary, an introduction was provided before a set of questions to ensure that the respondents would fully understand the purpose of the respective research questions (see Cohen *et al.* 2007: 338). The introductions also partially provided feedback from the previous questionnaire phases.³⁴ In order to increase the coherence and clarity of the questionnaires, the questions were grouped into sets under a specific theme such as Background information, School activities, Teaching materials and resources, Planning, Teaching, Contents, Concepts, Methods, Evaluation, Cooperation between school and home, and Open questions. When considered necessary and appropriate, before each set of questions, a short heading was provided accordingly. (See Bird 2009: 1311–1312). The questionnaires used in the research may be found in the Appendices 1A, 1B, 2A, 2B, 2C, 3A, 4A, and 4B. It is to be noted that the questionnaires were originally formulated in Finnish and the Appendices are the researcher’s translations from the originals.

I also applied the funnelling principle (Cohen *et al.* 2000: 258, Cohen *et al.* 2007: 337, Oppenheim 1992: 110–111) in designing the questionnaires. All questionnaires started with Background information items containing quantifiable

³⁴ See *e.g.* Appendix 3, question A4.

classification questions³⁵ and continued to mixed fixed or scale items and probing qualitative open questions. It was considered important that questionnaires, whenever appropriate, ended with fully open questions that focused on respondents' views on GE 2010 programme, meanings and position of GE in their respective schools, or the various aspects of the implementation process and learning environment. There were also several questions that were not directly connected with GE but aimed to gather many-sided information about the school as a social community and its operational culture. The number of respondents and objectives of each of the phase in the questionnaire process are illustrated in Table 4.

All questions intended for the school principals and teachers were directly related to the GE 2010 programme, to the meanings of GE, or to the practices of a school, of a class or of a teacher from GE perspective. Pupils' questions were either related to pupils' interests and hobbies, or attitudes and activities concerning school work, or to selected concepts connected to GE. The pupils' questions concerning school work were included in order to gather information about the learning environment and the operational culture of the school from the pupils' perspectives.

Table 4. The phases, respondents, and objectives of the questionnaires.

| Phase | Respondents | Objective |
|---------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I: Preliminary stage Spring 2008 | Lower level comprehensive school principals (N=164) and teachers (N=31) | To investigate the position of GE and the implementation of the GE 2010 programme in Finnish comprehensive schools and to find the schools for the intended follow-up research. |
| II: Point-of-departure stage Autumn 2008 | Fourth grade pupils (N=203), teachers (N=16), and principals (N=10) | To investigate the school and classroom activities from the GE perspective, the meanings given to GE and the implementation of the GE 2010 programme. |
| III: Intermediate stage Autumn 2009 | Fifth grade teachers (N=8) | To investigate the implementation of GE perspective in teaching; evaluating the current situation, role of curriculum, and activities from GE perspective. |
| IV: Final stage Autumn 2010 | Sixth grade pupils (N=68) and teachers (N=5) | To evaluate the successfulness of school activities from GE perspective. To evaluate the curricula, the resources, materials, contents, and methods used in schools and classrooms from GE perspective. |

³⁵ Such as the number of students in the respective teacher's class, the gender of the respondent, and GE training received by the respective teacher.

Certain research questions had more emphasis in particular phases and in particular questionnaires, yet they all, in varying degree, added information to all research questions. The Preliminary study questionnaires were sent out with the help of an internet-based programme (Webropol) and in later phases of the study, questionnaires were sent as hard copies by mail directly to the participating schools. In what follows, I will discuss each questionnaire in more detail. Before turning to them, I will, however, firstly discuss the respondents who participated in the questionnaire process.

4.2.1 Respondents and ethical issues

The research questions strived to find out the meanings and the current position of GE and the concrete measures taken and the practices put in use in basic education schools. From a pragmatic point of view, it can be argued that the practitioners in the field would best be positioned to answer the research questions (see also Jakku-Sihvonen & Heinonen 2001: 42). Therefore, basic education principals, teachers and pupils were considered as the best informants in the process. Respondents often need to be chosen on a voluntary basis, using voluntary sampling, which was also applied in my research. It was recognised that voluntary groups are rarely a fully representative sample of the population, differing at least in motivation level from non-volunteers. Therefore, the research findings may safely be applied to these particular research cases and probably other similar volunteer groups, but not necessarily to the whole population from which the volunteers were drawn (Borg & Gall 1989: 180, see also Raudenbush 2005). The results will, however, be of value when combined with other related research findings.

In Finland in 1999, basic education was reorganised under one integrated nine-year school system (yhtenäisperuskoulu) though it has been suggested that the old division into an elementary (grades 1–6) and a secondary school (grades 7–9) still prevails even after the integration (Korkeakoski 2001: 210). In my research, the lower level was considered as the most suitable and appropriate grades to answer the research questions for the following reasons: a) In the upper level, there are mainly subject teachers teaching usually one subject for a respective class whereas in the lower level, a class teacher teaches most, or all, subjects to his or her respective class and is thus able to consider and report the situation in most, or all, different school subjects; b) In the Preliminary survey, a vast majority of the teacher respondents (28 out of 31) were class teachers, and

thus, were much easier to be contacted as the email addresses for the schools had already been obtained; and c) the intention was to follow the same group of pupils and their teachers during three consecutive school years, which could have posed problems in the upper level as the research design would have required a three-year commitment to the process from all participants.

The required number of participants depends on the purpose and object of the study (Gerson & Horowitz 2002: 204). The decision to include only basic education schools that use Finnish as a language of instruction in the study is based mainly on the following two reasons: First, at the time of the Preliminary stage, Finnish was the native language of 91.7 per cent of the residents of Finland and thus, a vast majority of basic education schools use Finnish as a language of instruction in the country (Statistics Finland 2008a). Second, the NCCBE that the study also focuses on, is an official document for the schools offering Finnish language basic education in Finland. According to Basic education Act 15§ (Perusopetuslaki 628/1999), an official national curriculum is separately approved for schools that use Swedish, Sami, or ‘when necessary, other languages’ as their language of instruction.

The schools’ email addresses were obtained with the help of the chief officers of each municipality responsible for education.³⁶ It is somewhat difficult to calculate the exact number of emails sent to the schools and, consequently, the percentage of the answers obtained, because some chief officers chose not to forward the emails, and some email addresses were not up-to-date. However, it could be concluded that the percentage of answers was not very high: in Finland, there were 2953 basic education institutions using Finnish as the language of instruction in 2008 (Statistics Finland 2008b), and the questionnaires were completed by 164 schools and by 31 teachers. Based on the emails sent by some of the chief officers, one of the reasons for the low participation they suggested was that the request was submerged under the overflow of emails and research requests that schools generally receive in Finland. As the ultimate aim of my research was not only to follow the process of implementation of the GE programme but to collect varied, mainly qualitative, data with regards to GE in basic education in general, the low number of participants in the research process need not be considered a major weakness.

It may be argued that the selection of the respondents was partially dependable on the municipal chief officers. Consequently, in a case the selection

³⁶ In 2008, there were 415 municipalities in Finland (Statistics Finland 2013c).

was made differently, the Preliminary survey for example may have resulted in different findings regarding the implementation of the GE 2010 programme and the GE action plan. On the other hand, it may also be assumed that the chief officer's decision might not have changed the situation. As the national evaluation in 2010 revealed, the implementation of the GE 2010 programme had been modest throughout the country (Opetus- ja kulttuuriministeriö 2011).

I found one voluntary basic education principal and three voluntary basic education teachers who were interested in the research to pilot the phase I questionnaire. One of the teachers who had worked for 20 years in the field volunteered to pilot the paper versions in January 2008, and some amendments were made based on the recommendations received from the teacher. All the above mentioned volunteers piloted the internet based questionnaires in February 2008. There were no problems reported in answering the questionnaire and no suggestions as per amendments were made. The pupils' phase II questionnaire was piloted with four basic education pupils in July 2008. The pupils suggested some amendments to be made to the vocabulary as they perceived some of the words difficult to understand and moreover, they suggested some examples to be offered for the options available in matrix style questions. The amendments were done accordingly.

In the questionnaire phase I, from the 164 schools that answered the questionnaire, it was informed that totally 23 fourth grade classes will volunteer for the study. The total number of the pupils in these classes was 393; the smallest class had only three pupils and the biggest class had 25 pupils. At the time of the study, there were six self-governed administrative districts (or provinces) in Finland.³⁷ The largest number of answers both from the teachers and the principals were obtained from Western Finland district. It is to be noticed that there were no volunteers from the Swedish district of Ahvenanmaa. The districts together with the numbers of principals and teachers participating in phases I–IV are visualised in Table 5. The number of pupil respondents will be provided later in this chapter (see Table 6 and Table 7) as they did not participate in all research phases.

³⁷ The district division was abolished at the end of 2009 (statistics Finland 2013).

Table 5. The number of principals and teachers participating in questionnaire phases in each district.

| District (as per in 2008) | Principals, phase I | Teachers, phase I | Principals, phase II | Teachers, phase II | Teachers, phase III | Teachers, phase IV |
|---------------------------|---------------------|-------------------|----------------------|--------------------|---------------------|--------------------|
| Lapland | 27 | 5 | 4 | 8 | 2 | 1 |
| Oulu | 26 | 2 | 1 | 2 | 1 | 0 |
| Western Finland | 47 | 14 | 3 | 3 | 3 | 2 |
| Eastern Finland | 37 | 5 | 0 | 0 | 0 | 0 |
| Southern Finland | 27 | 5 | 2 | 3 | 2 | 2 |
| Total respondents | 164 | 31 | 10 | 16 | 8 | 5 |

Even though the teachers had informed that they would voluntarily participate in the research, in phase II, the principal was requested to make the final decision and to sign the agreement because the principal is responsible for educational activities in his or her school. Moreover, it was highlighted in the letter sent to both the teachers and the principals that because the workload of the teacher participating in this research would be considerable, the school could, for example, consider allowing the teacher to use the official working time allocated for planning and school development.

In addition to the pre-information about the teachers' and pupils' questionnaires, the emails included brief introduction of the researcher; detailed information about the purpose, methods and intended use of the research; the timetable for the research; the way of reporting; and the mutual rights and obligations of the school, the teacher, the pupils, and the researcher. The last aspect included was the statement of anonymity and confidentiality and a notion that the participants have a right to withdraw from the study if they later change their mind. All of the above was put down in writing in a Research Agreement³⁸ that was signed by the principal and the researcher before the point-of-departure study questionnaires were sent to the schools.

As the pupil participants were children, parental consent was considered essential (see *e.g.* Cohen *et al.* 2007: 52–53). Therefore, in phase II, a sample permission letter was provided for all class teachers for parental consent that also included the researcher's contact details.³⁹ Some parents requested more information about the research before allowing their children to participate. This was provided for them through the teacher. In some schools, the teachers reported

³⁸ Can be found as part of Appendix 2D.

³⁹ Can be found as part of Appendix 2E.

that some of the parents did not give permission for their child to participate in the research. For example, in one school, only the teacher and two pupils returned the questionnaires.

As can be observed in Table 5 above, between phases I and II, there is a noteworthy difference in the number of participants. This is because in phase I, the internet-based questionnaires were sent to all schools' email addresses the researcher was able to obtain but in phase II, the questionnaires were sent only to the schools which had volunteered to the next phase of the research. The difference between the number of teacher and principal participants in phase II is because in some schools, there were two or three teachers who participated in this particular research phase (see Table 6). The non-existence of the principal participants in phases III and IV is because no questionnaires were sent to the principals in these phases as these phases particularly focused on collecting information regarding the practices introduced in classrooms.

The phase II questionnaires were sent out to the 23 classes during July–August 2008. The aim was to follow the same group of pupils and their teachers during three consecutive school years, till they finish the lower level of their basic education (part of the strategy to obtain sample integration legitimation). However, only 15 out of the 23 classes (from 10 different schools) returned the second questionnaires. (The number of teacher participants was 16 as in one class, only the teacher returned the questionnaire.) During the research period, the number of participating classes declined even further and from the initial 15 classes, only five classes answered and returned all questionnaires. These classes represented three different schools. The declining number of participants indicates that not all schools and classes that volunteered to participate in the research were truly committed. The reasons can be many, but it was somewhat frustrating for the researcher because she had put a lot of effort into preparing material for the schools and teachers. Some of the questionnaires were rather time-consuming and this might have distressed the teachers if no time-compensation was offered by the school. One reason behind the non-commitment can also be that as the communication between the researcher and the respondents took place via emails and, living in different parts of the country, the participants never met the researcher in person and thus, personal trust was not built.

In order to foster the confidentiality and anonymity of the people and the institutions especially in the analysis and reporting phase (Cohen *et al.* 2007: 64), all schools that volunteered to take part in the research were given numbers from 1–23 and despite the dropouts, the same numbers were kept throughout the

process. All teachers were given numbers according to their respective schools (for example Teacher 1 worked in School 1). In cases where there were more than one teacher (and consequently, more than one class) participating in the research, an additional letter A, B, or C was given to the teachers and to their respective pupils to facilitate appropriate data recording and analysing process (for example Teacher 15A and Pupil 15A; Teacher 15B and Pupil 15B).⁴⁰ It is to be noted that all participating teachers were qualified for their positions as class teachers.

Details of respondents, such as the names and addresses of the schools and email addresses of the teachers, were kept separate from the returned questionnaires and saved only on the researcher's personal computer. Some data not directly relevant to the original research questions was also collected from the respondents as the assumption was that more questions might arise during the research that might need more data than what was needed for the original questions, and additional data could help contextualise the research findings. Such data included, for example, the information about the qualification of the teacher participating in the research, the gender, the mother tongue of the pupils participating in the research, and whether the pupil had previously been living in a country other than Finland. Contextual information and quantifiable background data of the schools participating in the research phases from II to IV may be found in Table 6 and Table 7. The five teachers and three schools that stayed in the research throughout the research process are the following ones: Teacher 10, Teacher 14A, Teacher 14B, Teacher 15A, Teacher 15B, and School 10, School 14, and School 15. N/A refers to a situation where no relevant information was gained, or where the pupils or the teacher did not provide the particular information. For example in the case of School 2B, the pupil questionnaires were not returned and thus, even though the number of teacher respondents in phase II is 16, the number of the classes in the same phase was only 15. The slight differences in numbers of pupil respondents in phases II and IV is because some pupils were absent on the day the class answered the questionnaire or because some pupils had moved to another school during the questionnaire process.

As can be observed in Table 6, the research included both male and female respondents, new teachers and those who had already been in the profession for around 20–30 years. It also can be observed that there are a lot of variations in the numbers of pupils participating in the research in different classes. In some cases,

⁴⁰ Note: letter C was only used in phase II as after this phase, there were no schools with three classes participating in the research.

not all pupils had been given permission to participate in the research by their parents or guardians, whereas in some cases, the number may be small even though all pupils participated in the research. It can also be observed that only one teacher respondent had received GE training during the past 10 years. This school stayed in the research for the entire research process.

Table 6. Contextual information and background data of the schools and teachers who participated in the research phases II–IV.

| School/ Teacher | District of the school | Gender of the teacher | Number of full working years in phase II | Participated in GE training | Number of pupils participating in phase II | Number of pupils participating in phase IV |
|-----------------|------------------------|-----------------------|------------------------------------------|-----------------------------|--------------------------------------------|--------------------------------------------|
| 1A | Oulu | M | 29 years | No | 23 | |
| 1C | Oulu | F | 24 years | N/A | 12 | |
| 2A | Lapland | M | 0 (2 months) | N/A | 5 | |
| 2B | Lapland | F | 16 years | N/A | N/A | |
| 3A | Lapland | F | 1 year | N/A | 15 | |
| 3B | Lapland | M | 3 years | N/A | 17 | |
| 3C | Lapland | F | 1 year | N/A | 19 | |
| 6 | Southern Finland | F | 30 years | No | 8 | |
| 8 | Western Finland | F | 31 years | No | 8 | |
| 9 | Lapland | M | 33 years | No | 11 | |
| 10 | Lapland | N/A | 32 years | No | 3 | 2 |
| 12 | Lapland | M | 1 year | N/A | 17 | |
| 14A | Western Finland | F | 15 years | No | 18 | 17 |
| 14B | Western Finland | N/A | 20 years | No | 21 | 16 |
| 15A | Southern Finland | N/A | 14 years | No | 14 | 15 |
| 15B | Southern Finland | F | 1 year | 15 ECTS | 12 | 11 |

As can be observed in Table 7, there were only three schools, which had pupils with a language other than Finnish as their mother tongue. In one school, the pupil was bilingual in both of Finland’s official languages; in School 2A, there were four pupils who spoke Sami as their mother tongue. The relatively large number of Sami speakers in School 2A can be explained by the fact that this particular school is located in Sami speaking area of Lapland.

Table 7. Contextual information and background data of the pupils who participated in the research.¹

| School/ Teacher | Number of participating pupils in phase II | | Number of pupils with mother tongue other than Finnish | Lived in a country other than Finland |
|--------------------|-----------------------------------------------|-----|-----------------------------------------------------------|------------------------------------------|
| | Gender | | | |
| | M | F | | |
| 1A | 13 | 10 | None | None |
| 1C | 7 | 5 | None | None |
| 2A | 2 | 3 | 4 | 1 |
| 2B | N/A | N/A | None | None |
| 3A | 10 | 5 | None | None |
| 3B | 8 | 9 | None | None |
| 3C | 11 | 8 | None | None |
| 6 | 5 | 3 | 1 | 1 |
| 8 | 5 | 3 | None | None |
| 9 | 6 | 5 | None | None |
| 10 | 1 | 2 | None | None |
| 12 | 7 | 10 | None | None |
| 14A | 8 | 10 | None | None |
| 14B | 10 | 11 | None | None |
| 15A | 5 | 9 | 1 | None |
| 15B | 5 | 7 | None | None |

¹Note: not all schools participated in all phases.

4.2.2 Research questionnaire stages

The research questionnaire process consisted of several stages and activities, which are illustrated in the timeline in Fig. 5.

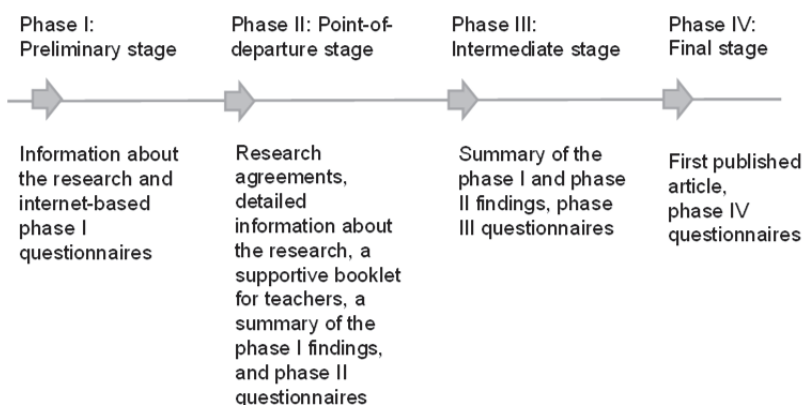


Fig. 5. Timeline of the research questionnaire process.

Phase I (Preliminary stage) was conducted with the help of the two internet-based questionnaires between 31 March and 2 June 2008. One questionnaire was sent to the teachers in lower level basic education and the other one to the principals. As discussed, the questionnaires were drafted in Finnish and targeted to schools offering basic education in Finnish. The schools were notified of the questionnaires by email, and the email addresses were obtained with the help of chief officers of each municipality responsible for education.

The aim of phase I was to provide contextual information and background data about the position of GE and the implementation of the GE programme in schools⁴¹ and moreover, to find a targeted volunteer sample for the following research phases (see Brannen 2007: 178). In the phase I questionnaire, there were a total of 12 multiple choice questions for the principals and 14 for the teachers – all related to the GE 2010 programme and GE in basic education. When appropriate, at the end of a question there was the final choice ‘Other’ which allowed respondents to add individual comments in case they found none of the alternatives suitable. The Preliminary study questionnaires can be found as Appendices 1A and 1B.

During July and August 2008, information about the research was sent by email to the schools and their fourth grade teachers who had volunteered for the follow-up study during phase I. The information letters to principals and teachers

⁴¹ Research goal 1, see Chapter 1.2.

with relevant attachments can be found as Appendices 2D and 2E respectively, and discussed below.

At the beginning of phase II (Point-of-departure stage), the teacher participants were sent a booklet that included information about the background of the research, theoretical framework, goals and contents, brief summary of the findings in Preliminary study⁴², and some practical assistance for the implementation of GE such as some relevant GE website addresses and recommendation of UNESCO (1995: 18–19). The teachers were also informed about the possibility to download the same information from a network based Discendum Optima learning environment that was opened for the research purposes.⁴³ The environment also included two communication spaces: one for private communication between the researcher and a teacher and one for open discussion. Teachers were also sent instruction as how to access and enter the environment.

Three separate questionnaires with covering letters were sent out in phase II: one questionnaire was targeted at the school principals, one at the participating class teachers, and one at his or her respective pupils. The letter for the teachers also included instructions on how to practice answering the research questionnaires with the pupils. The cover letters and the questionnaires can be found as Appendices 2A, 2B, and 2C. The main aim of the questionnaire process was to investigate the school and classroom activities and the concrete measures taken in implementing GE and the GE 2010 programme in schools and classes participating in the research.⁴⁴

Principals' questionnaires included 14 questions that strived to collect background information about the school particularly regarding their practices and activities from the GE perspective⁴⁵. These questions could also have been asked from the teacher respondents but due to the obligations given by their positions, the principals were expected to have the information readily available and thus, more easily obtainable than by teachers.

Teachers' and pupils' questionnaires were divided into sections A and B, which focused on gathering different information. In phase II, social learning was already chosen to be used as a theoretical framework for studying teaching and

⁴² Appendix 1C.

⁴³ The above environment was used in the University of Oulu.

⁴⁴ Research goals 1 and 2, see Chapter 1.2.

⁴⁵ Such as GE action plan and curriculum, and cooperation between other schools and between the school and external actors.

learning environments in schools from the GE perspective. Consequently, the teachers' 30-item part A concentrated on collecting background information about the respondent and about diverse school activities.⁴⁶ The questions regarding school activities partially repeated the questions in the principals' questionnaires with the intention of obtaining information on how the particular teacher's class is involved in these school activities. Section B in the teachers' questionnaire, in turn, focused on gathering information regarding the respective teachers' professional practices, perceptions, and views related to GE. In the 95-item part B, teachers were asked to evaluate their planning and teaching practices⁴⁷ and also to evaluate how much their teaching includes knowledge, skills, and action-based activities related to different GE sub-areas as defined in the GE 2010 programme. According to research question 1, teachers were also asked to define GE and related concepts. The questions mostly strived to collect quantifiable data and the options offered were as follows: 'never', 'yearly', 'term-wise', 'monthly', 'weekly', and 'daily'.

Pupils' section A focused on collecting pupils' background information⁴⁸, their social contacts outside the school, and selected matters related to school life and school work. In section B, GE sub-areas were divided into smaller and more concrete entities to make items more familiar for the fourth grade pupils according to the suggestions made by the pilot group of pupils. The purpose of the section B was to find out how the pupils understand the concepts and what their perceptions and attitudes are towards the different areas of GE. Pupils' part A questions were organised into a matrix of quantifiable alternatives and part B mostly consisted of open questions. Similarly to the content analysis discussed, I focused on the words and expressions the pupils used in their answers and organised them into thematic units.

The answers collected with the Point-of-departure questionnaires revealed that the implementation of GE was still perceived challenging in the schools participating in the research. Besides, more detailed knowledge was needed about the grassroots activities, operational culture, and transactions organised in schools. Therefore, the Intermediate stage questionnaires were drafted to focus more on pedagogical issues. According to the NCCBE (Opetushallitus 2004: 19), the teacher has a right to choose his or her own teaching methods and his or her

⁴⁶ Including extracurricular and after school activities and cooperation between home and school, between schools and teachers, and between the school and external actors.

⁴⁷ Such as methods, content, resources, materials, and evaluation and assessment.

⁴⁸ Including gender, home language, and whether the pupil had lived in a country other than Finland.

task is to teach and guide the learning and working of the whole class. Therefore, I decided to send the questionnaires only to the participating teachers. The questionnaire can be found as Appendix 3.

The phase III questionnaire (Intermediate stage) aimed to investigate the contents, resources, materials, and activities used in schools and classrooms from the GE perspective.⁴⁹ It was only sent to teachers as they were considered the experts on answering these particular questions. The teachers were asked to evaluate the current GE practices of their respective schools, professional trainings or workshop opportunities related to GE; material and resources available, and the amount of activities they use when teaching various aspects of GE. The questionnaire also included open questions where teachers were asked to consider the support, challenges, and hindrances they perceive in implementing GE. Moreover, with open questions, the teachers were asked to evaluate the activities where they consider they have succeeded very well.

The aim of phase IV (Final stage) was to evaluate the meaning and the situation of GE in the respective schools and classrooms. Moreover, the questionnaire aimed to find out what kind of support the teachers need with regards to curriculum, programmes, materials, and methods.⁵⁰ Two separate questionnaires were sent out: one to the participating teachers and the other one to their pupils. The questionnaires can be found as Appendix 4A (for the teachers) and 4B (for the pupils). The teachers' questionnaire included both multiple choice and open questions. The pupils' questionnaire included questions about the GE sub-areas and about how often these areas are studied in their classrooms.

The findings from different stages of the research questionnaire together with lines of appreciation of the time and effort used for the benefit of the research were reported back to the participant schools and teachers after each stage (part of the strategy to obtain inside-outside legitimation). The feedback was provided in a form of a short summary of the main findings to all participant schools⁵¹ and the participants were also informed about the articles that would be published related to the research. The participants were encouraged to contact the researcher by email in case they were interested in obtaining electronic versions of the articles.

⁴⁹ Research goals 2 and 3, see Chapter 1.2.

⁵⁰ Research goals 1 and 3, see Chapter 1.2.

⁵¹ Sample summary can be found as Appendix 2F.

4.2.3 Selection of questionnaire material to answer the research questions

A varied and large amount of data was gathered through the questionnaire process. As discussed, the initial research questions needed to be reformulated for two reasons. The initial plan about following the implementation of the GE 2010 programme could not be realised as it was not implemented as such in any of the schools. The questions were also slightly changed as the research progressed and more information was gained from literature and the respondents. The data selected for the final analysis is considered to best answer the research questions: to capture the phenomenon that I intended to study.

A lot of quantifiable data was gathered through the preliminary study that gave valuable insight to the meanings and position of GE in basic education schools in general. Unlike the consecutive stages, the number of participants was relatively big in this first stage. The answers given in the consecutive research questionnaire stages, particularly helped deepen the insight about GE and answer the questions regarding the actual measures taken to implement GE and the support that is needed to successfully do it. Most qualitative data was gathered with the help of the open questions from the teachers who participated in the three last research stages. All stages helped answer the questions regarding the support needed for teaching GE.

Even though not all of the diverse data were considered vital to answer the research questions, a large part of it is, however, reported in this work to illuminate the context of data collection, to give as rich as possible a description of the studied phenomenon, to help maximise transparency and accountability of my research, and to enable scrutiny of my research findings.

4.2.4 Analysis of questionnaire data

After each phase of the process, qualitative and quantitative data was transferred from the questionnaires to separate files on my personal computer and first analysed independently. Quantifiable data from the internet-based questionnaires was directly converted into Excel programme and into charts. All data was then arranged according to the research questions so that all parts of the questionnaires that answered question 1 were chosen to be analysed together. The same principle was followed in question 2 and 3. Those parts that did not answer any of the three questions were also analysed but left to the position of secondary data.

After having arranged the questionnaire data under each research question, each questionnaire question was analysed separately. The quantifiable answers were turned into percentages whenever sensible taking into account the number of respondents. As for the open answers, qualitative content analysis was applied. In order to increase objectivity and to avoid over-interpretation, the open answers were first treated as widely as possible. The most time consuming part of the process was the transcription of the open answers on a computer. The analysis of the open answers was, however, generally much simpler compared to the analysis of the policy documents analysed for the research as the answers were usually rather short.

After that followed close reading and organising the sentences and expressions into thematic units. When forming the categories on the basis of the analysis, theoretical frame about GE, social learning, and schools as pedagogical communities with their operational cultures were applied whenever possible. However, as some new ideas and viewpoints also occurred, the analysis process as a whole was abductive.

4.3 Study on textbook research and textbook writing process

In the course of the research, it became important to investigate the textbooks used at schools from the GE perspective. The decision was made after the role of resources and especially textbooks became central in the questionnaire answers. On the basis of the answers, the present textbooks were not considered as helpful tools in implementing GE.

As the textbook production and process decisions are made by independent publishing houses in Finland, the textbook publishing houses were considered as the appropriate sources to answer the question regarding the textbook development process (part of the strategy to obtain inside-outside legitimation). The information was collected by sending a list of questions by email to the representatives of the three main publishing houses in Finland (see the numbered list on the following page). In addition, information was gathered via phone interview from one of the publishing houses' English material Content Officer. One of the publishing houses contacted considered the publishing process falling in the area of business secrets and no information could be obtained from them. As almost all the textbooks, workbooks, and teacher manuals in schools participating in my research were published by the two publishing houses that

voluntarily provided the information requested, I do not consider the above denial crucial for my research process.

The publishing house representatives were informed that their answers would be used as part of a dissertation on GE for the University of Oulu. The questions in this interview were planned to find out how the textbooks are at the moment composed and how the resources could be developed to facilitate the implementation of GE. The questions were formulated as follows:⁵²

1. What requirements does your company pose to textbook writers of lower level basic education (only the writers, no illustrators or other)? Do you for example, advertise the positions or do you invite people to work based on some specific reasons? What might be these reasons?
2. What kind of education or working background is required from the writer? What kind of merit is required/sufficient for your company?
3. How many people does your company usually hire to work for one textbook/textbook series? This might depend on the subject but if you have some subject specific information, I would be most grateful to receive it.
4. How long does it take to finish one textbook/textbook series and what kind of a process does it usually require?
5. Who or what institution inspects the content of the textbooks/workbooks/teacher guides before printing and selling the books? As we know, the government stopped inspecting them already in 1992.

The interviewees provided direct and rather detailed answers for the questions and they were grouped under the following categories: requirements for textbook writers, people involved in a textbook and/or textbook series writing process, processes and timeframe for writing a textbook and/or textbook series, and inspection of textbooks.

Instead of using content analysis for the textbooks, I decided to use a more time and cost-effective analysis on textbook research already conducted in the field in different areas of GE that proved to be rather abundant. The criteria for the selection of the final research material were that they would study textbooks from a perspective that is related to GE or to its sub-area⁵³ and that the researches focus on or have a link to basic education textbooks. As some of the textbook

⁵² All questions were formulated in Finnish and the following is my translation from the original.

⁵³ Including such as citizenship education, minority groups, sub-areas of GE, intercultural education, multicultural education, ESD, equity and equality, or the relationship between the NCCBE and textbooks.

analyses covered a long period of time, the comparative approach made it possible to take into account how textbooks may reflect trends in society (see Berg 2004: 258). The textbook researches included into the analysis are listed in Table 8 (for the titles of the books, please see References).

Table 8. Textbook analyses included in this research process.

| Year & author | GE related area focus | School level focus | Country |
|-------------------------|------------------------------------|-----------------------------|---------------|
| 2004 Tani S | ESD | Basic education lower level | Finland |
| 2005 Väisänen J | Pedagogy, socialisation | Upper secondary | Finland |
| 2005 Törnroos J | Curriculum, textbooks, achievement | Basic education grades 5-7 | Finland |
| 2005 Heinonen J-P | Textbooks vs. curriculum | Basic education | Finland |
| 2008 Virta A | Multiculturalism | Basic education | Finland |
| 2010 Tainio L & Teräs T | Gender issues | Basic education | Finland |
| 2010 Huovinen H | Immigrants | Basic education | Finland |
| 2010 Pingel F | International understanding | Basic education | International |
| 2012 Bagoly-Simó P | Otherness, ESD | Basic education upper level | International |
| 2013 Riitaoja A-L | Multiculturalism, minority groups | Basic education lower level | Finland |

The findings of textbook research study and the interview answers will be discussed as part of GE resources in Chapter 5.2.5 and they are also used as secondary data for contextualising and interpreting the main research findings.

5 Main findings of the research

The headings under which the main findings of my research are organised in this chapter are based on the research goals and on the research questions. The discussion includes the findings of my whole research process. When reading this section, it is good to bear in mind that theories and conceptions of GE have served as my theoretical framework and GE in the Finnish context has been the main focus of my study. Social learning, in turn, has been used as a conceptual framework for studying teaching and learning in relation to GE, as well as communities of practice.

In this section, the main findings are presented under the following three themes: The meanings given to and the position of GE, The measures taken and the practices put in use, and Possible measures to be taken to support schools in implementing GE.

5.1 The meanings given to and the position of global education

The meanings given to and the position of GE in basic education in Finland were studied with the help of content analysis of the NCCBE and the GE 2010 programme and with the help of the research questionnaires. In what follows, I will firstly take a look at the content analysis and second, concentrate on the questionnaires of my research.

5.1.1 National core curriculum for basic education and the Global education 2010 programme

The content analysis included the NCCBE and the GE 2010 programme document, which were the two major publications in the field of GE in basic education in Finland at the time of this particular research stage. As discussed in Chapter 4.2, during the close reading phase the data were organised under the following two main categories: ‘Values’ and ‘Goals’. The communicated values are illustrated in Table 9.

After analysing *Values* in the two documents, I concluded that there were no major differences in the values communicated in the documents under investigation except for the three. Firstly, ‘peace’ was not found among the values defined for basic education and the other difference was that ‘respect for individual rights and freedoms’ was mentioned in the NCCBE but not in the GE

2010 programme. However, as it can be considered to be part of human rights, which is one of the values in the GE 2010 document, no real difference in this respect exists. In addition, ‘democracy’ is specifically mentioned in the list of values in the NCCBE but not in the values of the programme although it is otherwise included in it as well.

Table 9. Values communicated in the NCCBE and the GE 2010 programme.

| | The NCCBE | The GE 2010 document |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Values | Basic education value basis are human rights, equality, democracy, preservation of natural diversity and environmental viability, and acceptance of multiculturalism. Basic education enhances communality, responsibility, and the respect of individual's rights and freedoms | GE comprises human rights education, equality education, peace education, media education, intercultural understanding, questions relating to development and equity, and education for sustainable development |

In the NCCBE, Finnish basic education policies were seen to answer the global challenges by choosing human rights, equality, democracy, natural diversity, preservation of environmental viability, and the endorsement of multiculturalism as the underlying values for basic education. The value basis is close to the basic values of the GE 2010 programme and to the recommendations and guidelines of the UN and the COE that the programme is based on. As stated, the biggest surprise when comparing *Values* was that ‘peace’ was not found among the values defined for basic education in the NCCBE even though a reference to peace as ‘promoting non-violence’ can be found in the theme entity of ‘Safety and traffic’. It can be furthermore noted that ‘media literacy’ was not included in the values defined in the NCCBE. However, media education was mentioned in teaching methods and in a separate theme entity of ‘Communication and media’. There were moreover some areas defined as values in the NCCBE that were maybe less explicitly expressed in the GE 2010 programme but definitely included in its value basis: communality, responsibility, and the respect of individual rights and freedoms. These concepts are also included in the theme entity ‘Participatory citizenship and entrepreneurship’ in the NCCBE. They are not discussed there as ‘values’ but as ‘contents’ and ‘goals’, for example such as ‘perceiving society from the viewpoints of different players’, ‘the meaning of democracy for a community and for a society’, and ‘developing capabilities for civic involvement’ (Opetushallitus 2004: 40–41), which are all essential part of an active citizenship (see Räsänen 2007c: 20–21).

Goals discussed in the NCCBE and the GE 2010 document were further organised under the following categories: ‘Development of personal identity’, ‘Group identity and citizenship’, ‘Media and communication skills’, and ‘Competences for sustainable development’. In the analysis process, when an expression was related to more than one category, it was coded in all relevant categories, for instance ‘GE supports growth into a critical... citizen...’ was coded both in Development of personal identity and Group identity and citizenship. The categories are visualised in Table 21 that can be found as Appendix 5.

The major differences in *Goals* between the two documents under investigation were recorded in the categories of ‘Development of personal identity’ and ‘Group identity and citizenship’, and the most differing meanings were observed in the concept of community. There were considerable differences in emphasis concerning ‘culture’, ‘citizenship’, and ‘identity’. Therefore, ‘Development of personal identity’ and ‘Group identity and citizenship’ were integrated and both documents were studied again concentrating on personal, cultural, local, regional, and global dimensions of identity and citizenship as suggested by research literature (see *e.g.* Banks 2009, Osler & Starkey 2008, Räsänen 2007b: 228). The aspects of identity and citizenship in the documents under investigation are made visible in Table 10 and Table 11. Some of the dimensions overlap as the meanings given can be considered to address two or more dimensions at the same time.

Table 10. Dimensions of Identity and citizenship in the NCCBE.

| Identity | The NCCBE |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal/cultural dimension | Find one's own language and cultural identity; preserve Sami identity without assimilation into the mainstream; enhance dual Roma [-Finnish] identity; apply general educational and learning goals with sign language users' culture; support immigrant pupil's growth into an active and balanced member of the Finnish as well as pupil's own language and cultural community |
| Local dimension | Transmit cultural heritage from one generation to another; increase knowledge and abilities and increase awareness of the values and practices the society is based on |
| Local/regional dimension | Special national and local attributes, the national languages, two national churches, the Sami as an indigenous people and national minorities must be taken into consideration |
| Regional/global dimension | The basis of instruction is Finnish culture, which has developed in interaction with indigenous, Nordic and European cultures; Understand the essence of the Finnish and European cultural identity; Finnish culture has diversified due to immigrants with various cultural backgrounds Have social flexibility, constructive cooperation, and being responsible of other people Be independent, initiative, goal-oriented, co-operative, and participative citizen Have readiness for intercultural dialogue and internationalism |

Table 11. Dimensions of Identity and citizenship in the GE 2010 programme.

| Identity | The GE 2010 |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal/cultural/ local dimension | Individual and communal global responsibility Act successfully as part of one's community in a globalising world |
| Local/regional dimension | Understand and appreciate difference and different cultures |
| Regional/global dimension | National and international interaction, inter-cultural dialogue and learning from one another have ethic of a world citizen; work for a better world |

The GE 2010 document does not exhaustively discuss personal identity other than the reference to the growth into a critical citizen and to language issues, which may be seen to be in line with the Finnish basic educational goals in general. The focus of the GE document is more on society and thus, on local, regional, and global aspects. In the NCCBE, personal identity was discussed in detail in several occasions. This is not surprising as the document is to serve as a main guiding document for the basic education institutes in Finland, and thus, includes not only the GE but all general educational goals and guidelines for national basic education. It is also targeted for educating children and youth at the age important for identity formation.

Because immigration to Finland started relatively late in a global context, Finnish culture was for a long time portrayed as homogenous (see *e.g.* Karhu & Kiiveri 1997, Riitaoja 2013), which seems also to be reflected in the NCCBE. The discussion about ‘context’ and ‘culture’ and especially the emphasis given to the local, regional, and global dimensions is particularly interesting in the documents. In the NCCBE, the basis of instruction is defined as follows:

‘The basis of instruction is Finnish culture, which has developed in interaction with indigenous, Nordic and European cultures. In the instruction, special national and local attributes, the national languages, two national churches, the Sami as an indigenous people and national minorities must be taken into consideration ... The instruction helps support the formation of the pupil’s own cultural identity, and his or her part in Finnish society and a globalising world.’ (Opetushallitus 2004: 12).

It is to be noted that for example Roma people and immigrants are not explicitly included in the above definition; neither are connections of Finnish culture with outside Europe mentioned (see also Suutarinen 2000: 86). As a whole, the NCCBE gives rather confusing, even nationalistic, goals for basic education institutes from the GE perspective as Finnish culture is defined rather static, homogenous, ethnocentric, and past oriented. Moreover, in the education development plan, the MOE (2007b: 46) highlights that the aim of basic education is the ‘integration’ of immigrant children ‘into Finnish society’. There is no discussion about mutual learning processes with regards to the definition of Finnish culture. It is far from the definition that, for example, Nieto (1996: 138) gives to culture as ‘ever changing’; ‘worldview created and shared’; and being ‘transformed by those who share’ it. Static Finnish-European identity is in total opposition to the ideas of the GE 2010 programme where the world is perceived as a shared environment, and the aim is to promote inter-cultural dialogue and learning from one another, and to learn to understand and appreciate difference and different cultures. Moreover, in the NCCBE basic education was given the task to pass this rather static and restricted cultural heritage from one generation to another, to increase knowledge and abilities and increase awareness of ‘the values and practices the society is based on’. Even though in the NCCBE (Opetushallitus 2004: 16) learning is understood as ‘an individual and communal process of building knowledge...’ and one of the goals of history education is to ‘guide pupils to understand that one’s own culture and other cultures are a result of a historical development process’ (Opetushallitus 2004: 222), the document in

other places seems to suggest that there is one legitimate, rather homogenous Finnish cultural context that everyone should be socialised to (see *e.g.* Osler 2004, Ramsey 1987). Europe seems to form the utmost borders within which Finnish identity is constructed.

The aims expressed in the Cultural identity and internationalism theme entity only strengthen the above by stating that it is important for the pupils to understand ‘the essence of the Finnish and European cultural identity’. This emphasis is not a new phenomenon but, for example, Räsänen (2005: 93–94) argues that in the 1990s, in all national core curricula the task of education is defined to be promoting particularly Finnish culture. The above analysis is especially interesting in the light of Puuronen’s (2011: 68) argument that the growing ethnic diversity in the 1990s broke ‘the myth’ of homogenous Finland and brought into consciousness the deep rooted ethnic and cultural prejudices and racism that prevailed in Finland.

As discussed in the introduction, it has been suggested that education that concerns transformative change has not previously had an established place in school curricula in Finland (Loukola 2002, see also Louhimaa 2005: 221). From the GE point of view, the above argument seems to be well justified although there is one mention in the NCCBE about the diversification of Finnish culture. Besides, for example Suutarinen (2000: 86) argues that curricula for Swedish and Sami speaking population, unlike for Finnish speaking people, have instead strived to build pupils’ identity on diverse cultural elements and on international contacts (Suutarinen 2000: 98).

A positive thing is that in the NCCBE, the old ethnic minorities and the mother tongues other than official languages are recognised. However, it seems that cultural groups are not treated in the same way in the text. It is stated that the indigenous Sami pupils are not supposed to be ‘assimilated’ into the mainstream, whereas Roma pupils, who are considered an old Finnish ethnic minority, are supposed to create ‘a dual’ (supposing Roma-Finnish) identity. Immigrant pupils, in turn, are expected to grow into an active and balanced member of the Finnish as well as of the pupil’s own language and cultural community, but no reference is made to identity.

Identity is, however, not only an individual matter but particularly a social one. Social identity depends on the position that people have in the social configuration of the context they live in; it depends on what kind of roles and statuses people have and what kind of membership groups they belong to (Glazer 1997: 51). The 2004 NCCBE leaves quite open how teachers are supposed to help

pupils build their own cultural identities at the moment as the home language studies for pupils other than Finnish or Swedish speakers and religion studies other than mainstream religion (see Perusopetuslaki 10§ and 13§) are not necessarily part of compulsory basic education. It is thus not considered as a subjective right but as supplementary education for minority pupils. Parents are entitled to request supplementary home language and religion education for their children but the organisation of this kind of education is dependent on the respective municipality's resources.

The theme entities (e.g. Cultural identity and internationalism) as included in the NCCBE may not be enough to support the idea of culture and identity as dynamic processes formed through 'national and international interaction' and as a product of 'inter-cultural dialogue' as promoted by the GE 2010 programme (MOE 2007a). It is to be noted that the subject specific goals and contents and pupil assessment were left outside the final content analysis of the NCCBE. Based on the textbook publishers' interviews, these goals and contents as well as the assessment criteria have, however, been used as the main guidelines by the textbook writers and publishers. Taking into account that the textbooks have been found to be widely in use in schools in Finland, it is possible that the content analysis conducted for this research may give even too positive picture of the document in terms of it supporting GE in the grassroots level.

With reference to Banks's (1993b: 199) suggestion about integrating varied cultural contents into the school curriculum (see Chapter 2.3.1), the Finnish NCCBE seems to represent the additive approach with its content, goals and cross-curricular themes. Transformative and social action approaches to curriculum would require a shift in national education policies with regards to what is considered as legitimate knowledge: it would require seeing the pluralistic nature of the Finnish culture as well as the global connections and influences.

The role of cross-curricula themes in the NCCBE with regards to GE is analysed by teachers in my questionnaires as well. The following is a rather detailed answer to a question 'What kind of issues do you think should be included into the curriculum so that it would support global education work?'⁵⁴:

The current theme entity Cultural identity and internationalism gets drowned in the curriculum jungle. Moreover, it highlights European perspective. The national core curriculum could support more grass root work. During the

⁵⁴ Phase IV teachers' questionnaire, open question.

basic education years, sister school practices should at least to some extent be recognised. Maybe the national core curriculum should support more also individual school subjects in their GE aims (e.g. emphasis more on cultural aspects in language studies – however, not in a way that current language teaching would suffer). (Teacher 15B)

The main difference between the perspectives of the NCCBE and the GE 2010 programme seems to be that GE in the latter document has a distinctively ethical approach and perspective. The programme furthermore does not focus on individual identity building but sees individuals connected with many levels of environment – more as a global citizen. Identity building in the NCCBE, in turn, is communicated much as a socialisation process inside the nation and consequently, it emphasises the importance of local culture and national identity in the socialisation.

The NCCBE is meant to form a framework for the more specific curriculum drafting on local levels including goals, contents, and school activities, and the final curriculum making task has been given to the schools and teachers through the decentralisation process of administration. A two-year research on basic education and on teachers' profession and training needs in Finland and England (Webb *et al.* 2004) revealed that the situation in Finland had created much uncertainty among teachers. Due to the decentralisation and new tasks in curriculum construction, the teachers started to feel pressure under the many new requirements. When they did not know what kinds of processes were included in the curriculum drafting, they experienced the situation as being very stressful (Webb *et al.* 2004: 15, see also Heinonen 2005: 243). Even though the above research was made several years ago, from the GE point of view, it can be concluded that the school level curriculum drafting has not succeeded very well today either. Based on my questionnaire research, GE has not been systematically implemented and it is easily perceived as an additional burden for the schools and the teachers. One indication about the need for more guidance is that some teachers have even hoped for a common municipality curriculum (see Webb *et al.* 2004: 15).

Teachers' reasons for not fully or even partially implementing GE could be at least partially eliminated by clarifying the concept and by making GE an integral part of the NCCBE. Suggestions have been made to change the idea of the curriculum so that it would support transformative shifts in thinking and knowledge construction. For example, Vitikka (2009: 243, 268) has suggested

that the next core curriculum should be based on wide general goals with the focus on understanding and application rather than on describing and prescribing. In this new model, the contents would not be based on current subject specific goals but would be organised to support the actual learning processes. According to Vitikka (2009: 268), this ‘process curriculum’ would not be based on ready-made knowledge and pedagogy but would value unpredicted answers and different learning processes and would encourage and support pupils in identity building. Besides curriculum construction, this kind of epistemological shift would assumingly dramatically affect also current textbook production process that is heavily dependent on subject content and goals at the moment.

5.1.2 Meaning and position of global education on the basis of questionnaires

As discussed, the meanings given to and the position of GE in basic education were also studied with the help of research questionnaires. In what follows, I will indicate, when necessary, the number of respondents (N) who participated in the particular research phase or the percentage of respondents who answered the respective research question. For sample integration legitimation, I have mainly used percentages in phase I of the research questionnaire but number of respondents in the following phases, because the number of respondents was too small to suggest any generalisation beyond the respective research group. Thus, I considered that the use of percentages might lead to biased conclusions when the number of participants is very small. In those cases, I have used the exact number of the respondents.

With regard to the position of GE, the answers in phase I indicated that the commitment to GE 2010 programme was poor in all the schools participating in this particular research stage. Contrary to the recommendation of the MOE, the answers⁵⁵ revealed that even though almost 60 per cent of the principal respondents were aware of the GE 2010 programme, it was not systematically implemented in any of the schools. Moreover, none of the respondent schools had a GE action plan or were planning to draft one in the near future.⁵⁶

However, in phase I, 60 per cent of the principals reported that GE was in some form implemented in the respective school’s curriculum and about 13 per

⁵⁵ Phase I principals’ questionnaire, questions 4 and 5.

⁵⁶ Phase I principals’ questionnaire, question 6.

cent of them reported that they have a team or a person responsible for the school's GE. The respondents did not give very clear details as for how GE is implemented in the curriculum but their answers indicate that GE was not included 'in all school activities' as promoted by the MEC and suggested by education theories (see *e.g.* Banks 1993b, Nieto 2003). 'Integrating global education in all school subjects' was supported by less than half of the respondents. Moreover, the majority of the respondents (both the teachers and the principals) saw the best practice for GE to be 'taught in regular school subjects when it can easily be integrated' and to organise separate 'theme days'. Furthermore, nearly 10 per cent of the principals suggested GE to be taught as an optional extra-curricular activity. As discussed, the poor implementation reported may also be explained by attitudinal reasons: phase I revealed that 31 per cent of the schools did not pay any extra attention to GE⁵⁷ and only two teachers (N=31) considered GE 'very important' and 18 teachers considered it 'important'.⁵⁸ Similarly to the Finnish NCCBE, the respondents' answers mainly reflect the additive approach by Banks (1993b: 199) and there does not seem to be clear commitment to be engaged in making transformative changes in the school curriculum.

The situation seemed to have slightly improved in phase II as four of the principals (N=10) chose 'yes' as an alternative to the statement 'We have a GE⁵⁹ action plan at school'.⁶⁰ Also, it is to be noted that one principal who indicated that their school does not have a GE action plan further explained that the plan is 'part of the school curriculum' whereas the other principal who indicated that their school has the plan, gave a similar explanation. The answers are gathered in Table 12. Moreover, it can be observed that only two schools had a person or a team responsible for their GE.⁶¹ Being part of the curriculum can, similarly to sustainable development plans, mainly refer to some integration to certain school subjects and to separate theme days (see Loukola 2002: 19, 23). The answers do not reveal whether the inclusion has been more like a formality as was noted to be the case when implementing environmental education (Louhima 2005: 221) or whether it has had a more profound and transformative effect on the contents as a whole.

⁵⁷ Phase I principals' questionnaire, question 6.

⁵⁸ Phase I teachers' questionnaire, question 6.

⁵⁹ International education was a term still in use in Finland at the time of phase II.

⁶⁰ Phase II principals' questionnaire, question K2.

⁶¹ Phase II principals' questionnaire, question K3.

Table 12. GE plans and persons responsible for GE in schools participating in the research in phase II.

| School | GE action plan | GE observed otherwise at schools | Person/team responsible for GE |
|--------|----------------|-----------------------------------|--------------------------------|
| 1 | No | Part of the school's curriculum | No |
| 2 | No | Included in other activities | No |
| 6 | No | English language 'shower classes' | No |
| 7 | Yes | | No |
| 8 | Yes | Part of the school's curriculum | No |
| 9 | No | | No |
| 10 | No | | No |
| 12 | Yes | | Yes |
| 14 | Yes | | Yes |
| 15 | No | Included in everyday activities | No |

Upon request, two schools volunteered to send me their curricula and one school sent a report of a survey made by the municipality to map out the international activities of the education sector of the respective municipality from the previous four school years (2003–2007). The above mentioned curricula encompassed, in line with the Basic Education Act, the GE areas included in the 2004 NCCBE under 'international' and 'multicultural' education. The curricula, however, had no visible links to the GE 2010 programme, nor did they include information as how the 'international' and 'multicultural' activities were covered and taught or how they may be seen in action in the everyday lives of the respective schools. Even though the above mentioned municipality report was mainly a list of activities that had taken place during the reported school years, it gave information about the development needs that will be discussed later in this section.

In order to find out what the meanings given to GE are in the field, in phase I, the teachers were asked to give their perceptions of what the different sub-areas of GE (as defined in the GE 2010 programme) should include in lower level basic education. While more than half of the teachers skipped this open question, the answers collected show that many of the respondents connected the above areas with the pupils' daily life, including their school life. The answers give a rather positive picture of the situation when looking at the data as a whole in spite of the fact that the GE 2010 programme as such was not consciously or systematically implemented in the schools. It seems that many teachers had a fairly clear idea (at least on paper) what the GE areas meant on the grassroots level in their work. These answers demonstrate a very humanistic approach towards human beings

and especially towards pupils, which is excellent in itself. However, voices representing for instance transformative shifts in knowledge are almost non-existent. The answers are collected in Table 13.⁶²

Table 13. Teacher respondents' perceptions of the GE sub-areas in the preliminary stage (N=31).

| GE sub-area | Meanings given in answers |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human rights education | Unicef activities; Children's rights, Human rights and their realisation; every human being has the same rights to freedom, peace, education, etc. regardless of where or the conditions they were born into. |
| Equality education | Adopt an equal attitude with every pupil; regardless of their gender, age, social status, and residential area. |
| Peace education | The meaning of peace and war for education, work, and happiness; conflict solving and preventions; respect of one's fellowmen; noticing one's own part in causing conflicts; understanding and accepting difference. |
| Media education | Media literacy; critical media literacy; understanding pictures; multiple perspectives; own productions (movies etc.); using different media in searching information daily. |
| Intercultural understanding | Get to know cultural minority groups in one's neighbourhood; immigrants enriching communities; highlighting tolerance; get to know different cultures e.g. during Geography, Foreign language, and Music classes; Sister school activities and cooperation projects; 'Godchild' activities. |
| Questions relating to development and equity | Everyone should have a right to develop, learning environment according to [one's] development; Evaluating and predicting the consequences of one's choices; Get to know one's rights and responsibilities. |
| Education for sustainable development | Daily discussions about the choices and consumer spending habits; what a pupil can do by him/herself; recycling and sorting; saving; what can I do? The condition of Earth. Person's possibilities to influence. |

Many respondents reported an increased workload because of the growing number of pupils who need special support. This was also stated to be one of the hindrances to teaching GE in phase III.⁶³

The number of pupils with special needs has increased in the class. Global education is not our 'basic work'. (Teacher 1)

⁶² Phase I teachers' questionnaire, question 11.

⁶³ Phase III teachers' questionnaire, question A37.

It is an interesting finding that many teachers consider GE as an extra task and not as an integral part of their school activities. However, based on the teachers' answers (see Table 13 above), it seems that the teachers already, to some extent, implement GE in their everyday activities, for example, in how they meet different pupils, by discussions about the individual choices and habits and about their consequences. Since GE as such was not systematically implemented in the curriculum, the realisation and outcome of the activities very much seem to depend on an individual teacher's own awareness and motivation.

In phase II, the teachers were asked to evaluate the suitability of various overlapping terms used parallel with GE in Finland.⁶⁴ The given alternatives included 'multicultural education', 'international education', 'intercultural education', 'global learning', 'global education', and 'another' option. The respondents were also asked to describe what they think each term means.

Some of the teachers considered the definition task to be rather challenging and one of them commented at the end of the task that 'You would need a thesaurus to open the terms' (Teacher 1). However, most respondents used the opportunity to describe the terms in their open answers and one additional term, 'growing together' (yhdessäkasvaminen), was suggested by one teacher.

Most teachers participating in phase II (N=16) found 'international education' the most precise term to describe the areas defined for GE in Finland. It was also the term, together with 'multicultural education', that all teachers evaluated and gave the most detailed descriptions for in the open question. This is most probably due to the familiarity of the words as they are in use both in everyday and in academic discussion in Finland. 'Intercultural education', in turn, was considered as the most unsuitable term to be used as an umbrella term. It was also a term two of the respondents (Teachers 8A & Teacher 9A) reported not having even seen before and two respondents (Teacher 1 & Teacher 9A) chose neither to evaluate nor to explain the term at all. Even though intercultural education is in use in academic education literature (e.g. Jokikokko 2009, Räsänen 2002) in Finland, the answers suggest that the above term has not found its place to schools participating in my research. It may partly be due to the fact that it is difficult to find a Finnish equivalent for the term.

With regard to the concept of 'GE', it was mostly evaluated to be 'somewhat' or 'quite good' term to describe the wide areas of the GE. In the open question, however, three teachers chose not to describe the term and one teacher even

⁶⁴ Phase II teachers' questionnaire, questions B87–B92.

described it as a ‘useless term at least in a school context’ (Teacher 12A). It needs to be noted that even though none of the schools officially implemented the GE 2010 programme, all respondents should have been aware and familiar with it. At the beginning of the research, all respondents were sent relevant material regarding the research, which included the GE 2010 programme and related publications. Some of the descriptions the teachers gave to GE may be directly derived from the programme (such as sustainable development, equality, human rights, and world citizenship) and unlike to international and multicultural education in the open answers, the teachers did not give many suggestions as for the information, skills, attitudes, or practice the term GE might include. This result could be due to the unfamiliarity or the ambiguity of the concept, which has been found to be one of the key issues related to the challenges of implementing GE also in the European Congress on GE (NSC 2012b: 10, 18). The following comments made by the respondents furthermore support the lack of conceptual clarity of the term:⁶⁵

Education to a ‘world citizen’ comes to my mind but I don’t think this is a clear and exhaustive concept. (Teacher 15B)

Why don’t we speak so that the children would understand? Probably global issues. We could confuse the pupils and teachers even more if we talked about ‘globe education’ (maapallokasvatus) or ‘globalisation’ (maapalloistuminen*). (Teacher 12A)*

*Finnish terms used in public discussions at the time of the research

We might also find a Finnish term for this. (Teacher 9A)

The principals (using a four-item Likert-scale) and the teachers (using ‘yes’ and ‘no’ alternatives) were also asked how they consider the different goals of the GE 2010 programme are visible in their respective school’s practices.⁶⁶ The teachers were moreover asked to evaluate the importance of these goals for basic education lower level schools (using a four-item Likert-scale).⁶⁷ Almost all principals considered ‘understanding and respecting difference and different

⁶⁵ Phase II teachers’ questionnaire, question B88.

⁶⁶ Phase I teachers’ questionnaire, question 10. Phase I principals’ questionnaire, question 10. The low number of principal respondents for this question is due to a mistake made in the formulation of the first electronic questionnaire regarding this particular question. The question was resent to all 164 principals but answers were received only from 87 principals.

⁶⁷ Phase I teachers’ questionnaire, question 9.

cultures' to be the most visible area and it was also an alternative almost all teachers had chosen as being visible at their school's practices. At the same time, the teachers considered it the most important goal for basic education GE. It is to be noted that this aim is also a recognised goal for education in the Finnish NCCBE (Opetushallitus 2004: 14) and thus, part of the official goals of basic education in general. Teacher respondents also considered areas such as 'seeing earth as an entity with limited resources'; 'being critical and media-critical citizen'; 'having the ethics of a world citizen'; and 'sustainable development' important for basic education and at the same time, more than half of the respondents regarded them as the ones which are implemented in their schools. 'Ethics of a world citizen' and 'seeing earth as an entity' were also emphasised by the principals to be visible in their respective schools. Areas such as 'global responsibility' and especially the 'ever globalising economy' were considered as less important, which is not very surprising taking into account the ages of the basic education lower level pupils. It is to be noted that one teacher chose not to evaluate the importance but only the implementation (visibility). The answers of the principals and the answers of the teachers regarding the importance of GE goals are gathered in Table 14. Because the number of teacher respondents and principal respondents differs greatly, in the table, the figures are given in percentages in order to facilitate the interpretation and comparison of the answers between these two groups. The answers of teachers with regard to the visibility can be found in Table 15. Even though Table 15 only includes the teacher respondents, the figures are given in percentages in order to facilitate the comparison of the answers with the answers gathered in Table 14.

Table 14. Teachers' (N=29) evaluation on the importance and principals' (N=87) evaluations of the visibility of the GE goals in their schools (in %).

| GE goal | Teachers: Important or very important for schools | Principals: Visible usually or always in practices |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------|
| Have individual and communal global responsibility | 48.0 | 61.0 |
| Have ethics of a world-citizen that is based on fairness and the respect of human rights | 83.0 | 81.5 |
| Be a critical and media-critical citizen who has skills to act in a globalising world | 86.0 | 69.0 |
| As part of one's own community, foster national and international interaction | 58.5 | 63.0 |
| As part of one's community, foster intercultural dialogue and learning from one another | 72.0 | 72.0 |
| Understand and respect difference and different cultures | 96.5 | 97.5 |
| Make choices that foster sustainable development | 83.0 | 70.0 |
| See the earth as an entity with limited resources that need to be saved and shared equally and equitably | 89.5 | 82.5 |
| Have knowledge and skills which help understand the ever globalising economy and its social and cultural ramifications | 24.0 | 22.0 |
| Foster initiative rising from an individual aspiration to work for a better world | 76.0 | 72.0 |

Table 15. Teachers' (N=30) evaluations on the visibility of GE goals in their schools (in %).

| GE goal | Visible in practices |
|------------------------------------------------------------------------------------------------------------------------|----------------------|
| Have individual and communal global responsibility | 36.5 |
| Have ethics of a world-citizen that is based on fairness and the respect of human rights | 53.0 |
| Be a critical and media-critical citizen who has skills to act in a globalising world | 60.0 |
| As part of one's own community, foster national and international interaction | 50.0 |
| As part of one's community, foster intercultural dialogue and learning from one another | 60.0 |
| Understand and respect difference and different cultures | 100.0 |
| Make choices that foster sustainable development | 53.0 |
| See the earth as an entity with limited resources that need to be saved and shared equally and equitably | 66.5 |
| Have knowledge and skills which help understand the ever globalising economy and its social and cultural ramifications | 6.5 |
| Foster initiative rising from an individual aspiration to work for a better world | 43.0 |

As a whole, it seems that the teachers considered the goals more important than their implementation might suggest in their reporting⁶⁸. The discrepancy between the importance of the areas and their realisation may indicate that the teachers have a rather realistic picture of their work. There is, however, one exception. When talking about understanding and respecting differences and different cultures, all teachers state that the area is absolutely visible in their school's practices. It would need further research to interpret what this tells about, but it might be an indication of diversity being an inescapable feature in the classroom.

As discussed above, although the GE 2010 programme was not implemented as such in any of the schools at the beginning of the research questionnaire process, the answers suggest that some GE areas, to some extent, have been implemented in school practices. When explaining their understanding of the sub-areas of GE (see Table 13), the teacher respondents referred to every-day practices such as 'an equal attitude towards every pupil', 'conflict solving and preventions', 'noticing one's own part in causing conflicts', 'getting to know cultural minority groups in one's neighbourhood', 'immigrants enriching communities', and 'discussions about choices and consumer habits'. It seems that some individual teachers have been able to make GE very concrete and close to pupils' lives.

Likewise, the pupils were asked to write what they think the given concepts related to GE mean or what kind of things are related to them. The condensed themes that were formed from the definitions the pupils used can be found in Table 16.

⁶⁸ Notice the different scale in the questionnaire alternatives, which makes comparison somewhat complicated.

Table 16. The main themes connected with GE concepts by pupil respondents (N=203).

| Concept | Themes |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Human rights | Basic needs; Peace/safety; Non-violence; Rights; Law, order |
| Children's Rights | Basic rights and needs; Peace, safety; Non- violence |
| Equality and equity | Non-violence/no discrimination; Equality |
| Peace and safety | Peace, safety; Non-violence/harmony; No wars; Rules, law, police |
| Poverty | Lack of money, food, cloths; Lack of home; Neediness; Not acceptable |
| Fairness and justice | Justice; Decision making; Equality; Fairness; Rules, law |
| Foreign countries and nations | Migration; Visitors; Unfamiliarity; Differences, similarities; Poverty, poor; Africa; Communication; Rules, law |
| Nature and conservation | Protection; Preservation; Food, life; Animals |
| Recycling | Recycling; Waste; Material recovery |
| Media | Communication; Equipment; Information; Action, play |
| Minority groups | Difference; Examples of groups; The poor; Special assistance |
| Immigrants | Movement; Refugees, escapers; War; The poor; Acceptance; Examples of nationalities |
| Tourism and travelling | Travelling for various reasons; Foreign countries, nations; Actions that define tourists |
| UN and UNESCO | Peace; Cooperation; Help |
| EU | Europe; Euro |

The complete expressions the pupils used are collected in Table 22⁶⁹ that can be found as Appendix 6. It is to be noted that the themes in the table are condensed expressions chosen so that no content or meaning would be lost. It is also to be noted that the categories of GE are a little different from the ones presented in GE definitions as they were modified for pupils' questionnaire to make issues more concrete for them. All in all, the answers indicate that pupils already had some understanding about the concepts and some of the concepts had been discussed in classrooms.

Most of the pupils' answers revealed a rather good understanding of the concepts such as 'human rights', 'children's rights', 'peace and safety', 'equality/equity', and 'fairness and justice'. Pupils also seemed to be rather familiar with some ESD-related concepts such as 'recycling' and 'nature and conservation.' However, the answers also revealed some attitudes and understandings that may, rather than the aims of GE, express clear stereotypes. These answers concern the concepts of 'minority groups' and 'immigrants'. For

⁶⁹ Phase II pupils' questionnaire, question B19.

example, minority groups were perceived as 'foreigners and beggars'; 'dark-skinned, immigrants and other'; 'black people and others who don't have food or drink'; or 'a little bit poorer'. Even though immigrants were given neutral definitions such as 'a person who moves from one country to another country', in some other cases, they were associated with people who 'run away from their country' or with 'a poor person from another country'. There were few descriptions given to minority groups and immigrants in the Final study when the question was repeated and most pupils had either answered 'I'm not sure', 'we haven't talked much about them', 'we haven't studied', or they had left the particular questions empty. One pupil answered that 'I have heard everything [about the minority groups] from my mother'.

Based on pupils' answers, even though some GE areas are said to have been taught in schools participating in my research, the current non-systematic implementation of GE in basic education is clearly not enough if we want to reach the aims of GE with all pupils. Basic education years are the foundation age, a vital part in preparation for citizenship. As formal education is seen as crucial to acquire the understanding and competences essential for the transformation process, the GE processes need to be systematic and conscious part of teachers' educational work, and thus, an integral part of the curriculum.

As an answer to open questions 'What do you think about the potential effectiveness of the GE 2010 programme?'⁷⁰ and 'What are your expectations in participating in this research?'⁷¹, some teachers expressed that they were expecting a more concrete GE programme for the basic education level.

I am waiting for a coherent, clear programme that includes some basics and is easy to understand also by the children. (Teacher 10A)

This should be concretised; the child (10–11 years old) is still in 'playing age'. (Teacher 9A)

I hope it [the programme] would clarify what we are supposed to include in teaching. (Teacher 12A)

In the Peer review of the NSC (2004b: 82), the provision of GE in Finland was seen to rely heavily on initiative of individual teachers. According to the answers in my research, the situation seems to have more or less stayed the same. Since

⁷⁰ Phase II teachers' questionnaire, question B94.

⁷¹ Phase II teachers' questionnaire, question B95.

the programme was not part of the national curriculum and thus, not part of any of the schools' curricula participating in the research, the implementation was more or less left to the individual teachers. It thus seems that the idea about each school drafting its own action plan was not successful. As one of the teachers wrote in Final study:⁷²

Still too much relies on my own effort (jaksaminen) and on material collection. (Teacher 15B)

When asked in the Final stage 'What do you think about a separate national global education programme?'⁷³, only one teacher (N=5) considered a separate programme as a good idea although many GE dimensions were considered important. In accordance with the approach in the NCCBE, one respondent, however, (Teacher 10) suggested implementing GE as 'a theme entity' in the operational culture (toimintakulttuuri) of the school so that it would be 'a natural part of the school's everyday life'. The same respondent (Teacher 10) felt that if GE was left to exist as a separate 'island', there is a danger that it would turn into 'superficial performance' (ulkokohtainen suorittaminen). One respondent (Teacher 15A), in principle, supported the idea of a separate programme provided that there were appropriate resources granted to teachers (referring to 'textbooks' and 'workbooks'). The resources were also mentioned by another respondent (Teacher 15B) who suggested GE to be integrated into school subjects or each school concentrating on a particular theme.

Based on the answers in my research questionnaire process, it seems that even though not systematically implemented, many GE areas are considered important in basic education. It also seems that the most appreciated aspects of GE dimensions are respecting diversity and sustainable development, focusing on recycling. However, the conceptual ambiguity and abstractness of the concept has contributed to GE appearing as something outside of a teacher's basic work. Some answers by teachers are rather surprising thinking of the idea of teachers being autonomous professionals in Finland, for instance the idea of a strategy paper or a programme being written so that no teacher's interpretation will be needed when putting it into practice. In the end, it maybe does not matter so much, which term is used for GE as long as it will be clarified and as long as it will include all the aspects, which are considered as integral part of it. The

⁷² Phase IV teacher's questionnaire, open question.

⁷³ Phase IV teachers' questionnaire, open question.

definition should be made concrete and understandable for the educational practitioners so that they can operationalise it for basic education pupils.

How successful the implementation of a strategy or an educational idea is depends on the sum of many factors. However, based on the research findings, it may be suggested that when GE will be clarified and fully integrated within the official NCCBE it will have much more potential to be implemented in instruction in basic education. The holistic strategies for different areas are important means when preparing national action plans but when schools are concerned, the national curriculum where all the important aspects are included is central for the implementation. Even though the Finnish NCCBE is considered flexible allowing and encouraging municipalities and schools to draft their own practical curricula, it seems that at least in terms of GE this has not been realised. At the moment, when GE is not explicit and mandatory part of the official curriculum, the schools are not sufficiently resourced to teach GE; no concrete measures have been taken to develop for example textbooks from GE perspective; and the teachers are not supported to organise appropriate GE related activities. This is confirmed by an international study on GE in basic education schools, which argues that the greatest barrier to GE in many countries was the fact that it was not an acknowledged part of the curriculum (Tye 2003). Another important factor for unsuccessful implementation is teacher education. As stated, teachers' views on how GE should be implemented varied but they were mostly representing additive or contribution approaches (compare Banks 1993b: 199).

5.2 The measures taken and the practices put in use to implement global education

As discussed, social learning, and particularly transformative learning and communities of practice, have been used as a conceptual framework for studying teaching and learning in my research. Although social learning very early on became very important for my research, 'a change in understanding or in competences' were considered problematic to evaluate because GE was not systematically implemented in any of the schools participating in the research and because the GE competences for basic education have not yet been defined in Finland. Instead, the competences and the evaluation of GE were considered as development areas in my research and they will be discussed later in this section. As for the communities of practice, the entire operational culture was considered important for the implementation including holistic approach to teaching GE.

The NCCBE and the GE 2010 document define, to some extent, how learning is understood in them. Both definitions are in line with the principles of social learning. The NCCBE (Opetushallitus 2004: 18) has been constructed ‘on the basis of a conception of learning as an individual and communal process of building knowledge and skills ... learning results from the pupil’s active and purposeful activity ... learning depends on the learner’s previously constructed knowledge ...’ Moreover, the NCCBE highlights learning as ‘situational’, ‘interactive cooperation’, and ‘participation in social activity’. Separate instructions are also given for pupils’ learning environment: ‘for the entirety of the learning-related physical environment, psychological factors and social relationships’ (Opetushallitus 2004: 18). The GE 2010 programme (MOE 2007a: 14) highlights that GE ‘must be developed according to the principles of lifelong and life-wide learning’ and that it ‘must form a continuum from day care to higher education.’

A central requirement for social learning is that learning needs to go beyond the individual and become situated within wider social units where it demonstrates and takes place through social transactions and processes between actors within a social network. For practical reasons in my research, the social unit or the context was limited into a state-run basic education school and into a classroom. The ‘social network’ in my research, in turn, includes people present in the everyday life of the school, namely pupils (aged from seven to 16), their families, teachers and other school staff members, other possible relevant people from outside the school community, and media, including for example eTwinning.

Education and learning as a social phenomenon with many-layered networks and transactions was also considered when analysing the data and presenting the results. Based on the answers of the respondents⁷⁴, the GE activities they mentioned were divided into the following five categories: 1) activities inside the school (internal), 2) activities in the school’s surroundings (internal/external), 3) cross-border activities (external), 4) participation in the activities of international organisations and/or other organisations (external) and 5) other school or class projects including internet-based activities (external). Most activities mentioned were internal, organised by the school inside the school. Some activities can be considered as internal/external because even though they took place in the school surroundings, they included outside professionals such as people from the local church, fire department, police, or city library.

⁷⁴ Phase II teachers’ questionnaire, questions A9–25 and B23–30 and principals’ questionnaire K6–19.

In what follows, I will consider in more detail the measures taken and practices put in use under the following titles: Schools as pedagogical social units, Social transactions and processes within wider social networks, GE training, Evaluation of GE, and GE resources. Possible measures to be taken to help basic education schools implement GE forms its own Chapter 5.3.

5.2.1 Schools as pedagogical social units; the local context

With regards the school as a learning environment (see Chapter 2.7), the pupils were asked about their attitudes towards selected matters related to the school.⁷⁵ The answers indicate that most pupils participating in the research seem to have a positive attitude towards their studies as 55 per cent of the pupil respondents think that they learn important things ‘always’ at school and 35 per cent consider that what they learn is ‘often’ important. Moreover, 90 per cent of pupils considered it ‘often’ or ‘always’ good to learn foreign languages. The answers can be found in Table 17.

Table 17. Pupils’ evaluations on varied aspects of school atmosphere in Point-of-departure questionnaire (N=203).

| Question | Not at all | Some-times | Often | Always | I’m not sure |
|--------------------------------------------------------------------------|------------|------------|-------|--------|--------------|
| A4 I like answering the questions at school | 0.5 | 25.8 | 53.5 | 16.1 | 4.6 |
| A5 I like giving out my opinion | 1.5 | 38.4 | 33.8 | 20.7 | 5.6 |
| A6 The others take my opinion into account | 2.0 | 46.0 | 33.8 | 6.1 | 12.6 |
| A7 Teacher’s evaluation is fair | 6.6 | 9.6 | 28.3 | 42.3 | 12.6 |
| A8 My teacher is interested in how I do at school | 1.0 | 19.7 | 24.7 | 27.3 | 24.7 |
| A9 My teacher is interested in how I do outside the school | 17.2 | 27.8 | 10.1 | 11.1 | 34.3 |
| A10 My parent (guardian) is interested in and talks with me about school | 2.0 | 27.8 | 29.3 | 36.4 | 4.5 |
| A11 I learn important things at school | 0.0 | 8.1 | 34.5 | 55.1 | 2.0 |
| A12 It’s good to learn a foreign language | 0.0 | 6.6 | 19.7 | 70.2 | 3.5 |
| A13 I can influence on my learning | 0.5 | 5.1 | 35.6 | 49.0 | 10.1 |
| A14 It’s enjoyable to study and work together with a peer | 0.5 | 15.2 | 36.7 | 44.9 | 3.0 |
| A15 It’s enjoyable to study and work in a group | 1.5 | 16.2 | 38.9 | 39.9 | 3.5 |

As can be observed in Table 17 above, also the school environment was mostly perceived in a positive way by the majority of the pupils. For example, almost 70

⁷⁵ Phase II pupils’ questionnaire, questions A4–A15.

per cent answered that they 'often' or 'always' like answering the questions at school, and more than 54 per cent like to give out their opinions 'often' or 'always'. More than 70 per cent considered their teacher's evaluation being 'often' or 'always' fair, and more than half of the pupils considered their teacher to be interested in how they do at school. Moreover, more than 81 per cent responded that they 'always' or 'often' like to study and work with a peer and more than 78 per cent of the pupils considered working in groups being enjoyable 'often' or 'always'. It is also to be noted that there were no 'never' alternatives chosen for this question.

Based on the above answers by pupils, from the social learning framework, it seems that the respective classrooms in this research have mostly succeeded in developing an ethos of trust, solidarity, and security needed for a transformative learning process. These results do not support the research which has indicated that Finnish pupils do not enjoy being at school (Harinen & Halme 2012). Surprisingly, however, almost one quarter of the pupils chose 'I'm not sure' when asked if they think their teacher is interested in how they do at school. Even more surprising are the choices related to the sentence 'My teacher is interested in how I do outside school', which more than 17 per cent of the pupils did not agree with 'at all'. Moreover, only 21 per cent believed their teacher to be interested 'often' or 'always' in how they do outside school and more than 34 per cent were not sure about it. It may be that for some pupils, there were difficulties in understanding the questions and the choice of options depended on that. Yet, it is to be noted that the pupils very seldom chose the option 'never' or 'not at all' in this particular matrix question and that the two statements where the pupils most often chose 'I'm not sure' are those related to their teacher's interest in how they do at school and outside the school. The above invites to interpret that the pupils had picked this particular option because they honestly were not sure. Maybe the most worrying result is, however, that almost half of the pupils thought that other pupils seldom or never take their opinion into account.

In terms of class activities, the teachers evaluated their teaching related to GE areas including action based activities mainly 'occasionally' or 'seldom'.⁷⁶ When comparing the teachers' and their respective pupils' answers, they were sometimes contradictory: some of the action based activities the teachers had evaluated taking place 'regularly' did not show up in the pupils' answers; and even though a teacher had evaluated action taking place only 'occasionally' or

⁷⁶ Phase II teachers' questionnaire, questions B23–30.

‘seldom’, the pupils’ answers were very detailed and included examples of action. The reason can be that the term ‘action’ can be interpreted and understood in different ways.

The teachers reported their pupils to be ‘really motivated’ and ‘enthusiastic about’ such activities as weekly class discussions on topics related to GE sectors. Three teachers (Teacher 10, Teacher 14A & Teacher 14B) reported taking part in a ‘KiVa’ action programme⁷⁷. The teachers considered this programme to bring up topics such as human rights, equality, and peace education in pupils’ immediate environment. Likewise, the pupils in the respective teachers’ classes mentioned the above topics for class discussion when they were asked to give concrete examples about how different areas of GE have been studied or how topics have been brought up at school during the past two years.⁷⁸ The pupils mainly mentioned the following themes to describe the discussed topics: bullying and disagreements, poverty and hunger, wars, peace and safety, immigrants, and minority groups. In addition, almost every pupil mentioned recycling activities. This was also the area that most teachers highlighted as an easy-to-organise everyday school practice committed to GE. According to the pupils’ answers, the above GE topics were also studied with the help of textbooks in religion, geography, and history classes.

With regard to school activities, even though in phase I, the principals and the teachers considered separate theme days one of the best practices for GE it does not seem that the basic education pupils were very involved in the theme day or theme week practices. In phase II, the teachers (N=16) were asked to clarify how their pupils participate in the theme days or theme weeks currently organised at schools.⁷⁹ The alternatives given were GE or international (kansainvälisyys) theme days or weeks; EDS theme days or weeks; and an open option ‘other’ theme days and weeks. Only five teachers responded that their pupils participate in GE theme days or weeks. Participation in ESD theme days or weeks was more common as nine respondents answered that their pupils take part in ESD theme activities. They further clarified that the pupils make posters (one teacher), go for a nature walk (one teacher), and recycle (six teachers). Only one teacher reported that they will have a recycling theme that will last for the entire year. 12 teachers out of 16 answered that they also organise ‘other’ theme days or weeks at their

⁷⁷ A research-based anti-bullying program: <http://www.kivaprogram.net/>.

⁷⁸ Phase IV pupil’s questionnaire, question 2.

⁷⁹ Phase II teachers’ questionnaire, questions A26–28.

schools. These included sports days (five teachers) and themes related to traffic safety (three teachers). One teacher reported that they will have a theme concerning Vikings that will last for an entire school year. In phase II, some of the teachers mentioned that their school participates in Operation Hunger Day organised by the Finnish Red Cross and in UN Day that both take place once a year.

It has been suggested (Korkeakoski 2001: 208, 210) that even though cooperation in planning and teaching in schools has increased, networking in terms of cooperation was still almost non-existent in Finnish basic education lower level schools in 2000, even though ‘information sharing’ often occurred. Likewise, a large number of the school principals in my research saw the level of cooperation between teachers as an area of improvement for the implementation of GE. Most of the teachers, however, seemed to be rather content with their current cooperation⁸⁰.

In my research, the teachers were asked how they plan their teaching and they were also given a list of alternatives for co-operational planning.⁸¹ The answers indicated that almost half of the teachers planned their lessons mostly ‘monthly’ (as compared to ‘daily’, ‘weekly’, ‘yearly’, or ‘term-wise’) with a colleague. Unit plans (opetuskokonaisuus) were planned less often together as most teachers answered that they planned wider study units mostly ‘yearly’ or ‘semester-wise’, which indicates that they most often co-plan units once or twice a year. The co-operational projects and activities were likewise mostly planned only ‘yearly’ with a colleague, whereas teaching material was circulated with other teachers mostly ‘monthly’. More than half of the teachers answered that they choose the topics they teach in their classes ‘by themselves’ and that in planning their lessons, they mostly plan according to ‘the textbooks’ on a monthly basis. Even though in phase III, two of the respondents mentioned their ‘colleagues’ as people from whom they get support for their GE work⁸², based on the answers it seems that the culture of working together is not very strong at schools participating in this research. From GE perspective, this is not a positive situation because this often leads to the situation where GE is only taken care of by devoted individual teachers in their classrooms. This was acknowledged by at least one teacher who in phase III highlighted the need for more cooperation as follows:

⁸⁰ Phase I teachers’ questionnaire question 14 and principals’ questionnaire question 12.

⁸¹ Phase II teachers’ questionnaire, question B13–B21.

⁸² Phase III teachers’ questionnaire, question A35.

Co-operational planning and various relationships with different actors are essential for the [GE] activities: relationships with different communities in the village, organisations, enterprises, people. (Teacher 10)

In relation to internal cooperation, the teachers were also asked to evaluate in-school practices with regards to GE from the following two perspectives: the curriculum and the staff meetings.⁸³ More than half of the respondents answered that they had participated either in the school curriculum formulation or in the curriculum development discussion. Similarly, more than half of the respondents perceived their current staff meetings to support GE practices, and all but one respondent evaluated their current curriculum to support GE work. However, based on the answers in the related open questions, it seems that the situation is not as good as reported in the closed question, which only required to answer 'yes' or 'no'. Some of the respondents who perceived their current school practices to support GE, added the following in the open question:

At least they [staff meetings] try to support GE. It is not that something is missing from the curriculum but that there is far too much 'stuff' in it. At least in our municipality's curriculum. This also concerns GE. (Teacher 9A)

Every third year we deal with 'Cultural identity and internationalism'. (Teacher 8A)

In some staff meetings, we have discussed about the current international projects. (Teacher 3A)

Moreover, Teacher 8A further elaborated their school's situation as follows:

We are always in a hurry. There are so many things. Student welfare is currently taking a lot of time. (Teacher 8A)

In the open question, only the following answer actually supported the teachers' 'yes' answers that the staff meetings support systematic implementation of GE:

GE is realised and the follow-up planned in staff meetings where we also agree upon the methods. (Teacher 6A)

With regard to transactions within the local context, the teachers (N=16) were asked how content they are with the current home-school cooperation and in addition, how well they consider the current home-school cooperation to support

⁸³ Phase II teachers' questionnaire, questions A7 and A8.

GE teaching⁸⁴. Two thirds of the respondents indicated that they are content with current home-school cooperation and several of them mentioned well-functioning or open communication between the teacher and the parents. Some teachers also mentioned that parents only participate in parent-teacher meetings that are organised from two to three times per year. Three teachers (Teacher 3B, Teacher 15A & Teacher 15B) mentioned that Parent-Teacher Association generally supports cooperation.

Those respondents who were not so content with the current cooperation considered parents basically being interested only in how their children are doing at school. Pupils' answers⁸⁵ support the teachers' perceptions as 65.7 per cent of them considered their parents being 'often' or always' interested in and talking with them about school and 27.8 per cent indicated that their parents do it 'sometimes' (see Table 17).

In terms of home-school cooperation and GE, one third of the respondents considered their current cooperation practices supporting teaching GE. It is to be noted that three of the respondents who were not content with the home-school cooperation still considered their current practice to support GE. The answers in the open question revealed that these teachers associated supportive GE cooperation with 'supporting immigrant pupils' (Teacher 6A) and with occasional 'foreign visitors' (Teacher 14A & Teacher 14B). It is also to be noted that all but one of the teachers who worked in schools that were located in Lapland were content with the current home-school cooperation and, additionally, considered their current practice supporting GE.

Based on the questionnaires, it seems that the aims of GE are considered important at the school level. The classroom environment, including home-school cooperation, is also mostly considered supportive for GE. It also seems that there are very few indications of utilising parents or other outside experts in implementing GE related contents. The questionnaire answers also indicate that teachers consider GE more as an add-on than as a holistic approach or a perspective in teaching. It is also interesting that such issues as student welfare and special support for pupils who need it at school were not primarily considered being natural part of GE but rather hindrance to implement it.

Some of the answers the teachers gave clearly indicated how beneficial joint learning processes would be. Good examples are the answers to the open

⁸⁴ Phase II teachers' questionnaire, questions A29–30.

⁸⁵ Phase II pupils' questionnaire, question A10.

question⁸⁶ ‘What do you think the teaching of GE on the lower level of basic education school should contain?’ The answers included examples of content areas of GE, but also a rich repertoire of activities, pedagogical principles, and methods to be used and hopefully shared. The focus of GE varies in teachers’ answers from individual relations to global responsibility. The answers of one teacher about GE methods could be rather limited but put together, all teachers’ tacit knowledge seemed to embrace the latest understanding of GE pedagogy. The answers included such as ‘treating each pupil equally is a good starting point’, ‘daily discussions about choices and consequences’, ‘getting acquainted with nearby cultures and minorities’, ‘learning media literacy’, and ‘self-reflection’. Teachers particularly emphasised ‘experiential learning’ (elämyksellisyys), ‘rising awareness and becoming critical’, ‘learning from each other’, and ‘encountering and understanding diversity’. All this emphasises that putting together individual teacher’s knowledge (which in itself can be rather scarce) would make one school’s or community’s learning space and practice rather rich and enriching.

5.2.2 Social transactions and processes within wider social networks

As discussed in the beginning of this section, one area of improvement to support GE that several principals and the teachers suggested was cooperation opportunities with individuals and actors outside the school community. From GE point of view, external activities that connect the participants’ experiences to actual practice of the wider community, outside the classroom and the school, have potential to increase meaningful and beneficial learning (see *e.g.* Banks 2009: 316–317, Bourn 2014, Wenger-Trayner 2015).

In my research, the activities that extended beyond the immediate school community mostly included ‘occasional’ or ‘seldom’ visits from the police (temperance and traffic education) and the fire department, from the Evangelical-Lutheran Church representatives, from the local public library, and some foreign visitors. In one school, the seldom visits also included visits of the pupils from the school’s sister school (School 14). In two schools, ‘seldom’ activities also included visits of local writers or people from a local theatre (mentioned by Teacher 6A, Teacher 3A, and Teacher 3B). The cooperation with the Church concerned mainly whole-school morning assemblies organised by a representative

⁸⁶ Phase I teachers’ questionnaire, question 11.

of Church or a traditional Christmas service organised for the pupils and school staff before the festive season in a local church. ‘Seldom’ examples also included such as pupils writing to a local newspaper or visiting the newspaper’s printing facilities. In Finnish Lapland, activities comprised of cooperation with the local fishing, hunting, and reindeer-grazing associations, and Sami visitors from Sweden and Norway. The schools located in Lapland were in fact good examples of a close cooperation between the school and the nearby environment, which raises the question of the benefits of small local schools.

Cooperation with a local newspaper can be presumed to support media education that is also one of the theme entities in the NCCBE (Opetushallitus 2004). Similarly, contacts with the police can be connected to the Safety and traffic theme entity and at least partially support peace education. Based on the statistics (see Chapter 1.2), it can be assumed that some or even many of the pupils participating in the research were registered in the Evangelical-Lutheran Church, which partly explains the frequent cooperation with this denomination. However, while religion can play an important part in cultural identity formation (see *e.g.* Nieto 1996: 138, Räsänen 2002: 99), if the whole-school morning assemblies are conducted only by representatives of one church they will not necessarily support the goals of GE, especially with regards to pupils who do not belong to the mainstream Finnish religious community.

External cross-border activities consisted mainly of regular correspondence with sister school pupils and some EU project partner schools. In the research questionnaire phase I, as an answer to the question ‘How is global education taken into account in your school?’⁸⁷ less than four per cent of the principals reported their respective school being involved in a Comenius project. In phase II, three schools⁸⁸ were participating in a Comenius project. However, there were no concrete examples given regarding the above projects except for the following: ‘The works may be accessed electronically. Visitors [from four European countries] have visited the class’ (Teacher 12) and ‘My class has participated in making class work related to Comenius project’ (Teacher 3A) and ‘I’m one of the teachers in the [school’s] Comenius project; my class does projects together’ (Teacher 3B). There were no references to Comenius projects in the later phases of the study and no references to them were recorded in the pupils’ answers either, except for the eTwinning projects.

⁸⁷ Phase I principals' questionnaire, question 6.

⁸⁸ Out of 10 schools that participated in phase II.

In phase III, some teachers reported their pupils to be ‘really motivated’ and ‘enthusiastic’ about environmental and recycling activities organised in collaboration with the surrounding community, about collaboration projects with another class in a foreign school (eTwinning) that three classes (N=8) participated in, about receiving visitors and making different study unit-related visits outside the school, and communicating (mostly writing emails) with the pupils in their respective sister schools. Regarding the collaborative projects, for example Teacher 14B answered as follows⁸⁹:

Korea project has been successful so far. The children have been enthusiastic and with great interest studied how things go around. Edu.2.0⁹⁰ has also motivated. (Teacher 14B)

The following year, in Final study, all but one of the above-mentioned teachers’ pupils mentioned the Korea project under the topics of ‘nature and environment conservation’, ‘recycling’, and ‘media’. The following answer represents well the pupils’ enthusiastic answers about the project.⁹¹

Social network, cooperation with the Koreans ... We made a big recycling project last year and we used Edu 20 ... Waste can be recycled and for example make new paper from old paper etc. ... (Pupil 14B)

Bearing in mind what was said above, it seems that at least in the schools participating in my research, EU eTwinning has been implemented more successfully than, for example, the EU Comenius partnership projects in providing opportunities to organise GE related real-life activities and communication situations for the pupils. Based on the answers in my research it seems that eTwinning has certainly increased pupil motivation and active participation. Positive results have also been reported in the United Kingdom in schools that were actively engaged in a global learning programme by linking with schools in the Global South (see Bourn 2014). These links were reported to have not only increased understanding and demonstrated that the pupils and the schools as a whole are part of a global community but also enriched the quality of teaching and learning and raised engagement with the everyday life of the school (Bourn 2014: 20, 26).

⁸⁹ Phase III teachers’ questionnaire, question A34.

⁹⁰ EDU 2.0 is a cloud-based e-learning environment.

⁹¹ Phase IV pupils’ questionnaire, question 2.

As discussed, much less external than internal GE activities were reported to take place at schools; most activities took place inside the school community or inside the particular classroom. It is interesting that even though the teachers wished for more cooperation opportunities with people outside the school community, they did not for example take advantage of the Optima learning environment that was created for them for this research to discuss with other participating teachers. The reasons may be many but as it was in several answers emphasised that GE is not part of a teacher's basic work one reason can be, as reported in some other GE related research in Finland, related to teachers' attitudes (see Matilainen 2011, Rajakorpi & Salmio 2001). In their answers, the teachers often referred to hurry, lack of time and material as well as stating that the curriculum was already too full without any 'additional' activities.

5.2.3 Global education training

As discussed, in the Peer Review on Finland, the NSC (2004b: 81) suggested Finland to focus on increasing teacher training in the field of GE. Previous research reveals that for example ESD training in Finland (see Rajakorpi & Salmio 2001: 84) for principals, teachers, and school staff has been organised only on short-term basis lasting from one to five days. In my research, the situation seemed to be even worse.

In phase I, when asked about the training received in the area of GE, 72 per cent of the principals and 84 per cent of the teachers answered that they had not participated in GE training at all during the past 10 years⁹². The training the principals had received varied from only one hour to two months. Moreover, in phase III, only one teacher (N=8) stated that she had participated in GE training⁹³. The respective teacher (School 15B) had graduated in 2007 from a class teacher education programme that included a 15 ECTS (European Credit Transfer and Accumulation System) optional course on Multicultural studies. Interestingly, however, even though it can be assumed that additional training could improve the situation especially regarding the lack of knowledge about suitable teaching methods and materials that were reported to be the areas of improvement in phase I (see Table 19 in Chapter 5.3), only 19.5 per cent of the teachers and 16.5 per cent of the principals considered extra training important. The above may

⁹² Phase I questionnaire, principals' question 7 and teachers' question 5.

⁹³ Phase III questionnaire, teachers' question A3.

partially be explained by the formulation of the alternative, which suggested 'compulsory' training. In the open questions, one principal and one teacher pointed out that compulsory training would not motivate the participants. It is to be noted, however, that in the open space for ideas, there were no suggestions for optional training either. The above answers may be in line with the findings in the York-Jyväskylä study on primary teacher professionalism (Webb *et al.* 2004: 21) that has revealed that 'a forced cooperation' that strived to achieve externally defined goals was considered as 'a strained collegial practice.'

In my research, considering GE training not important seems somewhat strange with respect to the above expressed areas of improvement that the teachers and the principals considered important for GE and for the Finnish basic education curriculum guidelines. In education literature, GE is strongly perceived as essential part of citizenship education and the GE 2010 programme defines it as global dimension of citizenship education. However, in the NCCBE (Opetushallitus 2004), there is no citizenship education subject as such in basic education lower level but it is considered to be holistically incorporated into the NCCBE and thus, holistically implemented in grassroots level teaching. Similarly to ESD and human rights education discussed earlier in this work (see Matilainen 2011, Rajakorpi & Salmio 2001), the perceived unwillingness to participate in extra training with regards to GE probably relates to not perceiving these areas as 'basic task'. Taking into consideration that some teachers suggested a more concrete GE programme to be developed and that they named the lack of knowledge about suitable methods and concrete material to be central hindrances in implementing GE⁹⁴, one gets the impression that the teachers are confident with their pedagogical skills as soon as they are given tools and material for it. This conception may imply a very mechanistic view of what GE and its teaching means. As discussed before, GE should not be considered simply as a concrete programme to be implemented in teaching without understanding its foundation or content areas. GE is first and foremost a perspective or a philosophy that gives a framework to all school activities. If GE is to be implemented in schools in Finland, it seems that there is still a lot of room for improvement in the field of GE training, in finding suitable methods, and in motivating teachers.

⁹⁴ Phase I questionnaire, teachers' question 14.

5.2.4 Evaluation of global education

At the moment, there are no guidelines or criteria for the evaluation of GE or the GE competences in Finland. According to the GE 2010 programme, monitoring and evaluation of the implementation of GE should consider ‘the social impact’ of the programme (MOE 2007a: 19). With regard to the social impact, the evaluation time frame was planned rather short as the interim report goal was set already to 2008 and the final evaluation was expected to be done in 2010, roughly three years after the publication of the programme.

From the state’s point of view, it is natural that a national education programme is evaluated in terms of its effectiveness. However, when GE is defined as a philosophy and as a process, it would also be important to evaluate the teaching and learning processes related to GE. For a lifelong learning ‘social programme’ such as GE, the described goals can actually be measured only in the far future. Moreover, by neglecting the evaluation of the process itself, there is a danger that some (or many) unpredicted factors that affect the outcome of the process would be overlooked. By focusing only on the final products of the process, the emphasis is actually on what GE is *for* rather than on any notion of GE learning process having some kind of value for its own sake (see Kelly 1989: 175).

The answers in phases I⁹⁵ and II⁹⁶ indicate that most respondents did not associate the evaluation of GE with its effectiveness, let alone with its social impact. In phase I, out of the given six alternatives, most teachers considered ‘evaluation of curriculum’ to be the most important measure (alternative chosen by 72.4 per cent of the respondents) for the evaluation of GE, followed by ‘evaluation of the teaching materials’ (48.3 per cent) and ‘teaching methods’ (37.9 per cent). Only 10 per cent considered ‘pupil assessment’ to be an appropriate GE evaluation method. As an answer to ‘other’ option, one respondent suggested a discussion between the pupil and the teacher to be a good means of evaluation and another respondent mentioned evaluating pupils during the GE theme days. None of the respondents suggested equity strategies or structural issues such as evaluating ‘the recruitment policies’ of the school staff from a GE perspective (see *e.g.* Räsänen 2002: 110).

⁹⁵ Phase I teacher’s questionnaire, question 13.

⁹⁶ Phase II teachers’ questionnaire, questions B86.

In phase II, the respondents were again asked about the evaluation of GE with the following open question: ‘What do you consider the best ways to evaluate GE? Why?’⁹⁷. In these answers, the teachers mostly suggested various forms of pupil assessment or not having evaluation at all. Differences compared with the answers in phase I are remarkable but the reason is most probably that in phase II, the alternatives given in the previous matrix question⁹⁸ mainly refer to pupil assessment. It also makes one wonder that if vast amount of other possibilities are not offered teachers associate evaluation with pupil assessment. However, it is to be noted that even with pupil assessment, the variety and number of means that teachers mentioned was great. Many of the suggested means emphasise the learning process and qualitative assessment and participants’ agency. They also included notions that GE cannot be fully evaluated. The answers from the open question in phase II are collected in Table 18.

Table 18. Teachers’ perceptions about the best ways to evaluate GE in basic education (N=15’).

| Evaluation method | Teacher respondents’ answers |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-evaluation | Self-evaluation. It motivates the pupil and guides the focus of pupil’s interests. Self-evaluation is good to be done every time it is possible. It is surely suitable for global education. |
| Discussion | If you need to choose one, it would be discussion with the pupils or verbal evaluation. Verbal: the interactional effect of discussion. Allows wide, detailed evaluation. |
| Written evaluation | Written: The pupil needs and is allowed to think. |
| Peer evaluation | Feedback from the peers. |
| Portfolio | Portfolio work. Motivates a pupil and guides pupil to his/her own interests. |
| No evaluation | I think that one cannot evaluate global education. I think global education is education to tolerance (affective effect) and it should not be evaluated as such. |

⁹⁷Note: one teacher did not answer this open question.

Considering GE as citizenship education, intertwined with all school activities, and as a transformative learning process, the respondents’ suggestions in phase I to evaluate the curriculum and teaching material and methods seem very valid and they are moreover in line with the Finnish GE guidelines: GE syllabi, content, methods and materials are to be developed with a view of making GE systematic,

⁹⁷ Phase II teachers’ questionnaire, question B86.

⁹⁸ Phase II teachers’ questionnaire, question B78–85.

permeating all instruction (MOE 2007a: 14). Evaluation of the curriculum and the teaching materials and methods would be an intertwined, multi-layered task: in basic education schools, the curriculum gives the basis for all educational activities and the teaching materials and methods need to be based on and support this base. No evaluation in terms of the effectiveness of the instructional intervention should be done before the GE concept and the competences have been clearly defined.

5.2.5 Global education resources

In phase I of the research questionnaire process, one of the main reported areas that needed improvement was the lack of resources, referring to both quantity and quality. In phase III, as an answer to an open question ‘What do you consider as your main challenges in implementing global education? What do you consider as a hindrance for global education work?’⁹⁹, the teachers also mostly reported about the lack of resources. The resources were associated not so much with the lack of knowledge and experience in the field but with the lack of concrete teaching material. The respondents did not, however, give any clear indications as to what would make the resources ‘better’ in quality, other than the following:

Different textbooks should focus more on [GE]. (Teacher 15B)

In phase II, all teachers (N=16) reported that they use textbooks, workbooks, and/or related teacher manuals for planning their teaching.¹⁰⁰ All but one of the respondents used textbooks or workbooks daily and more than half of the respondents used teacher manuals daily for planning. The textbooks were also reported to be widely used as teaching materials: all but one reported their pupils used the textbooks daily and all but three reported their pupils to use workbooks daily. A municipal curriculum or a school curriculum was used in planning but not as regularly as the textbooks and teacher manuals. The NCCBE was used much more seldom, and one respondent reported not using the NCCBE at all.

In general, textbooks and teacher manuals were seen as clear and helpful guides for all the subjects. Interestingly, the subjects where school books were reported to be most widely in use are also the focus subjects (mathematics, science, and literacy) in PISA studies where Finland has performed well in the

⁹⁹ Phase III teachers’ questionnaire, question A37.

¹⁰⁰ Phase II teacher’s questionnaire, questions B1–B11.

past few years.¹⁰¹ The textbooks were not, however, seen as useful in teaching GE or any ‘creative’ subjects such as Music, Visual Arts, and Crafts (käsiö).

The respondents were also asked to evaluate how much their teaching methods include ‘critically examining the contents of a textbook (e.g. stereotypes, sexism, cultural context, facts)’.¹⁰² The teachers were, moreover, asked to evaluate how much they ‘critically investigate other texts and/or pictures’.¹⁰³ The answers for this Likert-scale answer indicate that almost half of the teachers reported that they critically examine both the textbooks and other teaching material weekly although two of the respondents (N=16) answered that they ‘never’ do such critical analysis.

As discussed, research has revealed that in Finland, it is often not the NCCBE or the school specific curriculum but the textbooks that guide teaching on the grassroots level (Heinonen 2005, Korkeakoski 1989, 2001, Mikkilä & Olkinuora 1995, Niemi 2001, Syrjäläinen 1994, 2002, Viiri 2000). Even though all teaching material in Finland needs to be based on the NCCBE, the only clear guidelines are defined in the form of subject-wise goals and assessment criteria in the document. In the NCCBE, there is only one reference to textbooks: the ‘physical learning environment’ that includes ‘school buildings and spaces, as well as teaching resources and materials’ need to enable ‘active’ and ‘independent’ study (Opetushallitus 2004: 18). There are some detailed guidelines for publishing houses regarding textbooks expressed in the Finnish government’s Equality programme (Sosiaali- ja terveystieteiden ministeriö 2008) that was published in 2008. According to the programme, it is the responsibility of the MEC to ensure together with publishing houses that the instructional materials will not support stereotypical images and gender roles of girls and boys as men and women through texts or pictures and that they transmit unprejudiced, open-minded depictions of what is suitable and possible for men and women (Sosiaali- ja terveystieteiden ministeriö 2008: 22). According to the publishing house representatives interviewed for the research, however, no other detailed guidelines or assistance is given to the evaluators except for the subject specific goals and assessment criteria that have been used as guidelines by people involved in the textbook production process.

¹⁰¹ For PISA results, see Centre of Education Assessment 2006.

¹⁰² Phase II teachers’ questionnaire, question B39.

¹⁰³ Phase II teachers’ questionnaire, question B42.

In a national research project about teachers' 'perception of good education material', the following recommendations have been made: Education material in general should be sufficiently interesting, motivating, and concrete enough. Teachers do not want textbooks that are based on the principle of one topic-one lesson or one opening-one topic (Heinonen 2005: 126–133) but they wish to have more freedom in planning their lessons. While the above without doubt are important issues to be taken into account when developing textbooks and would, at least to some extent, possibly answer the concern of the pedagogical freedom, the recommendations still miss the main problem: the possible biased perspectives and misconceptions about legitimate knowledge.

The themes included for example in the comparative analysis of how 'otherness is expressed' in meta-texts¹⁰⁴ in geography textbooks in three different countries (Bavaria of Germany, Mexico, and Romania) suggest that a new regionalisation is emerging in textbooks (Bagoly-Simó 2012). National identity and 'cultural Other' is not necessarily portrayed only through cultural features anymore but otherness is constructed also through economical, ecological, and social aspects (Bagoly-Simó 2012). Another widely discussed topic in the 21st century is how minorities are represented in textbooks. In connection with international textbook analysis, Pingel (2010: 39) argues that even though minorities are included in textbooks, they have hardly ever been treated 'in a detailed and proper way'. This appears to be relevant also in Finnish textbooks.

The recent textbook research studied for this work focused on different areas of GE. For example Räsänen (2002: 109–111) argues that it is very common only to give out information about different cultures and not focus on understanding them properly. Even though geography education is to 'widen pupils' worldview from their home country to Europe and to the world' and to 'create the basis for tolerance and internationalism between nations and cultures' (Opetushallitus 2004: 176), in her study on Finnish lower level basic education geography textbooks, Tani (2004: 16) concludes that in the textbooks, there exist generalisations of foreign people and cultures which can be interpreted 'as stereotypes without any clear factual content'. Also Huovinen (2010) argues that even though since early 2000, immigration as a topic has already widely been included in textbooks, the topic is still treated rather superficially including mainly facts and basic information about such concepts as refugees, immigrants, minority groups, and racism. The biggest danger in the current practice is what

¹⁰⁴ For example, maps, cartoons, and pictures.

Dale and Robertson call (2004: 159) ‘sociology of absences’ and a ‘production of silences’: there is a danger that something that is seen as non-existing, or being outside epistemological and social monocultures, can actively be produced as non-existent (see also de Sousa Santos 2003).

Finland’s Ministry of Social Affairs and Health has evaluated instructional material from the Equality programme point of view. Related to this, the University of Helsinki has conducted research on how females and males are represented in school textbooks (Tainio & Teräs 2010). In their final report, the Ministry of Social Affairs and Health concludes that good progress has been made especially on mainstreaming: there has been determined action in decreasing segregation in the education sector. Regarding stereotypes in learning material, the Ministry reports that it has organised a meeting with textbook publishers and published a guidebook for schoolbook writers in 2010. (Sosiaali- ja terveystieteiden ministeriö 2011: 40). This is a welcomed endeavour also from the GE perspective. However, as Blumberg (2008) and others have argued and an international comparative textbook study has shown, biased representations of sexual gender can often be very well hidden and not transparent. Accordingly, Tainio and Teräs (2010) argue that the analysis of grades three, six, and nine mathematics, Finnish language and literature, and student counselling materials revealed that sexual or ethnic minorities are not represented at all in textbooks excluding some random exceptions.

GE issues are not, per se, left out of Finnish textbooks but they are obviously not considered as important as the subject-specific issues. Furthermore, it seems that there is not only a gap between the intended national education goals and the ways in which these goals are addressed in textbooks and also within the different sections of the NCCBE. While the value base and tasks defined for national education focus rather directly on many GE goals, the textbooks are, however, based on subject specific criteria, which do not necessarily reflect the value basis of the NCCBE or GE. Bearing the above said in mind, it can easily be understood why teachers face some challenges in implementing GE and in fulfilling basic education tasks such as ‘promoting tolerance and intercultural understanding’, ‘helping pupils discover their cultural identities’, ‘revitalising ways of thinking and acting’, and ‘developing the pupil’s ability to evaluate critically’ (Opetushallitus 2004). With regard to citizenship education in the upper level of basic education, even though in the ICCS study in 2009 (see Suoninen *et al.* 2010), teachers consider the above tasks important, Virta and Yli-Panula (2012: 195) point out that the results of the study suggest that the ethical and

participatory dimensions of the subject are overshadowed by the emphasis on its cognitive purposes. They moreover make a valid point by asking if the goal of the subject is to educate ‘citizens who know about democracy – or citizens who can act in society?’ (Virta & Yli-Panula 2012: 195).

Even though ICT and electronic media are bringing new possibilities for learning, there are no signs that textbooks would not remain important resources in teaching especially in basic education. In my research, many of the teachers reported a lack of adequate ICT, especially concerning access to the school computers and to the internet, which could partially explain the low use of internet-based GE material.

For example, we have a lot of pupils but only one computer room. In pupils’ homes, there are surprisingly non-functional computers. (Teacher 14A)

It seems that the appropriate textbooks could have great potential to achieve one of the national targets of the MEC: to ‘strengthen the realisation of global education in practice’ at schools (MOE 2007a: 13). This requires that the subject specific goals, assessment criteria and the value-base and tasks defined for basic education will be revised from GE perspective and made consistent.

5.3 Possible measures to be taken to help schools implement global education

With regard to the improvement of the situation, the teachers¹⁰⁵ considered cooperation opportunities with individuals and actors outside the school community and the availability and quality of the teaching materials most important areas of improvement (see Table 19). Moreover, almost half of the teachers suggested teaching materials to be one area of improvement of GE in basic education. Similarly, most of the principals¹⁰⁶ seemed to consider the lack of teaching materials to be the most important area of improvement after more funding for GE. The national evaluation made on GE also revealed that even though GE material is abundant and publicly available on the internet (also in Finnish), it is currently not widely used in schools and classrooms (Opetus- ja kulttuuriministeriö 2011: 51–52).

¹⁰⁵ Phase I teachers’ questionnaire, question 14.

¹⁰⁶ Phase I principals’ questionnaire, question 11.

Other important areas for the betterment of the situation indicated by the teachers in phase I included more knowledge about the suitable teaching methods; cooperation with other schools; and time allocated to GE in the distribution of lesson hours. Similarly, the principals considered teaching methods and cooperation as important improvement areas. All answers are made visible in Table 19.

Table 19. Perceptions on measures needed to improve GE situation in basic education, in percentages.

| Suggestion for the betterment of the situation | Teachers (N=31) | Principals (N=164) |
|------------------------------------------------------------------------------|-----------------|--------------------|
| More cooperation with individuals and actors outside the school community | 51.5 | 39.0 |
| More teaching materials | 48.5 | 50.5 |
| Better quality (more versatile) teaching materials | 45.0 | 50.0 |
| More grants | 39.0 | 53.5 |
| More knowledge about the suitable teaching methods | 39.0 | 46.0 |
| More cooperation with other schools | 39.0 | 39.5 |
| More hours allocated to global education in the distribution of lesson hours | 35.5 | 37.0 |
| More possibilities to participate in projects outside the school | 29.0 | 34.5 |
| More knowledge about the theoretical background of global education | 26.0 | 15.5 |
| More knowledge about the evaluation of global education skills | 26.0 | 13.5 |
| Compulsory training for the school's teaching staff | 19.5 | 16.5 |
| More cooperation between teachers | 19.5 | 38.0 |
| Better guidelines from the municipal education department | 19.5 | 10.5 |
| More cooperation between the school and home | 13.0 | 18.5 |
| Other | 3.0 | 2.5 |

In general, the answers indicated that from the suggested options, there are several development areas a large number of the teachers and the principals had similar perceptions. This may indicate that most respondents (teachers and principals) perceive the situation of GE in basic education in the same way. However, the answers also indicated that there are certain areas where the perceptions of the principals differ from those of the teachers. The statement that differed most between the principals and the teachers was ‘the need for more cooperation between teachers’: most teachers seemed to be rather content with the current situation, whereas 38 per cent of the principals saw this as an area of

development. Moreover, the need for ‘more knowledge about GE theory and background’ and ‘about the evaluation of GE’ were perceived differently as 26 per cent of the teacher respondents perceived both aspects as areas of improvement, whereas the figures for the principals were 15.5 and 13.5 per cent respectively. In the ‘other’ option one teacher suggested the following: ‘Resources should be allocated also to other areas than to just teaching. Salary should be paid for all work [that is done at school].’ Two principals suggested for ‘other’ means to improve the situation the following: ‘Easy links to schools in neighbouring countries: making pupil-to-pupil communications possible’ and ‘To affect attitudes, [better] cultural knowledge and understanding’. One principal answered that ‘The situation is good at the moment’.

As stated previously, one municipality volunteered to send the evaluation of their international activities to the researcher. Even though the municipality’s evaluation was mainly a list of activities that had taken place during the reported school years, it also gave information about the perceptions of the development needs in 16 schools within the respective municipality. The development needs suggested in the report included such as improvement of teachers’ language skills in ‘an authentic environment’, ICT skills, and skills to govern international projects. Moreover, the report revealed that the main hindrances for not organising ‘international activities’ were the large amount of work needed for the projects and the lack of volunteers to do the work. Monetary compensation was also reported to be ‘unreasonably small’ or even ‘non-existent’. The suggestions were very different from the ones made in my research although the need for teacher training was also included in the report. However, it is to be noted that the report concerned ‘international activities’ and not GE as defined in this work. Therefore, the report covered only some of the GE areas.

As discussed in the previous chapter, most teacher respondents in my research considered evaluation of curriculum to be the most important means to evaluate GE in basic education. In Finland, the national curriculum framework with the overall goals and contents is provided by the FNBE (Opetushallitus 2004). The ‘organiser of education’, however, is made responsible for the final curriculum drafting and evaluation (Opetushallitus 2004: 10). The organiser has, for example, the authority to decide what kinds of curricula the schools in its authority will use; whether the municipality will include a section that is common for all schools within its authority, whether they will have some locally focused sections, or even school specific sections. Thus, in principle, the situation allows the schools to participate in the final curriculum drafting for their respective

schools. From the GE point of view, one option for the schools would be, on the municipality level or independently, to ‘... clarify the defined goals and contents and other matters related to the organisation of education’ (Opetushallitus 2004: 10) to better correspond with the philosophy of GE and with social learning principles. According to the NCCBE (Opetushallitus 2004: 14), all local curricula should ‘clarify the values basis’ and moreover, the values should be converted ‘into the goals and contents and into the everyday activities.’ The clarification could be made for example by redefining the learning goals in a form of educational principles. The main difference between the goals and the principles is that the principles can be implemented and observed immediately in everyday practices whereas the goals focus on the future.¹⁰⁷ A principle has a pragmatic dimension: even though it is future-oriented, it helps one make practical judgements about how to act in a particular situation in order to facilitate successful action (Cornish & Gillespie 2009, see also Atjonen *et al.* 2011: 275). The principles would act as a tool for action: they would ‘concretise’ and ‘clarify’ what teachers are ‘supposed to include in teaching’, as requested by the respondents in my research.

The educational principles could be defined, for example, as follows: We integrate the value base in all school activities; we educate through a range of relevant real-life situations; we encourage and support free and full participation in communication situations; we encourage effective communication; we encourage creativity and initiative; we enhance self-motivated learning; we offer possibilities and facilitate reflection and self-reflection; we foster responsibility; and we contribute positively to the community. By implementing GE in the school curriculum in the form of educational principles, teachers would have one tool to implement GE in their teaching.

¹⁰⁷ The pupils’ final evaluation of basic education is expected to take place at the end of the ninth grade in Finland.

6 Discussion

This chapter provides a summary and discussion of the research process and of the main findings of my research with regard to the research questions. I will also offer a conceptual model to visualise the GE learning processes in basic education. The model is based on my theoretical and conceptual frameworks: GE and social learning. As discussed, definitions and theories of GE have helped understand the phenomenon I have studied and social learning has been used for researching teaching and learning in schools as communities of practice from a GE perspective. In this chapter, I will moreover evaluate the quality and ethical aspects of the research and provide recommendations for practice and future research.

6.1 Summary of the research process

The main focus of my research was on studying the meanings and position of GE in national basic education in Finland; on illuminating and understanding the actions, experiences, and everyday problems in relation to the implementation of GE; and consequently, based on the above, on offering practical solutions to facilitate actions that would best serve the interest of practitioners (policy-makers, principals, teachers, and pupils) in the field. The research questions that my study aimed to answer were as follows:

1. What are the meanings given to and the position of GE in basic education?
 - a) How is GE perceived in the NCCBE and in the GE 2010 Programme?
 - b) How do the practitioners in the field perceive GE as part of their work?
2. What kinds of measures are taken to implement and to evaluate GE in basic education?
 - a) What kinds of measures are taken to implement GE?
 - b) What could be identified as support or as hindrances for the implementation process?
 - c) What kinds of activities best support the GE goals?
 - d) How could we evaluate that the goals of GE have been achieved?
3. What kind of measures could be taken to help public basic education schools implement GE?

- a) What could the practitioners do to facilitate the implementation?
- b) How could resources be developed to facilitate the implementation?
- c) What kind of measures could authorities responsible for education take?

My research may best be described as a pragmatic, mainly qualitative mixed research study that in the beginning also had some features of action research. The entire research process can best be described as a spiral of interwoven and overlapping cycles (see *e.g.* Elliot 1991: 71, Kemmis & McTaggart 2000: 595). These cycles included the following five research stages: Theoretical orientation and formulation of the problem; Research design; Data collection and generation; Data analysis; and Reporting. A considerable time was spent on developing a theoretical and conceptual understanding of the phenomena under research and on designing the actual research process. The process started already during my Master's degree studies in the Education and Globalisation programme of the University of Oulu in 2006–2008.

Although a lot of my data could be quantified, my research interest was primarily qualitative: to get knowledge about the present state and meanings given to GE and about its implementation in the field. The main research methods were content analysis of the two major publications in GE in Finnish basic education (the NCCBE and the GE 2010 programme) and a series of research questionnaires to collect data from the basic education schools. Moreover, I interviewed representatives of the two main textbook publishers in Finland and conducted an analysis on Finnish textbook studies made in the field. Before making my final conclusions and reporting, I strived to interpret and contextualise my findings by studying the educational policies of the main international and regional actors in the field of GE in Europe and by taking a closer look at the demographics of contemporary Finnish society.

The purpose of the content analysis was to study the meanings given to GE in the NCCBE and in the GE 2010 programme. My analysis process was roughly divided into the following three phases: close reading of the documents; deductive content analysis; and abductive content analysis.

Research questionnaire questions strived to find out the current position of GE and the concrete measures taken and the practices put in use in basic education institutes as reported by practitioners in the field. Thus, basic education principals, teachers and pupils were considered as the best informants. The questionnaire process was conducted in four consecutive phases. In the preliminary research questionnaire stage, there were a total of 164 principal and

31 teacher respondents. In the point-of-departure stage, the participants were 10 principals, 16 teachers, and 203 pupils (representing 15 classes). In the intermediate stage, the questionnaires were returned by 8 teacher respondents. Only 5 teachers and 61 pupils stayed till the end of the process and returned also the final stage questionnaires.

In the course of the research, it was considered important to investigate the textbooks used at schools in Finland. As the textbook production and process decisions are made by independent publishing houses in Finland, the publishing house representatives were considered as the appropriate respondents to answer the questions regarding resource development from the textbook point of view. For the research, three representatives of the two main textbook publishing houses were interviewed.

Instead of carrying out content analysis for the textbooks, I decided to use a more time and cost-effective analysis on textbook research already conducted on different areas of GE. This research literature proved to be rather abundant. The criteria for the selection of the textbook studies for my research were that they would study textbooks from a perspective that is related to GE or to its sub-areas and that these studies focus on or have a link to basic education textbooks.

6.2 Conclusions on the meanings and position of global education in Finnish basic education

The meanings given to and the position of GE in basic education were studied with the help of the content analysis and the research questionnaires. Moreover, the data collected from textbook publishers also helped illuminate the situation. In addition, investigating the Finnish GE environment and the education policies of particular international and regional organisations and actors have greatly increased understanding of the national and international context as well as helped interpreting the data.

The 2004 NCCBE does not mention GE as a term although there are cross-curricular themes such as Cultural identity and internationalism, Participatory citizenship and entrepreneurship, Media skills and communication, and Responsibility for the environment, well-being, and a sustainable future. The document also discusses all the sub-areas of GE (human rights, equity, multiculturalism, and environmental issues) except for peace education. Media is not mentioned but is elaborated on in the cross-curricular theme Communication and media. The fact that peace is not mentioned is an interesting finding taking

into consideration the world-situation and different forms of violence; more research is needed about the role of peace in different times in the curricula. The GE 2010 programme acknowledges peace and pays a lot of attention to critical media literacy in addition to the other GE areas. It also discusses different areas of sustainable development, namely environmental, social, cultural and ecological.

As for the goals connected with GE, the NCCBE gives a lot of attention to the concept of identity and its construction, which is understandable thinking of the age group. However, considering the meanings given to the context and culture, I concluded that from GE perspective the meanings were somewhat confusing. In a way, the diversity of Finnish culture and the existence of several native languages are acknowledged but at the same time, the document gives a rather static, monolithic, and Eurocentric description of Finnish culture. Certain minority groups are recognised but the discussion about their identity and integration differs from group to group. The processes of learning from each other are in the NCCBE described as rather unilateral: as the integration of the minorities. There is no mention about the need for the mainstream culture to change in the dialogue with the new citizens, which is highlighted, for example, in Nieto's (2003: 305) critical multicultural education and in Banks's (2009: 303, 313–314) transformative citizenship education.

Due to its different orientation and role as an overarching GE policy, the GE 2010 programme focuses on the global dimension of citizenship emphasising the ethics of a world citizen. However, in the NCCBE, even though citizenship education includes concepts important to active citizenship such as democracy, responsibility, and civic involvement, the way citizenship is presented supports Osler's (2004: 205) argument that most citizenship programmes focus on national identity within the framework of a nation and that the national identity is portrayed as a static and homogenous cultural identity into which minorities are expected to integrate.

Continuing to what was said in the previous paragraphs about the homogenous nature of Finnish culture, the NCCBE does not consider, for example, Finnish remigrant pupils, especially those who have lived outside Europe. Their view about Finnishness and Finnish identity can be very different from the so-called mainstream. As discussed in this report, identity is particularly a social issue and how it is viewed depends also on the position that people have in the social configuration of the context they live in (Glazer 1997: 51). The 2004 NCCBE leaves quite open how teachers are supposed to support pupils discover

and build their own cultural identities, especially when, at the moment, the home language and religious studies for pupils other than Finnish or Swedish speakers (see Perusopetuslaki 10§ and 13§) are not an integral part of compulsory basic education.

My research findings suggest that the decentralisation in terms of curriculum drafting has not succeeded very well as GE is easily perceived as an additional burden for the schools and the teachers. The GE 2010 programme was meant to be an overarching policy paper covering all sectors of society; schools were meant to draft their concrete action plans on the basis of the programme. However, at the initial stage of my research, it became clear that this had not been accomplished in any of the participating schools. In the second stage, the situation was a little better as four out of the 16 schools claimed that the GE programme was somehow observed and two of the schools had a person or team responsible for the school's GE issues. Nevertheless, the answers in my research questionnaire process indicated that the majority of the respondents (both the teachers and the principals) saw the best practice for GE to be 'taught in regular school subjects when it can easily be integrated' and to organise separate 'theme days'. There was little indication of the need or practices for a more holistic change or transformation.

Based on the analysis of the textbook studies conducted for my research, it seems that the textbook writers and publishers have used the subject specific goals and assessment criteria instead of, for example, the value basis or the theme entities included in the 2004 NCCBE when preparing the textbooks. That would be acceptable if the relation between the value basis and subject specific goals, contents, and assessment criteria were close, but the connection does not seem obvious in all subjects. Taking into account the interview of the publishers and the textbook study findings, it may not be surprising that the GE 2010 programme was poorly implemented in the schools participating in my research. In light of the textbook research studied for this report, some of the textbooks in use in Finnish basic education are sometimes seen to even work against GE competence building, especially with regard to identity, cultural sensitivity, and different forms of knowledge.

The respondents in my research, however, answered that they consider GE important in the schools even though it was not systematically and consciously implemented. When asked to evaluate the different areas of GE in their respective schools, both principal and teacher respondents considered 'understanding and respecting difference and different cultures' to be most visible and at the same

time, the most important goal perceived by the teachers. This particular area is also part of the official goals of basic education in general. Thinking of all the sub-areas of GE, it seems that intercultural education and parts of ESD have been recognised by most respondents in my research. As for sustainable development, its ecological dimension is emphasised more than its cultural, economic, or social dimensions.

The lack of conceptual clarity about GE was seen to be one important reason for not implementing GE. Still, one must note that there were some teachers who seemed to understand the orientation very well although maybe they did not know the GE term, and realised the goals of the sub-areas in a skilful way in the daily activities with their pupils. The situation may have slightly changed as the term has been more widely used in Finland since my empirical research stages finished in 2010. Global education as a term also appears in the new core curriculum published at the end of year 2014 (Opetushallitus 2014b). However, even though the term is more widely in use, it does not necessarily mean that it is any clearer for the practitioners. Without a clarified concept, it will be almost an impossible task for the school and for the teachers to define what kind of competences support GE and what kind of processes support learning these competences. Without a clarified basis and clear objectives education that is practiced in the name of GE may sometimes even hinder the development of GE competences and only strengthen stereotypical thinking and prejudices (compare Talib 2005: 39). Unless it is understood what is meant by GE and unless it is included into the NCCBE and teacher education curriculum it is unrealistic to expect any major transformations towards GE goals in the entire operational culture of basic education schools.

As suggested by the respondents, the resources used in GE should also be an area of development and evaluation. As the textbooks and teacher manuals are widely in use in Finland, the textbooks, its contents, and use should be part of the analysis and evaluation of GE (see Thornton 2006: 16). Based on my research findings, many textbooks currently do not seem to support GE. Despite international education being mentioned to be part of basic education since Finland moved to its current comprehensive school system in the early 1970s, it seems that GE principles and perspectives have not been fully realised in practice in material production.

The aspects to be evaluated in textbooks can be categorised in different ways. First of all, aims and contents form the crucial substance of any textbook. From the GE point of view, certain criteria have become central when choosing the

contents. Critical pedagogues and post-colonial researchers have pointed out the dominance of warranted knowledge and have spoken for epistemological pluralism (see *e.g.* Andreotti 2010a, Nieto 2003, Talib 2006). Researchers on intercultural education have also warned about the tendency to view things only from one's own cultural perspective, which produces stereotypical and biased views about representatives of other cultures and areas and ideas we are not familiar with (see *e.g.* Jokikokko 2009, Räsänen 2002). Those who produce teaching material thus have a lot of responsibility when choosing whose knowledge to include in their material because that will have an effect on pupils' world views and attitudes towards other groups as well as otherness as a whole.

Another essential aspect in addition to the aims and contents is the pedagogy that is practised: how the issues are to be taught. The teaching methods suggested are usually based on certain theories of learning. I have in my research emphasised social learning theories, especially the role of transformative learning and communities of practice. This would mean, for instance, introducing several perspectives and using collaborative approaches in searching for knowledge, considering the age of the pupils as well as the resources and the environment where the learning takes place. Participants in the questionnaire process in my research also pointed out the importance of experiential learning and learning by doing. However, a variety of methods can be used and, particularly with lower level pupils, the teacher still has a central role as the organiser of the transactions and as the 'knower' of the aims and the 'domain' to be studied.

Evaluation of teaching material should focus both on existing material and it should also be taken into account when preparing the future education material. Evaluation of teaching material should be considered as an integral part of the work of textbook writers and publishers, policy-makers, and practitioners. Specific criteria should be drafted to guide the work. One way to proceed could be to use guiding questions to analyse the above two crucial areas: pedagogy and knowledge base that is represented in the contents of a textbook. A suggestion for a set of guiding questions on the basis of GE definitions, ideas about global competences, and social learning is provided in Table 20.

Table 20. Evaluating textbooks from GE perspective.

| Aspect | Criteria |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pedagogy | <p>Do the pedagogical and educational goals support the values and goals of GE and the NCCBE?</p> <p>Does the material provide multiple pedagogical choices for teachers?</p> <p>Does the book promote participation, interaction, and dialogue?</p> <p>Does the book support collaborative learning?</p> <p>Does the book promote and guide critical thinking?</p> <p>Does the book promote and guide in perspective taking and empathy?</p> <p>Does the book support responsible social actions?</p> <p>Does the book support and guide pupils' thinking towards proper understanding of the concepts and phenomena?</p> <p>Does the book promote various alternatives for evaluation and assessment?</p> |
| Contents | <p>Does the content of the book support the values and goals of GE and the NCCBE?</p> <p>Are the contents of the book closely tied to the various sub-areas of GE?</p> <p>Is the content concrete and connected with pupils' daily lives and realities?</p> <p>Is the content based on latest research and scientific findings?</p> <p>Are the facts clearly differentiated from interpretations and opinions?</p> <p>Does the book make transparent national, ideological, religious, and philosophical assumptions?</p> <p>Does the book offer several perspectives and knowledges on the subject matters?</p> <p>Is the book free of stereotypical images and gender roles?</p> <p>Are all national and local minority groups represented in the book?</p> <p>Are all peoples and cultures presented fairly within their own context?</p> <p>Does the book allow and support developing personal views?</p> <p>Does the book offer a balanced view of and appreciate the national, international, and global perspectives?</p> |

6.3 Conclusions on measures taken to implement global education in basic education in Finland

The Peer Review of 2004 (NSC 2004b: 9–11) considered the time to be favourable for GE changes in Finland as the new NCCBE was seen to be flexible and, therefore, to have great potential for GE implementation. The 2004 NCCBE allowed and encouraged municipalities and schools to draft their own local curricula that, in principle, could include a GE action programme as suggested by the MOE (2007a). The findings in the national evaluation of the GE 2010 programme (Opetus- ja kulttuuriministeriö 2011: 22–27) support my research findings: the awareness and implementation of the programme have remained modest and uncoordinated even though some GE areas are being taught.

Even though the GE 2010 programme was not implemented as such in any of the schools in the beginning of the research questionnaires process, the answers suggest that some GE areas may well, to some extent, have been taken into account in the school practices. Weekly class discussions were reported to motivate the pupils to discuss about the topics related to GE and the teachers connected the area of intercultural understanding with the following school subjects: geography, foreign language, and music classes. In phase IV of the research interview, the pupils also mentioned that GE topics had been discussed in geography classes and in addition, they also mentioned history and religion classes. It is to be noted that the possible reason why teachers do not mention history in phase I answers is that history was not yet a curriculum subject for fourth grade their pupils¹⁰⁸. Even though religion was not mentioned by the teachers in phase I, it seems that the subject was, however, found suitable for introducing aspects of GE in higher grades.

When the pupils were asked to write what they thought the given GE-related concepts mean or what kind of things are related to them, their answers indicated that they had an understanding about some concepts and that they had been discussed in classrooms. There are, however, big differences between the pupils. As discussed, many of the pupils' answers revealed rather a good understanding of the concepts such as 'human rights', 'children's rights', 'equality/equity', and 'fairness and justice'. However, they also revealed stereotypes, for example, with regard to 'minority groups' and 'immigrants'. By some pupils, minority groups were perceived as dark-skinned and poor and immigrants were rather often associated with the poor and people who had run away from their country. The situation concerning GE seems to bear resemblance to Matilainen's (2011) research where human rights education was not systematically implemented in instruction even though human rights educators seemed to follow many human rights principles in their daily work. In my research as well, when explaining their understanding of the areas of GE, the teacher respondents used their everyday practices as examples mentioning, for example, treating all pupils equally, anti-bullying, and learning to solve problems in classrooms. Similarly to Matilainen's (2011: 204) research, even though GE areas seem to have been taught to some extent in schools participating in my research, the current non-systematic implementation of GE in basic education is clearly not enough if we are to achieve the ultimate goal of GE with all pupils, not just with some of them.

¹⁰⁸ History as a school subjects started in grade five in Finland.

On the basis of the research findings, also positive aspects emerged from the data, which can support implementing GE in schools. Most of the pupils gave a rather positive picture of the learning culture and pedagogical relationship in their respective classrooms. Discussions and participatory methods, which have potential of supporting citizenship education are used and are liked by the pupils. Teachers moreover reported that school-home cooperation was functioning rather well, although on the basis of the answers, it seemed to be focusing mostly on the school success and well-being of each parent's children. Even though the above is the main task of school-home cooperation and could be beneficial also for GE, one gets the impression that more systematic cooperation concerning the curriculum development and for example contents of GE are rare.

As for the pedagogy of GE, on the basis of the answers, individual teacher's knowledge was rather modest but looking at the tacit knowledge of the teachers as a whole the picture becomes more positive. There were some teachers who pointed out the pluralistic nature of knowledge and everyone's equal worth, and who highlighted the importance of different perspectives and knowledge of different cultures. Some others pointed out the role of non-violence, negotiations and conflict resolution on local and global levels, and the significance of modelling. Sustainable development was not overlooked either, although it very much focused on the ecological aspect, with recycling being the schools' favourite. My data supports the MEC (Opetus- ja kulttuuriministeriö 2011) evaluation results about the big differences between teachers and schools with regards to GE knowledge. The approaches of teaching GE in my research mostly represented non-systematic and adds-on orientation.

My research results also support the findings of previous national evaluations (Heinonen 2005, Korkeakoski 1989, 2001, Syrjäläinen 1994, 2002, Mikkilä & Olkinuora 1995, Niemi 2001, Viiri 2000) that textbooks are used more than the NCCBE on the grassroots level. Similarly to the national GE evaluation, it was recognised that even though GE material is abundant and publicly available on the internet (also in Finnish) it is currently not widely used in schools and classrooms (Opetus- ja kulttuuriministeriö 2011: 51–52). However, at the moment, no concrete measures have been taken in Finland to develop textbooks from GE perspective. The above is actually rather extraordinary in a free textbook market country where the textbooks have been found to guide grassroots level work and, especially, where the government stopped inspecting these books more than 10 years ago.

A class teacher is a professional that is considered to be very autonomous in Finland and teachers in general enjoy rather wide public respect and parental trust. However, it has also been argued (Webb *et al.* 2004: 28) that the autonomy may lead to inefficiency rather than to innovation unless it is sufficiently and inspiringly guided on a local and national level and supported with appropriate professional development training and resources. As for the hindrances of implementing GE, it becomes clear from the data that the ambiguity of the concept, unawareness of how to integrate it to the curriculum, and expectations about a concrete programme were central reasons for the varied and unsystematic implementation. Both pre-service training and in-service training is needed. On the basis of the research findings, it also seems that training in curriculum construction is needed so that national curriculum guidelines can be transformed into local and school level curricula (see also Räsänen 2009: 37). On the basis of teachers' answers it can also be concluded that teachers' in-service training could utilise many teachers' tacit knowledge about various aspects of GE.

Due to decentralisation in Finland, municipalities enjoy much liberty in communal decision-making, including the education sector today. The decentralisation of the leadership moreover gives the principal of the school a crucial role: it is the obligation of the principal to oversee both administration and teaching in the school, to ensure that the school curriculum corresponds with the national goals, and that the written goals are put into practice in classrooms. The money allocated to education is not ear marked in Finland and therefore, all municipalities, and in principle all schools, may target their resources independently according to what they decide. Therefore, for example Talib (2005: 75) suggests that multicultural education cannot be realised unless the school leadership, and indirectly society, respects teachers' work by allocating enough resources and paying a decent salary to them. Without appreciation by the educational leadership and appropriate resources GE will not be realised.

On the basis of the findings, it does not seem realistic at the moment to expect that schools transfer the various published strategies and programmes into action plans in the middle of their daily challenges, particularly as the GE programme is not the only strategy teachers and schools are supposed to implement. Additional efforts are needed. Based on the research results discussed in this dissertation work, it was suggested that the full incorporation of GE into the official NCCBE would fundamentally increase the potential of implementing GE in basic education. As long as GE is not an explicit part of the official curriculum, schools are not sufficiently equipped to teach GE and the teachers are

not supported and trained enough to organise GE related activities. One crucial question for the success of GE goals is also whether the wider context acknowledges and promotes GE objectives and goals. A school is but one of the many communities which make up the national community and thus, their contribution to GE is limited. Especially because additional educational programmes such as GE are not legally binding on schools in Finland, the national core curriculum and pre- and in-service teacher education are ever more important aspects to be taken into account.

6.4 Conclusions on global education and social learning

I have defined GE and social learning rather extensively in Chapter 2. In this chapter, I will use those definitions and study GE particularly as a social learning process. I have not followed the learning processes in my research but my focus has been on studying the learning environment, conditions for learning, and policy implementation. I have analysed the basic education schools and classrooms as communities of learning. I will illustrate my arguments and conclusions with the help of a theoretical model that is visualised in Fig. 6. The figure demonstrates how learning is understood in this research and how it is connected to GE. This relation is further discussed in the text below.

GE in schools must not be considered as any social learning process but as an educationally framed transaction process by which a community purposefully aims to support certain competences that are defined as preferred and considered important for the community. Educationally framed learning processes include at least some, although sometimes rather flexible, pre-determined goals and objectives. In the following definition, the aims are derived from the national and international documents framing GE. On the basis of GE research discussed in this thesis, I define GE in Finnish basic education as follows:

GE is an educational philosophy that is based on certain values, but also recognises the pluralistic and contextual nature of knowledge. It is based on human rights, and especially on the idea of human dignity. The goal of GE is twofold. From a social point of view, the goal is to empower people to contribute to societal change towards a more just, equal, inclusive, sustainable, and peaceful common living environment. From an individual point of view, the goal is to be able to experience one's life and the world around as meaningful and to be able to pursue one's happiness while realising

one's moral responsibility towards other people and the common globe. The ultimate aim of GE is transformative learning guided by ethical sensitivity. The short term objectives are to develop competences, which are needed to achieve the ultimate aim and the above two-fold goal in the globalised world. Learning is realised through transactions in social networks and/or social situations. GE is an integral part of citizenship education and it penetrates all school activities.

The above definition also illustrates many of the ontological assumptions of this research. GE and learning are seen as social processes and knowledge is understood to be socially constructed. The emphasis on transactions, communication, and networks came also through from the answers of the respondents in Preliminary stage of my empirical study.

The GE conceptual model visualised in Fig. 6. is based on the theories used in my research (*i.e.* social learning and GE) and not so much on data analysis. The aim of the model is to illustrate different factors that contribute to and explain a given phenomenon under investigation and how these different factors are interconnected and interacting among themselves in the transformation process. Especially the cube in the middle of the model is designed to help understand and identify the important variables (*i.e.* competences), which are both the basis and the outcome of the process. The model also includes a reference to the future: the desired goals of GE. The main focus of the model is in the cube placed in the centre, which is the location where various transactional social processes take place. The ethical foundation of GE, namely 'human rights', 'ethical sensitivity' as well as the need for pluralistic perspectives and 'knowledges', can be found inside the cube. These three aspects are essential in the inquiry and learning process when new solutions are sought in diverse contexts without losing one's ethical compass.

The transacting partners in Fig. 6. are as follows: Learner N, Learner 1, Teacher, and Context. They all play a part in the formation of the operational culture of the school. In the model, Teacher represents the professional adult present in the learning process who in basic education often is the class teacher. Learner 1 represents a basic education pupil (aged from seven to 16) and Learner N represents persons other than Learner 1 present in the every-day life of the school. Learner N includes pupils, their families, teachers other than the class teacher and other school staff members, and other relevant people from outside the school community. Each Learner as well as Teacher in the model represents

personal knowledge (of the world and of himself or herself as part of this world) that individuals bring into the learning process. Knowledge in this figure is understood on one hand as a personal frame of reference and on the other hand as a collective and social knowledge of the context. As the process of learning is understood as transactions, the partners should be taken as coexisting. Individuals belong into many different social units or ‘several communities of practice’ (Wenger 2002: 6, see also Räsänen 2002: 99), which are interacting and influencing each other.

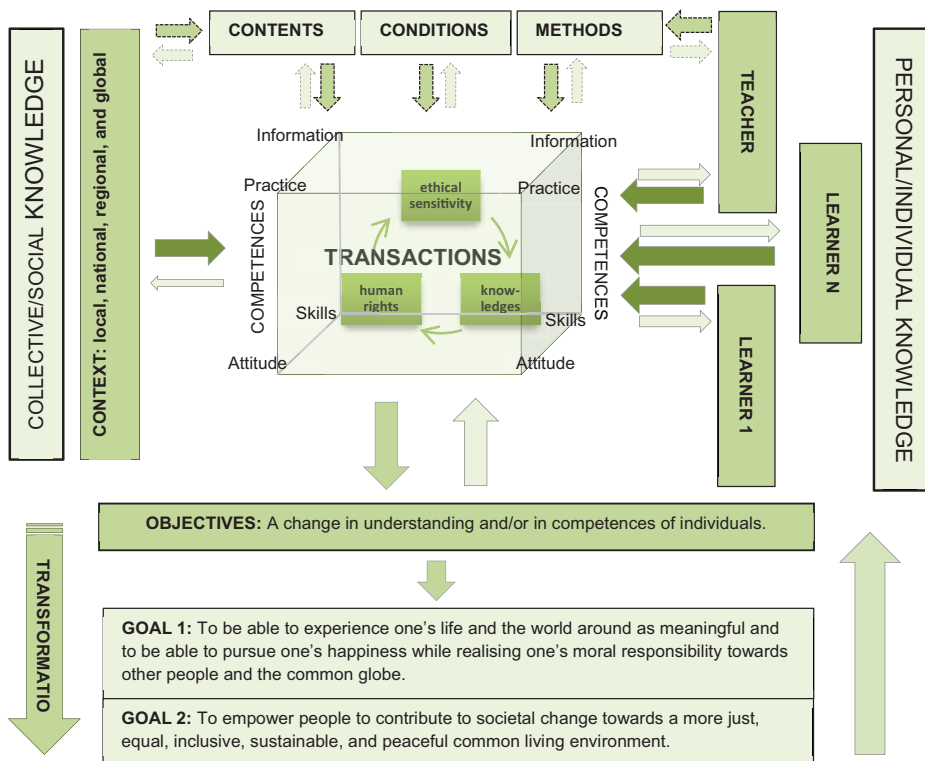


Fig. 6. A theoretical model to study GE as a social learning process in Finnish basic education.

Context represents the social unit: both the physical and social environment as well as the collective (warranted) knowledge of the social unit. In basic education, it is also embodied in such instruments as the NCCBE and the GE 2010 programme as well as international documents supporting it. Context, to a degree,

is also personified in different individuals involved in the process: even though Learners represent individuals they also are part of the collective social not only by being affected by it but also by constructing and creating it. One part of Context is social media, which according to the recent research (Myllyniemi 2014: 35) is used by 89 per cent of the Finnish youth (from 15 to 29 years old), most popular being online services such as Facebook, Twitter, and Google+. Social media has enlarged the context beyond the immediate environment and at its best can also expand knowledge base and worldview. Social media and the internet have in a way brought the globe into the classrooms and homes. That has inevitably an effect on education. Even though family has been reported to be number one in the sense of belonging, almost half of the young Finns experience the sense of belonging also to some online community (Myllyniemi 2013: 19). The survey on Finnish children's media usage, in turn, has revealed that most of the 7–8 years old use the internet almost daily and in the same age group, especially the girls have already started using social networks services (Suoninen 2014: 11). As a whole, contexts of learning have expanded and global and local have become more interconnected also at the classroom level.

As the model represents basic education GE learning processes, it concerns also educational objectives. The different competence areas in the model are divided into 'information', 'skills', 'attitude', and 'practice'. In basic education, the competences include gaining information for example about the symbols, norms, rules, and laws of Context and of the mutual rights, responsibilities and obligations of Learners and of Context (see Lynch 1989: xv, Hunter *et al.* 2006: 279, Banks 2009: 316–317, Finnish Citizenship Act 2§). Skills relate, for example, to the abilities that are needed to participate in social transactions in a given context such as verbal and non-verbal communication skills and reflective thinking skills (see Banks 2009: 316–317, Deardorff 2004: 183–184, Hunter 2004: 130–131, Lynch 1989: xv, Wenger *et al.* 2002: 55–58). Attitude includes, for example, one's beliefs and values (the sense of right and wrong). It moreover refers to how we value, respect, and appreciate other Learners and other Learners' actions as competences in Context (see Deardorff 2004: 185, Hunter *et al.* 2006: 279, Mezirow 2000: 12). Practice, in turn, concerns the preferred or habitual ways of displaying actions in Context (see Wenger 2000, Wenger *et al.* 2002).

As the competences represent both the basis and the outcome of the GE learning process, the model also includes a time dimension. The transactional processes create knowledge and this refined knowledge affects the consecutive transactional processes (see *e.g.* Biesta & Burbules 2003, Cornish & Gillespie

2009, James 2004: 20). Therefore, most competences must partly be considered as temporal, which leads to the idea that GE actually does not really include an end but it is a continuous, holistic, lifelong and life-wide process.

GE is about examining the ways in which we create knowledge about ourselves, about others, and about our environment and about examining the ways how people use this knowledge to solve problems and to communicate with each other. This inquiry process has an ethical basis searching for a good and meaningful life for all in the globalised world. Therefore, GE is also asking why and by whom various competences are defined as preferred in a given context and questioning the status quo by asking if there is a need to define these competences otherwise (see Andreotti 2010a, 2010b, Ramsey 1987, Räsänen 2002, de Sousa Santos 2003).

With regard to conditions, in order for transactions to be effective it is important to make sure that the whole operational culture supports GE and, for instance, Learners are prepared and resourced for transactions. When the teachers are expected to plan, organise, guide, and support the learning processes, it is vital that the teachers themselves have the appropriate competences for the process. Even though GE is not only a set of tools and techniques to be implemented, the teaching methods and the resources used for transactions bear a great importance for the learning process. The basic education years are to build basis for a gradual development of a more sophisticated understanding of the immediate as well as the wider context, not only from the socio-cultural but also from the socio-political point of view. From the GE perspective, learning does not ultimately refer to adopting the preferred or habitual ways of doing things but essentially learning to understand the purposes and consequences of our actions in Context.

In order for learning to have relevance in Context, it needs to take place as much as possible in real-life situations. In basic education, social transactions may be realised by offering opportunities to look at issues from different perspectives; by creating situations that support finding cause-effect relationships; by helping become aware of and control one's emotions; and by creating situations that require making informed choices based on fairness, inclusion, equity, and equality. In the questionnaires, the teachers pointed out the relevance of collaboration, experiential learning, and learning by doing. Some respondents emphasised also modelling. It can be assumed that many class teachers already follow the above principles. However, for the educational situations to be effective and logical, from the GE point of view, they need to be founded on GE

values, motivated by the GE goals and contents, and informed by GE-related pedagogy.

The model of GE as social learning can also be studied from the perspective of the three fundamental elements of communities of practice (see Chapter 2.6.2). The ‘domain’, or the shared interest of the community, can be found in the definition of GE, in its value basis, goals, and contents. The ‘community’ represents people who interact regularly on issues important to the domain *i.e.* who are regularly present in the everyday life of the school and who are committed to the domain. ‘Practice’ is greatly dependent on the operational culture of the school; on the methods, the common resources available, and on the opportunities the school offers for transactions and communication. Practice can be considered as a purposeful activity that is founded on GE principles and guided by the aims of GE. Being a transformative process, in basic education level, GE practice needs to be associated more closely with acquiring competences for transformation than with the ultimate aim, that of actual transformation. In line with social learning theories, the model suggests GE processes, which lead to change and create potential for transformation. However, the domain must be clear and shared by the community and the community needs to be committed to it. In addition, the practices in the operational culture with its many transactions should support the shared domain.

As discussed, the main working principle in communities of practice is that of participation, but the theory includes different levels of participation. Each community of practice has its own dynamics. With regard to the core, active, and peripheral members, it is important to remember that in communities of practice knowledge resides in communication and relationships of the members as well as in resources and actions of the particular community. When talking about classrooms, the teacher has an important role in inspiring and guiding pupils in the learning processes. However, it is important to notice that the theoretical model in Fig. 6. considers the teacher also as Learner who is expected to work for GE competences in the pupil Learners. Educational professionals’ community can form a very efficient learning community in itself (see *e.g.* Lingard *et al.* 2008: 5). The learning ethos and nature of transactions in that community are vital for teachers’ professional learning.

GE can also be analysed through Wenger’s (2002: 4–6, Wenger 2009, 2015) concept of learning as doing, as belonging, as experience, and as becoming. ‘Doing’ refers to the shared historical and social resources, frameworks, and perspectives. Transactions in schools cannot be based on one homogenous

worldview or culture if culture is understood as the changing values, traditions, social and political relationships (see Nieto 1996: 138). Moreover, the feelings of trust, solidarity, security, and empathy (see Mezirow 2000: 12) are of high importance as ‘belonging’ refers to the social configurations of the context; to how different Learners feel they are part of the community (see also Osler & Starkey 2008) and how they feel their participation is recognised as a competence in the community. The teacher has an important role in safeguarding that everyone is included in the community and can feel that he or she is part of it.

With regard to our ability to ‘experience’ transactions as meaningful (see also Banks 2009: 316–317, Halinen 2011: 78, UNESCO 2005a: 1) in basic education context, the requirement is that pupils are allowed to participate on the basis of ‘who they are’ rather than of ‘who they will become’ (Moss 2007, see also Freire 1993: 160). Thus, the operational culture of the school bears vital importance in the GE learning processes. Even though it is important at least occasionally to allow pupils to participate in social situations as peripheral members (see Wenger *et al.* 2002: 55–58), their contribution to the process is vital as social learning fundamentally concerns building collective competences and collective knowledge. In Wenger’s social learning framework, learning as ‘becoming’ is easy to associate with transformation as it concerns development, change, and identity building in the context of the community (see also Banks 2009, Osler 2004, Räsänen 2002).

The aims of basic education in Finland include enhancing equality and a sense of community, increasing awareness of the values and practices the society is based on, and gaining skills and knowledge needed to participate in development of a democratic society (Opetushallitus 2004: 14). From a GE and social learning point of view, it is particularly important to evaluate not only *what* this knowledge is and what these skills and values are, but namely *how* the knowledge, skills, and values are created and legitimated. Who defines the new or refined knowledge about Context and Learners as part of the social configuration of Context? Similarly, it is particularly important to recognise and understand what the personal knowledge is that Learners bring into the learning process and, more importantly, *how* this personal knowledge has been created and how it is used in the transactions. These questions need to be asked especially in a country like Finland, which has been considered monocultural and where, for historical reasons, knowledge presented at schools has been monolithic and the curriculum relatively ethnocentric.

On the basis of my research questionnaire process, it seems that most social transactions take place inside the school or inside a particular classroom. That is understandable, and schools and classrooms can themselves be versatile and effective learning contexts. The opportunities for transactions with people outside the school community mainly included occasional visits from the police and the fire department, from the Evangelical-Lutheran Church representatives, from the local public library, and some foreign visitors. From the communities of practice perspective, these occasional contacts do not sufficiently support the idea of open and varied communities.

The research findings from my questionnaires also support the assumption that some Finnish schools can still be considered rather homogenous with regards to their student and staff body. As discussed, there were several schools where none of the pupils have an immigrant background or belong to any of the ethnic minority groups or speak languages other than Finnish as their mother tongue. Even though the number of pupils with an immigrant background is small compared to other European countries, the proportion and importance of immigrants will most likely increase and as discussed, in 2012, 87 per cent of the population growth in Finland was already explained by people speaking languages other than Finnish as their mother tongue (Statistics Finland 2013). From a social learning perspective, the possibilities of learning from one another would increase enormously, if teachers could make use of diverse transactions in the context and if the school curriculum provided a basis for it. Besides, it is important to remember that there are many kinds of diversity in the context, ethnicity being only one of them. A diverse student body inevitably helps in providing various perspectives and thus, diversifying perspectives. However, one must remember that the deep knowledge of the domain is essential as well, and teachers can provide new perspectives via new forms of knowledge and experiences even within a classroom.

From a transformative learning point of view, it can be argued that even short term transactions may sometimes initiate transformation and that transformation may occur suddenly (see Jokikokko 2010). Taking into account the age of basic education pupils, especially on the lower level, it is unlikely that much of critical reflection with regards to knowledge of Context will take place spontaneously (see *e.g.* Mahn 2004: 133, Vygotsky 1998: 89), and it needs sensitivity and tact from teacher when processes of change are inspired, even when it takes place in accordance with the NCCBE.

As GE encourages teachers to act as agents of change, they also need to be ready and open for transformations, which once and for all attach teachers to transformative social learning processes and to communities of practice. A teacher also needs to critically evaluate his or her own frames of reference and the process involves the production of one's professional identity in the context of one's community. In the case where a teacher's frame of reference is very different from the principles and perspectives of GE, the situation may cause a disorienting dilemma (Mezirow 1997b). Teachers as Learners also need educational interventions, guidance and support, before they will be able to guide transformation processes (see *e.g.* Jokikokko 2010: 84). Unless the educational practices and transactions are based on the ethical framework of GE and the competences defined accordingly, it is unlikely that they would lead to the ultimate aims of GE.

Diversity should be more closely observed in teaching material as well. Moreover, it was earlier pointed out that the negative attitudes of Finnish youth towards immigrants and minority groups have increased and it is in some research suggested to be partially due to the textbooks. No causal connection between the textbooks and the pupils' answers can be established based on my research findings as the above was not the focus of my research. However, it is important to notice that the role of teaching material is important in education, which becomes clear also on the basis of my research.

To some extent, the pluralistic nature of knowledge has been addressed in the newest core curriculum (Opetushallitus 2014b: 13–14). How far these changes will materialise into the right direction from GE point of view on a school level will depend on the changes in school level curricula and particularly on in-service training of teachers in the use of the new curricula.

As a whole, schools should provide possibilities of encountering multiple perspectives and viewpoints. An important task for a school and for a class teacher is to construct social situations for dialogue and to provide opportunities for pupils to participate in practices of the heterogeneous social context, both inside and outside of the school. For example, the question of how well the immigrant groups in Finland or the remigrant Finnish pupils fit into the imagined homogenous mainstream has received far too little attention. Moreover, it is to be noted that not all the so called mainstream pupils come from similar and equal backgrounds either.

6.5 Evaluating the quality and ethics of the research

I strived to clarify reliability and validity issues in my research with the help of the domains of issues and assumptions discussed in Chapter 3 in this work. In my research, the concept of ‘legitimation’ suggested by Onwuegbuzie and Johnson (2006) has been used as a framework for research validity evaluation. The legitimation concept was discussed in more detail in Chapter 3.3. Ethical issues with regard to the respondents in my questionnaire stage are also discussed in Chapter 4.3.1.

With regard to content analysis, the educational goals and values were fairly clearly communicated in several parts of the NCCBE, and the educational goals and values in the GE 2010 document were expressed with the help of the rather exhaustive definition given to GE. Moreover, the list of the international organisations and strategies that had helped the drafting committee to shape the GE guidelines also facilitated the classification of the various expressions into categories. Regarding the inside-outside legitimation, as the analysis was conducted by only one researcher, it is possible that another researcher would have resulted in slightly different decisions regarding the condensing process and categorisation. However, I consider it unlikely that even though the texts were coded by more than one coder, the analysis stage would have produced conflicting results with regard to the meanings given to GE in the documents. In order to guarantee my research validity, I could have coded the same contents more than once. However, instead of starting another long content analysis process, the problem was addressed by checking and crosschecking the data several times during the process. The clarity of the documents greatly helped me with the analysis and thus, diminished the possible inconsistency in coding.

I considered research questionnaires an appropriate method to collect data from the field because the initial aim was to involve as many schools as possible in different parts of Finland. In the later stages, it was determined also by the fact that I was living in another continent, which excluded, for example, observation or interviews as possible research methods. The number and variety of answers the respondents (principals, teachers, and pupils) provided both in quantifiable and in the open questions helped to illuminate the GE situation in the field and as discussed, also occasionally resulted in reformulating some of the planned research questionnaire questions in the consequent stages of the research.

There are, however, some issues that need to be taken into consideration with regards to the quality of my research questionnaires. Firstly, it took me some time

to find the appropriate theoretical framework and methodology and therefore, they did not strictly guide my work in the beginning of the process. The questionnaires were initially planned to be used to collect data to find out how GE 2010 programme had been implemented in the field. However, as the implementation of the programme had not been realised in any of the schools, the focus of my research changed, and I needed to reformulate some of the questions during the process. Moreover, in the beginning I planned to conduct a longitudinal study but as the number of participants dropped during the process, it could only be realised to a degree. Despite of the above, the questionnaires as a whole managed to provide varied and large amount of data, which enabled me to choose those particular parts that helped me answer the research questions.

The structure of questionnaires and order of questions as well as the ways of asking and alternatives given have some effect on the results. That was clearly demonstrated when asking about GE evaluation through different types of questions (see Chapter 5.2.4). However, no clear misunderstandings of the questions (open or closed) were detected but all answers were relevant to the questions posed. There were moreover no real problems to understand the answers and views given by respondents and the interpretation was greatly helped by the amount of various bodies of data. The interpretation was also made easier by my own education and career background: I was very familiar with the topic (GE) and the context where the respondents worked and acted (Finnish basic education school), and the professional language with specific expressions and vocabulary the respondents used was familiar for me (see *e.g.* Krippendorff 2004).

It could be assumed that in some cases in my research, the teachers and pupils may have discussed the topics related to GE only after they received the questionnaires. They may also have discussed the options in the pupils' questionnaires, which could have guided the pupils' answers. As class discussion was reported to be one of the main methods to teach GE in basic education, additional discussions may actually be considered as an advantage for the ultimate goal to help implement GE in basic education although it may also have given a slightly too positive picture to the researcher. No direct influence of another person was, however, recognised in pupils' answers as they differed with regards to the content, the choice of words, and to the relevant examples given in open questions.

The intention of my research was not to make statistical generalisations from the sample respondents to a larger target population. On the contrary, it was

recognised that voluntary groups are rarely a fully representative sample of the population. Therefore, it was suggested that the research questionnaire findings may safely be applied to these particular research cases and probably other similar volunteer groups. However, the amount of respondents was rather large in my first questionnaire phase (164 principals and 31 teachers) and also the number of pupils was considerable in phase II (203) and thus, the findings from these particular cases can be of more general value when combined with other related research findings.

6.6 Recommendations for practice and future research

To conclude my research, in this chapter, I will provide recommendations for practice and future research to facilitate the implementation of GE in Finland and to inspire further research in the field. It is to be noted that the recommendations can only be interpreted properly and understood in combination with the discussion presented in the other chapters of this work.

On the basis of my research, one of the most important tasks is to clarify the domain, *i.e.* the phenomenon and concept of GE. From the basic education point of view, far-reaching goals are essential, but they need to be made relevant and concrete for the particular education context. The comprehensive definition given to GE in the GE 2010 programme and in the consequent projects by the MEC and the FNBE could be useful sources for the task as well as my definition in Chapter 6.4.

The clarification work should also include the definition of the short-term GE objectives and competences for basic education. The short term objectives are vital for a transformative process that GE ultimately concerns. The results of Deardorff's (2004, see Chapter 2.4) study on international competences and Hunter's (2004, see Chapter 2.4) study on global competences could be helpful in the definition work. When GE is defined in a clear and concrete way it will give tools for the schools and teachers to prepare their local curricula, and consequently, to organise their educational activities and prepare relevant evaluation practices with regards to them.

Evaluation of educationally framed social learning processes such as GE should focus on the actual process and favourable conditions for it. As GE is considered as a philosophy and perspective in teaching, the success of GE is highly dependent on the operational culture and the pedagogical approaches guiding the transactional processes. Therefore, evaluation of GE cannot be

separated from the curriculum contents, methods, resources, and conditions for facilitating GE.

For a successful integration of GE on a school level, action research methods have been found useful when forming communities of practice within basic education schools. With appropriate training, support, guidance, and resources, teachers can form efficient learning communities to develop GE curriculum and train themselves in various aspects of GE. Communities of practice should be developed step by step as suggested by Wenger, McDermott, and Snyder (2002). As soon as an individual community of practice, *i.e.* a classroom, functions it should be integrated with other communities of practice within the school and with other schools. There is already some research about projects and methods to be used in multicultural classes or when teaching global issues (see FNBE 2011, Opetusministeriö 2010, Opetus- ja kulttuuriministeriö 2011). What is missing is long-term development work, which shows how GE issues and perspectives could naturally be included in all activities. That is where action research can be of great help.

Principals are in a crucial role in the development of learning communities as they are responsible for educational activities in their schools. Therefore, the school principals should be trained to lead GE processes. The training needs to address such aspects as the goals and philosophical foundation of GE as well as knowledge of effective pedagogical practices. Special concern should be given to how to integrate GE holistically into the school curriculum and how to coordinate transformative processes school-wide. It would be natural to expect the respective municipality as the employer to be in charge of providing the appropriate training.

Teachers and principals are the ones who implement education policies as well as didactic principles and make pedagogical choices on the grassroots level. Through these actions, they participate in defining the philosophical foundation of education (see Tangchuang & Mounier 2010: 107). Even though not supported by the respondents in my research, integrating GE in the NCCBE would justify organising mandatory continuing education for the school staff and those responsible for grassroots basic education. It is particularly important to increase the inclusion of those persons who have not participated at all or only infrequently in GE training. Development projects and communities of practice may provide possibilities to motivate people who currently do not pay any attention to GE.

It is important that people who are involved in the grass root education decision making have a clear understanding not only of GE but also of the

contexts within which education and learning in general takes place. One area of the context to be observed is the internet and social media, which are frequently used by the basic education children. It is also important to support and facilitate the transaction processes between the school communities and other stakeholders such as individual external practitioners, policy makers, curriculum designers, and education material producers. When the national objective is to include the GE perspective in all major education policy lines, the financial and professional support for the municipalities and for the schools should come from the government.

The university education departments play a leading role in developing GE as they are responsible for relevant research on GE and they moreover train teachers and educational administrators. In Finland, the universities function as autonomous units. Guided by the University Act (see Yliopistolaki), they are free, for example, to organise their own internal administration, have freedom of research, art and teaching, and are able to select their students independently. The autonomous position has both positive and negative effects. It guarantees the independent role of the universities in society, which is important for research and development; but at the same time, freedom to choose can also cause serious shortages in professional content areas. Teacher education is a university degree programme but policy guidance is needed to ensure that central competences such as GE competences are not neglected in the programmes. Volunteer participation in further training is good in principle but there must also be means to train all professionals in key positions. University degrees in Education can currently be offered in eight universities in Finland (see Opetus- ja kulttuuriministeriön asetus 1040/2013). Co-operation and coordination of these education institutes in implementing GE in their teacher education programmes would certainly further GE policy coherence in the country.

GE should not be left to individual teachers or limited to occasional school activities but be integrated with other functions at school. The school curriculum should be aligned to support a holistic approach, which would ensure that GE would have potential to have an effect on the whole organisational culture. The transformation approach presented by Banks (1993b: 199, see also Brandt 1994) could be used as guiding principle when designing the work: developing the curriculum to enable pupils view concepts, issues, events, and themes from different perspectives. The school specific learning goals could be organised into the form of educational principles as suggested in Chapter 5.3. Educational principles should also be taken into account when defining the goals and contents

of separate school subjects. Thus, learning in GE could to a great extent also be realised in regular school subjects as majority of the respondents suggested in my research - or 'around subject matters' as Wenger (2015) proposes, provided that it is systematic and that the operational culture of the school supports GE.

The reasons for some parents denying their child's participation in the research can be many but parents' perceptions concerning GE would be an interesting and important area of investigation. Pupils' homes and their family environments, are also important for the process of acquiring one's habit of mind. Although many teachers seemed to be rather content with the current home-school cooperation, not all of them considered the current cooperation practices to support GE. There were also very few indications of parents' contribution to the implementation of GE contents.

Because there are no indications that the importance of the textbooks as resource material would be diminishing in the near future in Finland, there is a need for a more profound mechanism to review and control the learning materials used in classrooms. The production of the main education material should clearly be perceived as public service (Askerud 1997, Heinonen 2005). Measures should be taken to consolidate the participation of at least the following partners in the textbook production processes: textbook publishing house personnel, the state representatives responsible for national education, the university education departments, and the grass root level practitioners. The government needs to consider the textbooks production process as an integral part of the national education development and policy guidance process. In Chapter 6.2, I suggested a list of guiding questions that could be used as a basis for the textbook development work from the GE perspective.

It became clear from my research that there are considerable gaps between the policies and their implementation in Finland. That is not to say that there are not schools and teachers where local curricula and also GE strategies are taken seriously, but to point out that there are vast differences between schools and teachers. The fact that the GE 2010 programme had not produced an action plan in any of the schools (N=164) was a huge surprise to the researcher and revealed in a way the gap that can exist between the grass root realities and national programmes even when the programmes themselves can be considered as good and justified. That is why the coordination of programmes and inclusion of all their central elements into the national curriculum guidelines is strongly emphasised. The number of separate strategies should be limited and all the essential elements should be included in the common ground.

Taking into consideration the current world situation and socio-cultural changes, the need for GE cannot be denied. It is in principle a recommendable idea that actors on the grass root level are the ones constructing the local curriculum but it also should be carefully studied to what extent it is successfully done and what are the conditions under which it takes place. This research has tried to contribute to this knowledge but more research is needed on the matter. The gap between the policy papers and the implementation is particularly worrying at the time when differences between schools, areas, and pupils' school results are increasing.

One area that emerged as central from the data was the need for pre- and particularly in-service training of teachers. It raised the questions of how it is guaranteed that all teachers in the field are trained in all necessary sectors of curricula, particularly at the times of constrained budgets of municipalities. Teachers' in-service training and its success factors would be an important research topic. At the same time, the worry expressed about increasing teachers' in-service training leads also to the question of sufficient finances. At the end, it is a question of values how these concerns are taken on board and whether resources and policy-guidance are directed to the areas represented by GE. At the moment, teachers' in-service GE training is not systematic enough.

The GE projects of the MEC and the FNBE and Finnish research literature discussed in this work are a clear indication that there is intent and will among many government officials and researchers to develop GE in Finland. The increased pluralism and need for sustainable development have been recognised as well as taking them into consideration in policy-making and policy-guidance. This research emphasised the increased pluralism as an education challenge and the importance of taking it seriously in policy making and educational practices. The contents of the new core curriculum (see Opetushallitus 2014b) also seem to point to the right direction and would hopefully give teachers a strong mandate to implement GE in their teaching. Citizenship education is also included as a separate subject in lower level basic education studies in the new core curriculum from year level four onwards (Opetushallitus 2014b: 290–293). However, it will take several years before the curriculum will be fully implemented on the grass roots level. The new curriculum will come to force in lower level basic education in Autumn 2016 and on the upper level, it will be gradually taken into use in year levels seven, eight and nine in Autumn 2017, Autumn 2018, and Autumn 2019 respectively. Looking at the developments that have taken place in Finnish society during the past two decades and the research findings about the growing

negative attitudes of Finnish youth, it seems obvious that if we aim to change the situation, GE should be included in its full scale in school curricula and it should also be integrated in all subject areas of the NCCBE.

However, as pointed out, comprehensive schools in Finland enjoy a great deal of freedom in educational decision-making and although national guidelines are vitally important, they cannot alone guarantee success. To narrow the gap between policies and grassroots realities, both top-down and bottom-up approaches are needed. Systematic in-service education of teachers and principals is one of the areas for development. Comprehensive in-service training for the implementation of the new national guidelines is needed before 2016, and after that. It is also vitally important that when the full implementation of the new curriculum for basic education starts, a research will also start about the implementation of GE and about the conditions for its successful inclusion in the practiced curricula.

6.7 Final thoughts

I gave my research a title in the form of a question: *Is global education a moral responsibility or an extra burden?* This question has followed me as a researcher and in my private life throughout the years I have worked with this dissertation.

During the past years, my family has lived on two continents, in four different countries. The internet has definitely broken territorial boundaries between us and made the time and distance collapse. Equally, we have regularly witnessed how people, goods, services, and ideologies cross national and regional borders. We have perceived the interconnectedness of the globe.

Due to our life situation, we have been practically forced to judge the relevance of our frames of reference and their appropriateness in different contexts. It has not always been easy to adapt oneself to different ways of thinking, communicating, and behaving. We tend to be prisoners of our own history, our taken-for-granted frame of reference. However, awareness of multiple perspectives and ‘knowledges’ can be increased and new ways of thinking and acting can be learned.

GE is interpreted and emphasised differently around the world, but what holds it together is the centrality of the concept of human dignity and the idea that each human being has a value. We all have a need to belong, we all deserve a chance to make a decent living, we all are worthy of having a place to call home in this globe. However, equal worth and social justice are by no means self-

evident when looking at what is going on in different parts of the world. Many events make us question the nature of human beings and bring home how urgently social care, equity, and moral education are needed.

At the time when I was writing the discussion chapter for this work, there was constant news about the ‘boat people’ in both continents that we call home: in Europe and in Asia. I have tried to comprehend the mass graves that have been found in South-East Asia. Likewise, I have strived to make sense of the shipwrecks and of the thousands of people, including children, who lie in the bottom of the Mediterranean Sea as a result of searching for the chance of having a better life.

I have also tried to understand the grave consequences of recent natural disasters: the heavy floods, landslides, earthquakes, heat waves, and wild fires that have caused not only huge economic damages but so many losses of lives in different parts of the world. I have tried to comprehend the aviation tragedies caused by human beings. I have tried to rationalise the reasons for young Finns joining extremist fighters’ groups, especially in light of research claims that Finnish youth are ‘politically apathetic’. Even though the research results on young Finns’ values and types of citizenship are said to represent mainly ‘egalitarian citizenship’, it was most alarming that Helena Helve (2015: 50) found in her research a new group that she describes ‘a new growing “heartless” generation’.

When I am writing these final words, I am ever more convinced that I chose the right topic – or that the topic chose me. GE is an important research area and it is crucially needed, not only in Finland but in the world as a whole. It is also a conclusion in my thesis that GE is vitally important for everyone as the global dimension of citizenship education. Not as an addition, but an integral part of all educational activities.

It is difficult to predict how the world will evolve but there is evidence that education, cultures, and contexts influence people. There is no reason to believe that the future cannot be better; it all depends on the actions we take. That is why teachers and educators in general have a special role and responsibility. They educate present and future citizens and thus, have potential to effect the direction of development. For me, GE equals good education – it is the moral responsibility of all people involved in educating citizens of our common globe.

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Appendices

Appendix 1 A: Phase I, Electronic questionnaire for principals

This questionnaire is part of the doctoral dissertation research of Anna-Kaisa Pudas who is a doctoral student at the University of Oulu. The title of the research is ‘The position of global education and the implementation of the Global education 2010 programme in Finnish lower level basic education schools.’

This questionnaire is prepared to serve as a preliminary study. The intention is to map out how schools perceive global education in general, how the Global education 2010 programme has been received, and how basic education schools have started to implement it. The aim of the doctoral dissertation is with the help of the research findings to develop global education in Finnish basic education schools, especially the concrete practices and evaluation criteria for global education. This questionnaire has been sent to all municipalities’ school offices in Finland with the help of administrative districts’ officers. Answering the questionnaire is voluntary. However, for the questionnaire to have maximum value in developing school practices, everyone’s participation is desirable.

ALL ANSWERS WILL BE DEALT CONFIDENTIALLY.

THANK YOU FOR YOUR COOPERATION AND HELP!

Anna-Kaisa Pudas
anna-kaisa.pudas@oulu.fi

1. In which district is your school located?

- Lapland
- Oulu
- Western Finland
- Eastern Finland
- Southern Finland

2. Which grades do you have in your school at the moment?

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |

3. Which grades will you most probably have in your school in the autumn 2010?

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |

4. Are you aware that the Ministry of Education has published a 'Global education 2020 programme' in the spring 2007?

Yes No

5. Are you aware that the Ministry of Education encourages all schools to prepare their own 'globalisation and global education strategic action plan'?

Yes No

6. How is global education taken into account in your school?

- We have not specifically taken it into account.
- We have planned to draft a global education action plan for our school in the future.
- We are currently drafting or we already have a global education action plan for our school.
- Global education is integrated into our school curriculum.
- We have a person or a team responsible for our global education.
- Other. Please specify.

7. Who have participated in global education training in your school?

- | | |
|----------------------------------------------------------------------|--------------------------|
| Nobody. | <input type="checkbox"/> |
| Principal. Year/duration of the training (h/d/w/m/y/ECTS)/organiser. | <input type="checkbox"/> |
| Teachers. | <input type="checkbox"/> |
| Other staff member. Who? | <input type="checkbox"/> |

8. Below, you can find eleven sentences. Do you think they describe your school?
Tick yes/no.

| | Yes | No |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Our school has a Parent-Teacher Association | <input type="checkbox"/> | <input type="checkbox"/> |
| Our school has a Pupils' Council | <input type="checkbox"/> | <input type="checkbox"/> |
| We receive visitors (<i>e.g.</i> from enterprises, organisations) | <input type="checkbox"/> | <input type="checkbox"/> |
| We make field trips (<i>e.g.</i> to cultural destinations, enterprises, organisations) | <input type="checkbox"/> | <input type="checkbox"/> |
| We have immigrant pupils | <input type="checkbox"/> | <input type="checkbox"/> |
| Our pupils study foreign languages | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils study language other than Finnish/Swedish as their mother tongue | <input type="checkbox"/> | <input type="checkbox"/> |
| We have regular self-funded cooperation with an external actor (<i>e.g.</i> another school/institute, NGO, enterprise) | <input type="checkbox"/> | <input type="checkbox"/> |
| We have regular self-funded international cooperation with an external actor (<i>e.g.</i> a sister school) | <input type="checkbox"/> | <input type="checkbox"/> |
| Our school takes part in a world-wide organisation's project that we receive outside funding for (<i>e.g.</i> EU, UNESCO) | <input type="checkbox"/> | <input type="checkbox"/> |

9. In the Global education 2010 programme, global education is defined according to the goals collected in the table below. Evaluate how these goals are taken into account in your school activities.

| | Not at all | Sometimes | Usually | Always |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Individual global responsibility and communal global responsibility. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ethics of a world citizen, which in turn is founded in fairness and respect of human life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Critical and media critical citizen with knowledge and skills to act successfully as part of one's own community in a globalising world. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. As part one one's community, promote national and international interaction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. As part of one's community, promote inter-cultural dialogue and learning from one another. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Understand and appreciate difference and different cultures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Make choices that promote development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. See the earth as an entity with limited resources, where one must learn both to economise resources and to share them fairly, equitably and equally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Understand the ever globalising economy and influence the rapidly changing economy and its social and cultural ramifications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Enhance initiative rising from an individual aspiration to work for a better world and from hope of its realisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Global education, as defined in the Global education 2010 programme, should be taught...

- | | |
|------------------------------------------------|--------------------------|
| as a separate subject. | <input type="checkbox"/> |
| in those subjects it can easily be integrated. | <input type="checkbox"/> |
| as theme days. | <input type="checkbox"/> |
| integrated in all school subjects. | <input type="checkbox"/> |
| included in all school activities. | <input type="checkbox"/> |
| as an optional after school activity. | <input type="checkbox"/> |
| Other: | <input type="checkbox"/> |

11. How do you think your school's global education could be improved?

- More knowledge about suitable teaching methods.
- More knowledge about the theoretical background of global education.
- More literature.
- More varied literature.
- More teaching material.
- Better quality (more versatile) teaching materials.
- More knowledge about the evaluation of global education skills.
- More cooperation between teachers.
- More cooperation with other schools.
- More cooperation between the school and home.
- Compulsory training for the school's teaching staff.
- More cooperation with individuals and actors outside the school community (*e.g.* enterprises, NGOs).
- More possibilities to participate in projects outside the school.
- More hours allocated to global education in the distribution of lesson hours.
- More power for the school on decision-making.
- Better guidelines from the municipal's education department.
- More grants.
- Other:

12. Is your school interested in participating in global education research?

No

Yes. Our school's email address is as follows:

THANK YOU FOR YOUR ANSWERS!

Appendix 1B: Phase I, Electronic questionnaire for teachers

This questionnaire is part of the doctoral dissertation research of Anna-Kaisa Pudas who is a doctoral student in the University of Oulu. The title of the research is ‘The position of global education and the implementation of the Global education 2010 programme in Finnish basic education lower level schools.’

This questionnaire is prepared to serve as a preliminary study. The intention is to map out how schools perceive global education in general, how the Global education 2010 programme has been received, and how basic education schools have started to implement it. The aim of the doctoral dissertation is with the help of the research findings to develop global education in Finnish basic education schools, especially the concrete practices and evaluation criteria for global education. This questionnaire has been sent to all municipalities’ school offices in Finland with the help of administrative districts’ officers. Answering the questionnaire is voluntary. However, for the questionnaire to have a maximum value in developing school practices, everyone’s participation is desirable.

ALL ANSWERS WILL BE DEALT CONFIDENTIALLY.
THANK YOU FOR YOUR COOPERATION AND HELP!

Anna-Kaisa Pudas
anna-kaisa.pudas@oulu.fi

1. In what district is your school located?

- Lapland
- Oulu
- Western Finland
- Eastern Finland
- Southern Finland

2. Which grades are you teaching?

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |

3. Do you work as ...

a class teacher?

a subject teacher?

4. Which subject/subjects do you teach?

Religion

Mother tongue

Foreign language

Mathematics

History/Geography

Physics/Chemistry/Biology

Visual arts/Music/Drama

Crafts

Physical education

Other

5. Have you participated in global education training?

Yes, years/duration of training (e.g. h/d/w/y/ECTS)/organiser

No

6. How important do you consider global education at school?

Not very important.

Somewhat important.

Important.

Very important.

7. Are you aware that the Ministry of Education has published the 'Global education 2010 programme' in the spring 2007?

Yes

No

8. Are you aware that the Ministry of Education suggests all schools to prepare their own 'globalisation and global education strategic action plan'?

Yes

No

9. In Global education 2010 programme, global education is defined according to the goals collected in the table below. Evaluate the importance of these goals in basic education lower level (grades 1-6).

| | Not important | Somewhat important | Important | Very important |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Individual global responsibility and communal global responsibility. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ethics of a world citizen, which in turn is founded in fairness and respect of human life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Critical and media critical citizen with knowledge and skills to act successfully as part of one's own community in a globalising world. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. As part one one's community, promote national and international interaction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. As part of one's community, promote inter-cultural dialogue and learning from one another. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Understand and appreciate difference and different cultures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Make choices that promote development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. See the earth as an entity with limited resources, where one must learn both to economise resources and to share them fairly, equitably and equally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Understand the ever globalising economy and influence the rapidly changing economy and its social and cultural ramifications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Enhance initiative rising from an individual aspiration to work for a better world and from hope of its realisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Which of the above goals do you think are visible in your school activities at the moment?

- 1. Individual global responsibility and communal global responsibility.
- 2. Ethics of a world citizen, which in turn is founded in fairness and respect for human life.
- 3. Critical and media critical citizen with knowledge and skills to act successfully as part of one's own community in a globalising world.
- 4. As part one one's community, promote national and international interaction.
- 5. As part of one's community, promote inter-cultural dialogue and learning from one another.
- 6. Understand and appreciate difference and different cultures.
- 7. Make choices that promote development.
- 8. See the earth as an entity with limited resources, where one must learn both to economise resources and to share them fairly, equitably and equally.
- 9. Understand the ever globalising economy and influence the rapidly changing economy and its social and cultural ramifications.
- 10. Enhance initiative rising from an individual aspiration to work for a better world and from hope of its realisation.
- 11. Do you think there is some area that is currently missing from the goals?

11. In Global education 2010 programme, global education is defined comprising the areas that can be found below. What do you think these areas should include in lower level basic education?

human rights education
equality education
peace education
media education
intercultural understanding
questions relating to development and equity
education for sustainable development

12. Global education, as defined in the Global education 2010 programme, should be taught...

- as a separate subject.
- in those subjects it can easily be integrated.
- as theme days.
- integrated in all school subjects.
- included in all school activities.
- as an optional after school activity.
- Other:

13. How do you think the realisation of the global education areas should be evaluated at school?

- Pupil evaluation
- Curriculum evaluation
- Evaluating teaching materials
- Evaluating teaching methods
- Evaluating the staff recruiting principles
- Other

14. How do you think your school's global education could be improved?

- More knowledge about suitable teaching methods.
- More knowledge about the theoretical background of global education.
- More literature.
- More varied literature.
- More teaching material.
- Better quality (more versatile) teaching materials.
- More knowledge about the evaluation of global education skills.
- More cooperation between teachers.
- More cooperation with other schools.
- More cooperation between the school and home.
- Compulsory training for the school's teaching staff.
- More cooperation with individuals and actors outside the school community (e.g. enterprises, NGOs).

- More possibilities to participate in projects outside the school
- More hours allocated to global education in the distribution of lesson hours.
- More power for the school on decision-making.
- Better guidelines from the municipal education department.
- More grants.
- Other:

THANK YOU FOR YOUR ANSWERS!

Appendix 1C: Interim report for the respondents from the findings in phase I

DOCTORAL DISSERTATION RESEARCH ON 'THE POSITION OF GLOBAL EDUCATION AND GLOBAL EDUCATION IN FINNISH BASIC EDUCATION SCHOOLS (GRADES 1–6)'

- Interim report for the participating principals and teachers from the findings in Preliminary study -

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The research is related to the Global education 2010 programme published in the spring 2007 by the Ministry of Education. In the programme, global education (or international education) is defined as action which...

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

The research is a pragmatic evaluation study: the object of evaluation (global education in basic education) is understood as a developing cooperational process. The goal of the research is to map out the position of global education in basic education schools, to evaluate the Global education 2010 programme from the schools' point of view (*e.g.* the goals, contents and global education different areas), to find useful practices to realise global education in basic education lower level and to form a clarified Finnish vocabulary for global education. The research process will be realised in four phases:

1. Preliminary study in the *spring* 2008 that is targeted to all basic education principals and teachers.
 - Goal: the position of global education and the implementation of Global education 2010 programme in basic education schools at the moment.

2. Point-of-departure study in the *autumn* 2008 targeted to pupils and teachers in basic education lower who have volunteered as respondents for the research.
 - Goal: school and classroom activities from the GE perspective and the implementation of the GE 2010 programme.
3. Intermediate study in the autumn 2009 that is targeted to 5th grade pupils in basic education lower who have volunteered as respondents for the research.
 - Goal: implementation of Global education 2010 programme; school and classroom activities from the GE perspective; evaluation of the programme
4. Final study in the autumn 2010 that is targeted to 6th grade pupils and teachers in basic education lower who have volunteered as respondents for the research.
 - Goal: implementation of Global education 2010 programme; school and classroom activities from the GE perspective; evaluation of the programme

Preliminary study was realised during 31 March – 2 June 2008 with the help of Webropol questionnaires. 31 teachers answered to the teachers' questionnaires of whom 28 worked as class teachers and 3 as subject teachers. Totally 164 principals answered the principals' questionnaire. The questionnaires allowed skipping some questions and consequently, not all participants answered all questions. In what follows, the number of participants who answered the particular question will be indicated as N.

About 55 % of the respondents were aware of the Global education 2010 programme. Global education was not, however, taken into account in 31 % of the schools participating in the research. 60 % of the schools answered that the plan was integrated into the school curriculum. 13 % of the schools had a person or a team responsible for the school's global education. None of the schools had a global education action plan and none of them were planning to draft one in the future. The above information can be found in the tables below.

| Respondents | Teachers N = 31 | Principals N = 162 | Together N = 193 | Together ~ % |
|--------------------------------------|--------------------|-----------------------|---------------------|-----------------|
| Knowledge about the programme | 10 | 97 | 107 | 55 |

| Answers | 'Yes' N = 163 | Together ~ % |
|-----------------------------------------------------------------------|------------------|-----------------|
| Global education integrated into the school curriculum | 97 | 60 |
| Global education not paid attention | 51 | 31 |
| Schools had a person or a team responsible to global education | 21 | 13 |

With regard to the realisation of global education, the principals and the teachers share similar perceptions: the best practice for GE is to teach it in regular school subjects when it can easily be integrated and to organise separate theme days. Including global education in all school activities, as promoted by the MEC and suggested by education theories, was supported by about 39 % of the respondents and integrating global education in all school subjects was supported by 30 % of the respondents. The above information can also be found in the table below.

| Global education teaching | Teachers N = 29 | Principals N = 163 | Together N = 192 | Together ~ % |
|--------------------------------------------------------------------|----------------------------|-------------------------------|-----------------------------|-------------------------|
| In regular school subjects when it can easily be integrated | 21 | 117 | 138 | 72 |
| Theme days | 20 | 101 | 121 | 63 |
| Included in all school activities | 13 | 62 | 75 | 39 |
| Integrated in all school subjects | 11 | 53 | 64 | 30 |

For the implementation of global education, the respondents saw that there is a need, in addition to more grants, for knowledge about the suitable teaching methods, more and more versatile teaching materials more cooperation between teachers, between other schools and other external actors. The same information can be found in the table below. These answers are significant from the research point of view in that the importance of communality and cooperation are supported by learning theories and educational theories and because one of the goals of the research is to find suitable and practical methods, materials, and resources to teach global education.

| Improvement suggestion | Teachers N = 31 | Principals N = 163 | Together N = 194 | Together ~ % |
|-----------------------------------------------|----------------------------|-------------------------------|-----------------------------|-------------------------|
| More grants | 12 | 87 | 99 | 51 |
| More teaching materials | 15 | 82 | 97 | 50 |
| More versatile teaching materials | 14 | 81 | 95 | 49 |
| Knowledge about the suitable teaching methods | 12 | 75 | 87 | 45 |
| More co-operation with external actors | 16 | 63 | 79 | 41 |
| More co-operation with other schools | 12 | 64 | 76 | 39 |
| More time allocated to global education | 11 | 60 | 71 | 37 |
| More co-operation between teachers | 6 | 62 | 68 | 35 |

There are no guidelines or criteria for the evaluation of global education at the moment. Development of evaluation is one of the goals of this research. In teachers' questionnaire, the realisation of global education areas was best considered to be measured by evaluating the curriculum, the teaching material, and the teaching methods. Other suggestions included discussion between pupils and teachers.

One goal of the research is to evaluate what additional value Global education 2010 programme can bring to global education in basic education lower level. In the questionnaire, the teachers evaluated the importance of the goals of the programme and the principals evaluated how they were taken into account in school. The respondents consisted of 29 teachers and 87 principals (a mistake was made in the formulation of this particular question and it was later sent to the principal respondents as an additional question). 72 % of the teachers considered the goal of the programme either important or very important for basic education lower level and 70 % of the principals saw that the goals are usually or always take into account in school activities. In the table below the goals are made visible and the answers 'important' and 'very important' (according to the teachers) and 'usually' or 'always' (according to the principals) are integrated.

| Goal | Importance: teachers N = 29 | Visibility: principals N = 87 |
|-----------------------------------------------------------------------------------------|--------------------------------|----------------------------------|
| Has individual and communal global responsibility... | 14 | 53 |
| Has ethics of a world-citizen... | 24 | 70 |
| Critical and media-critical citizen... | 25 | 60 |
| As part of one's own community, foster national and international interaction | 17 | 45 |
| As part of one's community, foster intercultural dialogue and learning from one another | 21 | 63 |
| Understand and respect difference and different cultures | 28 | 85 |
| Make choices that foster sustainable development | 24 | 61 |
| See the earth as an entity with limited resources... | 26 | 72 |
| Understands the ever globalising economy ... | 7 | 19 |
| Foster initiative ... | 21 | 63 |

The areas of global education are defined as human rights education, equality education, peace education, media education, intercultural understanding, questions relating to development and equity, and education for sustainable development. The contents of the above areas are not, however, defined in the programme. The teacher respondents' (N=16) told what they think the areas should include. There were very few respondents in this question and a questionnaire is not a very good method to collect deep information. The answers, however, together with the national core curriculum and the theoretical background, give basis for the consecutive themes to be used in this research. The most common answers are collected in the table below.

| | |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human rights education | Unicef activities; Children's' rights, Human rights and their realisation; every human being has the same rights to freedom, peace, education, etc. Regardless of where or the conditions they have born into. |
| Equality education | Adopt an equal attitude with every pupil; regardless of their gender, age, social status, and residential area. |
| Peace education | The meaning of peace and war for education, work, and happiness; conflict solving and preventions; respect of one's fellowmen; noticing one's own part in causing conflicts; understanding and accepting difference. |
| Media education | Media literacy; critical media literacy; understanding pictures; multiple perspectives; own productions (movies etc.); using different media in searching information daily. |
| Intercultural understanding | Get to know cultural minority groups in one's neighbourhood; immigrants enriching communities; highlighting tolerance; get to know different cultures e.g. during Geography, Foreign language, and Music classes; Sister school activities and cooperation projects; 'Godchild' activities. |
| Questions relating to development and equity | Everyone should have a right to develop, learning environment according to [one's] development; Evaluating and predicting the consequences of one's choices; Get to know one's rights and responsibilities. |
| Education for sustainable development | Daily discussions about the choices and consumer spending habits; what a pupil can do by him/herself; recycling and sorting; saving: what can I do? The condition of Earth. Person's possibilities to influence. |

Appendix 2A: Phase II, Principals' questionnaire

School _____

K1 Number of pupils in the school , of whom in lower level

Choose the appropriate alternative and answer the questions.

| | | Yes | No |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| K2 | My school has a GE action plan. If you answered 'yes', would you kindly send the plan to the researcher by email or by mail together with the questionnaire? If you answered 'no', how is GE implemented in the school curriculum? | <input type="checkbox"/> | <input type="checkbox"/> |
| K3 | We have a team or a person responsible for the school's GE. If you answered 'yes', what is his or her (its) task? | <input type="checkbox"/> | <input type="checkbox"/> |
| K4 | We have pupils who belong to a national minority group (e.g. Sami or Roma pupils, immigrant pupils). If you answered 'yes', what minority group do they belong to and how many are they? | <input type="checkbox"/> | <input type="checkbox"/> |
| K5 | My school has a homepage. If you answered 'yes', the address is: | <input type="checkbox"/> | <input type="checkbox"/> |
| K6 | My school has a sister school. If you answered 'yes', where is your sister school located and what kind of activities do you organise with the school? | <input type="checkbox"/> | <input type="checkbox"/> |
| K7 | My school is involved in an international project. If you answered 'yes', what is the name and contents of and who are the partners in the project? If you answered 'no', has your school previously been involved in an international project? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | Yes | No |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| K8 | My school participates in another project. If you answered 'yes', what is the name and contents of it and who are the partners in the project? | <input type="checkbox"/> | <input type="checkbox"/> |
| K9 | My school regularly cooperates with another school. If you answered 'yes', what kind of cooperation do you have? | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | My school regularly participates in the fund raising of NGOs activities (e.g. UNESCO, Finnish Red Cross) If you answered 'yes', what is the organisation and what kind of activity does the participation involve? How regularly do the activities take place? | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | My school cooperates with communal or state agencies (e.g. police, health centre, retirement home) If you answered 'yes', what is/are the agency/ies and what kind of activities does the cooperation involve? | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | My school cooperates with business life (e.g. industry, commerce, travel). If you answered 'yes', what kind of business life does the cooperation concern and what kind of activities does the cooperation involve? | <input type="checkbox"/> | <input type="checkbox"/> |
| K13 | My school cooperates with press or other media. If you answered 'yes', what kind of activities the cooperation involves? | <input type="checkbox"/> | <input type="checkbox"/> |
| K14 | My school has other global education related activities. If you answered 'yes', what other global education related activities does your school have? | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix 2B: Phase II, Teachers' questionnaires A and B

TEACHERS' QUESTIONNAIRE A

Female

Male

School/Class

____/____

BACKGROUND INFORMATION

Fill in or choose the appropriate alternative.

- A1 The number of pupils in my class is
- A2 I am qualified as a class teacher. Yes No
- A3 I hold a permanent post.
- A4 My working experience as a class teacher _____ y _____ m
- A5 My working experience in teaching lower level pupils _____ y _____ m

Choose the appropriate alternative and answer the more detailed questions.

| | | Yes | No |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| A6 | I participate (I have participated) in the formulation of our current curriculum and /or development discussion. | <input type="checkbox"/> | <input type="checkbox"/> |
| A7 | Our curriculum supports GE work. If you answered 'yes', in what ways does the curriculum support the GE work? If you answered 'no', what is missing from the curriculum from GE point of view? | <input type="checkbox"/> | <input type="checkbox"/> |
| A8 | The staff meetings support GE work. If you answered 'yes', in what ways do the meetings support the GE work? If you answered 'no', how should the meetings be changed so that they would support GE? | <input type="checkbox"/> | <input type="checkbox"/> |

ABOUT THE SCHOOL ACTIVITIES

Choose the appropriate alternative and answer the detailed questions below.

| | | Yes | No |
|----|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| A9 | Our school participates in an international project. If you answered 'yes', how does your own class participate in this project? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | Yes | No |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| A10 | Our school participates in another project. If you answered 'yes', how does your own class participate in this project? | <input type="checkbox"/> | <input type="checkbox"/> |
| A11 | Our school cooperates with another basic education school. If you answered 'yes', how does your own class participate in this cooperation? | <input type="checkbox"/> | <input type="checkbox"/> |
| A12 | My school regularly participates in fund raising activities of NGOs (e.g. UNESCO, Finnish Red Cross). If you answered 'yes', what is the organisation and what kind of activity does the participation involve? How does your own class participate in this cooperation? | <input type="checkbox"/> | <input type="checkbox"/> |
| A13 | Our school participates in activities with other organisations or associations. If you answered 'yes', what is the organisation/association? How is your own class involved in the activity? | <input type="checkbox"/> | <input type="checkbox"/> |
| A14 | My school cooperates with communal or state agencies (e.g. police, health centre, retirement home). If you answered 'yes', what is the agency/ies? How is your own class involved in the activity? | <input type="checkbox"/> | <input type="checkbox"/> |
| A15 | My school cooperates with business life (e.g. industry, commerce, travel). If you answered 'yes', what kind of business life does the cooperation concern? How is your own class involved in the activity? | <input type="checkbox"/> | <input type="checkbox"/> |
| A16 | My school cooperates with the press or other media. If you answered 'yes', how is your own class involved in the cooperation? | <input type="checkbox"/> | <input type="checkbox"/> |

| | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| A17 Our school has some other kind of cooperation. If you answered 'yes', what kind of cooperation does it have and with whom does it take place? How is your own class involved in the cooperation? | <input type="checkbox"/> | <input type="checkbox"/> |
| A18 Our school has a sister school. If you answered 'yes', what kind of activity does your class have with the sister school? | <input type="checkbox"/> | <input type="checkbox"/> |
| A19 Our lower level organises camps for the pupils. If you answered 'yes', what kind of camps has your class participated or will possibly participate in? | <input type="checkbox"/> | <input type="checkbox"/> |
| A20 Our lower level pupils participate in student exchange. | <input type="checkbox"/> | <input type="checkbox"/> |
| A21 Our lower level teachers participate in teacher exchange. If you answered 'yes', what kind of teacher exchange have you participated or intend to participate in? | <input type="checkbox"/> | <input type="checkbox"/> |
| A22 In our lower level our pupils' guardians or relatives participate in teaching. If you answered 'yes', how do they participate in teaching your class? | <input type="checkbox"/> | <input type="checkbox"/> |
| A23 Our lower level receives foreign visitors. If you answered 'yes', who are the visitors and where do they come from? | <input type="checkbox"/> | <input type="checkbox"/> |
| A24 Our lower level receives Finnish visitors. If you answered 'yes', can you give some examples? | <input type="checkbox"/> | <input type="checkbox"/> |
| A25 Our school offers after school activities. If you answered 'yes', what kind of activities is offered to your pupils? | <input type="checkbox"/> | <input type="checkbox"/> |

Choose the appropriate alternative and answer the questions.

| Our school organises ... | Never | Yearly | Term wise | Monthly | Weekly |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A26 global education theme weeks or theme days. How do the lower level pupils participate in a theme day or a theme week? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A27 sustainable development theme weeks or theme days. How do the lower level pupils participate in a theme day or a theme week? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A28 other theme weeks or theme days. What themes are they related to? How do the lower level pupils participate in a theme day or a theme week? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

HOME-SCHOOL CO-OPERATION

Choose the appropriate alternative and answer the detailed question.

| | Yes | No |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| A29 I am content to our home-school cooperation. If you answered 'yes', what do you consider particularly good and/or rewarding in the cooperation? If you answered 'no', what is lacking from the current cooperation? | <input type="checkbox"/> | <input type="checkbox"/> |
| A30 Our home-school cooperation supports global education. If you answered 'yes', what do you think is especially good from global education perspective? If you answered 'no', how do you think the cooperation could be improved? | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHERS' QUESTIONNAIRE B

ABOUT PLANNING YOUR TEACHING

When planning my teaching, I use

| | Never | Yearly | Term wise | Monthly | Weekly | Daily |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B1 National core curriculum (NCCBE) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B2 Municipality's or school's own curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B3 Teacher guide book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B4 Textbook or workbook | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B5 Pedagogical literature | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B6 Internet pages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B7 Newspapers or magazines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B8 Television | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B9 Knowledge gained through my own hobby/interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 I use knowledge and skills gained from additional professional training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 Other. Please indicate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B12 What kind of differences do you find in planning your teaching in different subjects? What subject or subjects is it easiest to find support and material?

Choose the appropriate alternative.

| | Never | Yearly | Term wise | Monthly | Weekly | Daily |
|-----------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B13 I plan lessons together with other teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 I plan units together with other teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 I plan and organise projects or activities with other teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 I plan teaching together with my pupils. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 I exchange and/or recycle teaching material with another teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 I follow the textbook. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 I choose the topics that will be studied by myself in my class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 I let pupils choose the themes that will be studied. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 I plan my teaching otherwise. How? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B22 What kind of differences in planning the lessons have you noticed between subjects and between themes?

ABOUT CONTENTS OF TEACHING

Choose the appropriate alternative and give examples.

| My lessons include ... | | | Never | Yearly | Term wise | Monthly | Weekly | Daily |
|------------------------|---------------------|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B23 | Human rights | information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B24 | Equality and equity | information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B25 | Peace | information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B26 | Media | information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | Never | Yearly | Term wise | Monthly | Weekly | Daily |
|-----|-----------------------------|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B27 | Intercultural understanding | information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | |
|-----|--------------------------|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B28 | Development and fairness | information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | |
|-----|-------------------------|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B29 | Sustainable development | information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | |
|-----|------------------------------|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B30 | Other global education areas | information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Choose the appropriate alternative and tell what subject it concerns. Give also an example about the themes that you study.

During the lessons, we learn about different countries such as...

| | Never | Yearly | Term wise | Monthly | Weekly | Daily |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B31 Finland. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B32 Nordic countries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| | | | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B33 Europe and/or European countries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| | | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B34 Africa and/or African countries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| | | | | | | |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B35 Asia and/or Asian countries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| | | | | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B36 Australia and/or Oceania. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| | | | | | | |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B37 Other. What is the subject? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

ABOUT TEACHING METHODS/WORKING HABITS

| In my classroom... | Never | Yearly | Term wise | Monthly | Weekly | Daily |
|--------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B38 pupils read textbooks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B39 we critically examining the contents of a textbook (<i>e.g.</i> stereotypes, sexism, cultural context, facts) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B40 pupils read non-fiction books. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B41 pupils read other books. What kind of books? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B42 we critically investigate other texts and/or pictures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B43 pupils do workbooks or worksheets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B44 pupils work in pairs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B45 pupils work in groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B46 we watch a TV programme, a video or a DVD related to the theme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B47 search information from the Internet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B48 pupils do drama exercises or prepare role plays. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B49 pupils make oral presentations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B50 pupils make individual, differentiated exercises. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B51 pupils choose their exercises by themselves. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B52 pupils do project work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B53 pupils prepare exhibitions or posters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B54 pupils prepare portfolios. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B55 I teach and pupils make notes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | |
|-----|---------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B56 | pupils work as teacher assistants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B57 | another teacher works as a teacher or as a teacher assistant. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B58 | a pupil's guardian works as a teacher/assistant teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B59 | other people from outside the school work as a teacher/assistant teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B60 | I ask questions and the pupils answer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B61 | we discuss together and try to solve a problem. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B62 | I use another method. What is it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B63 What kind of differences in your teaching methods have you noticed in teaching different subjects? How do the methods may change according to subjects?

ABOUT TEACHING MATERIALS AND RESOURCES

During the lessons my class has uses...

| | Never | Yearly | Term wise | Monthly | Weekly | Daily |
|-----|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B64 | textbooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B65 | non-fiction books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B66 | workbooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B67 | newspapers and magazines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B68 | computer How many? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B69 | overhead projector | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B70 | data projector | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B71 | TV | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B72 | video or DVD player | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B73 | arts and crafts material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B74 | material for drama plays | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B75 | musical instruments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B76 | Other resources and material. What? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B77 Do you think there are enough resources to teach global education?
What kind of resources and material do you think you are missing?
EVALUATION**

For evaluation, I use...

| | Never | Yearly | Term wise | Monthly | Weekly | Daily |
|------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B78 evaluation discussions with the pupil's guardian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B79 evaluation discussion with the pupil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B80 other oral evaluation. What kind of? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B81 number evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B82 written evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B83 pupils' self-evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B84 pupils' peer-evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B85 I use other evaluation. What kind of? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B86 What do you consider the best ways to evaluate global education? Why?

CONCEPTS

Evaluate how the concepts currently in use describe education that includes 'human rights, equality, peace, media, intercultural understanding, development and fairness, and sustainable development'.

| | Not at all | Somewhat | Quite well | Very well |
|--------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B87 international education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B88 global education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B89 multicultural education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B90 intercultural education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B91 global learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B92 another concept would describe better. What? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What do you think each of the concepts below include?

B87 international education

B88 global education

B89 multicultural education

B90 intercultural education

B91 global learning

B92 another concept. What?

'GLOBAL EDUCATION 2010'

According to the basic education Act, the goal of basic education is 'to support pupil's growth into humanity and ethically responsible members of the society, and to give them knowledge and skills necessary in the life'. The NCCBE the tasks of education are defined as 'to move cultural heritage from one generation to another in order to safeguard the continuation of the society', 'increase awareness of the values and practices the society is based on', and 'to give pupils competences so that they will be able to develop democratic society as participating citizens.'

B93 Evaluate to what extent the Global education 2010 programme can help reach the basic education goals?

Not at all

Somewhat

Quite a lot

Very much

B94 What do you think about the potential effectiveness of the GE 2010 programme?

B95 What are your expectations in participating in this research?

Appendix 2C: Phase II, Pupils' questionnaires A and B

PUPILS' QUESTIONNAIRE A

School/class

____/____

CHOOSE THE APPROPRIATE ALTERNATIVE.

- A1 I'm a girl boy
- A2 **My mother tongue is Finnish.**
If you answered 'no', what is your mother tongue?
- A3 **I have always lived in Finland.**
If you answered 'no', where else have you lived? For how long time?

Yes No

PRACTICE

READ THE SENTENCE AND CHOOSE THE ALTERNATIVE THAT BEST DESCRIBES YOU OR YOUR OPINION. CHOOSE ONLY ONE ALTERNATIVE AND TICK IT.

| | | Not at all | Sometimes | Often | Always | I am not sure |
|----|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| H1 | I like playing football. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| H2 | I read books in my free time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| H3 | I like being at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

READ THE SENTENCE AND CHOOSE THE ONE THAT BEST DESCRIBES YOU. CHOOSE ONLY ONE ALTERNATIVE AND TICK IT.

| | | Not at all | Sometimes | Often | Always | I am not sure |
|-----|----------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| A4 | I like answering the questions at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A5 | I like giving out my opinion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A6 | Other pupils take my opinion in account | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A7 | Teacher's evaluation is fair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A8 | My teacher is interested in how I do at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A9 | My teacher is interested in how I do outside school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A10 | My parent (guardian) is interested in and talks with me about school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A11 | I learn important things at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A12 | It's good learn a foreign language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A13 | I can influence my learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A14 | It's enjoyable to study and work together with a peer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A15 | It's enjoyable to study and work in a group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

READ THE SENTENCE AND CHOOSE THE ALTERNATIVE THAT BEST DESCRIBES YOU. CHOOSE ONLY ONE ALTERNATIVE AND TICK IT.

| If I don't know and answer for a home work or a problem, I... | Never | Every month | Every week | Every day | I don't know |
|----------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| A16 look for information in my textbook | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A17 look for information in another book than textbook | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A18 I ask my friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A19 I solve the problem with my friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A20 I ask and get advice from my teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A21 I ask my guardian(parent) or another adult | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A22 look for information from Internet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A23 look for information in a newspaper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A24 I solve the problem in another way. How? (You can write below). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

READ THE SENTENCE AND CHOOSE THE ALTERNATIVE THAT BEST DESCRIBES YOU. CHOOSE ONLY ONE ALTERNATIVE AND TICK IT.

| I participate or I will participate the following activities this year: | Not at all | Every month | Every week | Every day | I don't know |
|--------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| A25 scouting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A26 sports (<i>e.g.</i> dance, football, ice-hockey, gym) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A27 4H club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A28 pupils' council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A29 student exchange | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A30 voluntary work (fund raising, helping or other) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A31 computer club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A32 arts club (visual arts, music, drama/theatre) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A33 Sunday school or other religious club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A34 I write to a foreign pen pal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| A35 I participate in other club or activity. What? (You can write below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

PUPILS' QUESTIONNAIRE B

School/class

____ / ____

TICK THE APPROPRIATE ALTERNATIVE.

B1 I'm a girl boy

B2 **My mother tongue is Finnish.**

If you answered 'no', what is your mother tongue?

Yes No

B3 **I have always lived in Finland.**

If you answered 'no', where else have you lived? For how long time?

PRACTICE

EVALUATE HOW INTERESTING THE FOLLOWING CONCEPT (WORD) IS OR HOW MUCH IT MEANS TO YOU.

READ THE SENTENCE AND CHOOSE THE ALTERNATIVE THAT BEST DESCRIBES YOU AND YOUR OPINION. CHOOSE ONLY ONE ALTERNATIVE AND TICK IT.

I'm interested in / This means to me

| | | | | |
|------------|----------|-------------|-----------|--------------|
| | | | | |
| Not at all | Somewhat | Quite a lot | Very much | I don't know |

H4 friendship.

H5 THE SAME CONCEPT HAS BEEN WRITTEN IN THE BOX BELOW. WRITE IN YOUR OWN WORDS WHAT DO YOU THINK THE CONCEPT MEANS AND WHAT KIND OF MATTERS OR THINGS ARE RELATED TO IT.

| |
|-----------------------------|
| <p>1. friendship</p> |
|-----------------------------|

EVALUATE HOW MUCH THE FOLLOWING CONCEPTS (WORDS) INTEREST AND ARE IMPORTANT TO YOU. READ THE SENTENCE AND CHOOSE THE ALTERNATIVE THAT BEST DESCRIBES YOU OR YOUR OPINION. CHOOSE ONLY ONE ALTERNATIVE AND TICK IT.

| I am interested in/ This means to me | | | | Quite a lot | Very much | I am not sure |
|--------------------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| | | Not at all | Somewhat | | | |
| B4 | human rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B5 | children's rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B6 | equality and equity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B7 | peace and safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B8 | poverty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B9 | fairness and justice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B10 | foreign countries and nations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B11 | nature and conservation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B12 | recycling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B13 | media (e.g. newspapers, TV, Internet) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B14 | minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

| I am interested in/ This means to me | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| | Not at all | Somewhat | Quite a lot | Very much | I am not sure |
| B15 immigrants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B16 tourism and travelling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B17 UN (United Nations) and UNESCO | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| B18 EU (European Union) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

B19 THE SAME CONCEPTS CAN BE FOUND IN THE BOXES BELOW. USING YOUR OWN WORDS, WRITE IN THE BOX WHAT DO YOU THINK THE CONCEPT MEANS OR WHAT KIND OF THINGS ARE RELATED TO IT.

| |
|-------------------------------|
| 1. human rights |
| 2. children's rights |
| 3. equality and equity |
| 4. peace and safety |
| 5. poverty |

| |
|-------------------------------------------|
| 6. fairness and justice |
| 7. foreign countries and nations |
| 8. nature and conservation |
| 9. recycling |
| 10. media |
| 11. minority groups |
| 12. immigrants |
| 13. tourism and travelling |
| 14. UN (United Nations) and UNESCO |
| 15. EU (European Union) |

Appendix 2D: Information letter to the principals before phase II with relevant attachments

Dear lower level basic education Principal,

Your school has signed up for dissertation research on global education in Finnish lower level basic education. The research will run from autumn 2008 till autumn 2010 and it will follow the pupils and their teachers who will start their 4th grade this autumn.

I have put together a supportive booklet for the teacher and for the school. The booklet briefly describes *e.g.* the background, the theoretical framework, and the goals and contents of the research, and it also includes a summary of the study related to the research made last spring and some practical tips for the teachers for the implementation of global education. I will send the booklet by email as a PDF file attachment at the beginning of August both to the teacher and to the person reported as a contact person for the research at the school. I hope you will find time to read the booklet through as it is intended to clarify the teachers' and the classes' part in the research and to help them better understand the purpose of the Global education 2010 programme and the research.

I will also sent by mail the questionnaires related to the research to your school in August. There will be two questionnaires: one for the teacher and one for the pupils. The number of the questionnaires targeted at the pupils will be equivalent to the number of the 4th grade pupils at school (the number given by the school in the Webropol study made in June–July). There will be a pre-coded number for your school and for each participating class in the upper corner of the questionnaire. You may copy more material in a case there will not be enough questionnaires but this should be only done for your school's purposes. The postal fees will be paid by the Ministry of Education.

Because the research concerns under age children we will need consent from the parents. I will also remind the teacher about this by email. I will not need the actual consent letters but only a form that states that all children who will participate in my research have permission from their parents or guardians. In case your school already has a ready-made form for the purpose the teacher may use it. I will, just in case, send a sample for a consent form basis to the teacher by email.

There will not be many questions in the pupils' questionnaire and it mainly contains multiple choice questions. Teachers' questionnaires, however, will require much more time and a considerable work load. Even though the teacher

questionnaire also includes multiple choice questions, there will be several probing questions where I will ask them to clarify and give examples for their answers and, moreover, to answer several open questions. For the success of the research, it would be important for the teachers to be reserved time to familiarise themselves with the supportive booklet. This could for example be done by allowing the teacher use time allocated to planning and school development. The more holistic picture the teacher gets about the present position of global education and the better she/he will have time to map out and clarify her/his as well as the schools' global education related activities, the better she/he will be able to contribute both to the development of global education in your school and to the overall goals of the research.

As attachments in this letter, you will find two documents that I will ask you to fill in and return with the enclosed ready-paid reply envelop:

1. The Research agreement with a duplicate, which is targeted to clarify the mutual rights and obligations of the school, the teacher, the pupils, and the researcher during and after the research. I have already signed both agreements. I wish to ask you to sign the agreements on behalf of your school and to return me one of the signed documents. The other document will remain with your school.
2. School questionnaire where I ask background information regarding your school's global education.

All research related information is naturally confidential. I would be happy answer any questions regarding the questionnaires and the research. The best way to contact me is by email that can be found below.

I wish you fruitful global education moments.

Best co-operational regards,

Anna-Kaisa Pudas
anna-kaisa.pudas@oulu.fi
University of Oulu
Department of Education
BO Box 2000
90014 University of Oulu

RESERCH AGREEMENT

This agreement concerns a doctoral dissertation of a PhD student Anna-Kaisa Pudas in University of Oulu titled 'The situation of global education and the implementation of Global education 2010 programme in Finnish lower level basic education schools (grades 1–6).' The aim of the research is to map out the situation of global education in Finnish lower level basic education schools, to evaluate Global education 2010 programme from the basic education perspective, to find practical ways to realise lower level global education, and to create concrete Finnish vocabulary for global education.

1. Parties

This agreement is made between Anna-Kaisa Pudas (hereafter *researcher*) and the Finnish basic education lower level school that participates in the research (hereafter *school*) that has signed this agreement. This agreement is made in duplicate; one for each party.

2. Purpose of the agreement

The purpose of this agreement is to clarify the rights and responsibilities of the researcher and the school during and after the research process.

Participating in the research is voluntary for the schools and the school will strive, according to its abilities, to be actively involved in the research. The school may, however, interrupt its participation if it considers continuation being impossible for it. In case the school decides to interrupt its participation, the school must, without delay, inform the researcher

In the case questions will arise or clarification will be needed regarding the research process or the questionnaires, the school and/or the class teacher participating in the research may contact the researcher during the research process when she or he so wishes. Likewise, in case questions arise or clarification is needed regarding the research process or the answers the researcher may contact the school and/or class teacher.

3. Publication of the results

All research results are the property of the researcher and they will be published in the final PhD dissertation of the researcher. In addition, the researcher may publish part of the results in research related articles during the research process.

4. Confidentiality

All data school specific identified information gathered with the help of the research will be confidential. The researcher will handle confidential data gathered during the research process and will not use the data for any other purposes than to the research mentioned in this agreement. The researcher will not reveal the identity of the school and/or the class teachers or pupils during or after the research process.

All information related to the research that has been gathered from the schools, class teachers and/or pupils will be destroyed after the publication of the dissertation.

5. Validity of the agreement/timeframe for the research

This agreement will be effective when both parties have signed it.

The research will last from August 2008 till December 2010.

In _____ . _____ . 2008

Anna-Kaisa Pudas
PhD student
University of Oulu
Dept of Education

Principal
School

Appendix 2E: Information letter to the teachers before phase II with relevant attachments

Dear 4th grade teacher,

My name is Anna-Kaisa Pudas and I'm a doctoral student of the University of Oulu where for my doctoral thesis I'm researching global education in Finnish basic education schools' lower level (grades 1–6). There are totally 26 4th grade classes participating in the research around Finland. I'm happy that your school and your class have also signed up!

I have prepared for you and our school a supportive booklet that includes brief information about the background, the theoretical framework and the goals and contents of the research and it also includes a summary of the study related to the research made last spring and some practical tips for you for the implementation of global education. You can find the booklet as an attachment to this letter. I hope you will find time to familiarise yourself with it as it is intended to clarify you and your class's part in the research and to help you better understand the purpose and goals of the Global education 2010 programme and the research.

You are able to use the www-based Optima learning environment, where I have uploaded *e.g.* the supportive booklet. You can also find links to several global education websites and two discussion areas: one is reserved for our private discussions and one is a common public area where all teachers participating in the research are able to discuss together. There is also a private 'Own space' for you where you are able to save *e.g.* global education related material. For the environment, it is suggested to use as new as possible browsers; the minimum requirement is Mozilla Firefox 1.5 (recommended version 2.0) or Microsoft Internet Explorer 6.0 (recommended version 7.0). You will find the guidelines to use Optima as an attachment in this letter and in the Optima www environment. I will send you your user name and password by email in the next few days. You will be able to change your password in your 'Own space'.

I will send you the questionnaires related to the research by mail in the beginning of August. They possibly are already there when you will start the school. There will be two questionnaires: one for the teacher and one for the pupils. The questionnaires are divided into sections A and B so that they will easily be filled in two rounds. I have marked a number code for your school and your class in the upper corner of the questionnaire. Instructions for filling the questionnaires will be sent with the questionnaires.

The A section for the pupils has 3 pages and it contains only multiple choice questions. In section B, I will ask the pupils to open concepts related to global education and thus, it might be more challenging for them. I hope you to encourage your pupils to fill in also this section – it is about the pupils own opinions and understandings; there cannot be any right or wrong answers. You may copy more material if needed but this can only be done for your school's purposes.

Because the research concerns under age children we will need consent from the parents/guardians. In case your school already has a ready-made form for the purpose you may of course use it. Just in case you don't have one, I will include this email a sample letter that you can use. You don't need to return the letters to me but I will only need one form that states that all children who will participate in my research have permission from their parents or guardians. As an attachment, you can also find a form for that purpose. The same attachments can also be found in Optima.

Most of the questions are multiple choice questions also in the teacher's questionnaire. The questionnaire has, however, much more pages as I wish you to give some additional information or examples for some questions. With the additional information and examples, I'm hoping to get a clearer overall picture of the position of global education in your school and in your class for us to better find the development areas and useful practices for global education and Global education 2010 programme. I have send a message to your school's contact person (usually the principal) and asked him/her to take into account the workload and the time filling out the research questionnaires require from you.

All research related information is naturally confidential. I would be happy answer any questions regarding the questionnaires and the research. The best way to contact me is by email that can be found on the bottom of this letter.

Please return 1) the parental consent, 2) the teacher's and 3) the pupils' questionnaires in the same envelope by 31.10.2008 in the reply envelop with the ready-paid reply envelop that will be sent together with the questionnaires.

I wish you fruitful global education moments.

Best co-operational regards,

Anna-Kaisa Pudas

anna-kaisa.pudas@oulu.fi

Attachments:

Supportive booklet

Optima guidelines

Letter to the parents and Parental consent form

REQUEST FOR PARTICIPATING IN A RESEARCH FOR THE PUPILS' GUARDIANS

Our class will participate in a doctoral dissertation research that will be done for the University of Oulu. The name of the research is 'The position of global education and the implementation of Global education 2010 programme in Finnish basic education lower level schools. The goal of the research is to map out the position of global education in basic education schools, to evaluate the Global education 2010 programme from the schools' point of view (*e.g.* the goals, contents and different areas), to find useful practices to realise global education in lower level basic education and to form a clarified Finnish vocabulary for global education.

Related to the research, the pupils will be given in the autumns 2008, 2009, and 2010 a questionnaire with multiple choice and open questions related to global education. The aim of the questionnaire is not to collect individual data and the questionnaires will not have the pupil's names. The data collected from the research questionnaires as well as other research data will not be used for any other purposes than for the above mentioned research and all data collected with the research questionnaires will be strictly confidential. The data collected from the pupils will be destroyed after the completion of the dissertation work.

You can have information about the background and the course of the research from the researcher: anna-kaisa.pudas@oulu.fi.

Please tick the appropriate alternative:

- I give permission for my child _____ (child's name) to participate in the dissertation research mentioned in this letter.
- I will not give permission for my child to participate in the dissertation research mentioned in this letter.

Date: _____ ._____ 2008

Guardian's signature: _____

In block letters:

GUARDIAN'S CONSENT

Our school _____ (name of the school) 4th _____ grade will participate in a dissertation research that will be made for the University of Oulu. The name of the research is 'The position of global education and the implementation of Global education 2010 programme in Finnish lower level basic education schools. The goal of the research is to map out the position of global education in basic education schools, to evaluate the Global education 2010 programme (published by the Ministry of Education in the spring 2007) from the basic education lower level schools' point of view, to find useful practices to realise global education in lower level basic education and to form a clarified Finnish vocabulary for global education.

Related to the research, the pupils will be given in the autumns 2008, 2009, and 2010 a questionnaire with multiple choice and open questions related to global education. The aim of the questionnaire is not to collect individual data and the questionnaires will not have the pupil's names. The data collected from the research questionnaires as well as other research data will not be used for any other purposes than for the above mentioned research and all data collected with the research questionnaires will be strictly confidential. The data collected from the pupils will be destroyed after the completion of the dissertation work.

The guardians of the pupils in the class that participates in the research have been sent information about the research and they have given their children permission to participate in the research..

Date and place: _____

Signature: _____

In block letters:

Position:

Appendix 2F: Information about the previous research phases for the classes participating in phase III

The feedback from Preliminary study (Internet based questionnaire in the spring 2008) and Point-of-departure study (questionnaires for teacher and pupils in the autumn 2008) has been sent to the school by email in the spring 2009. In what follows, a summary of the feedback will be provided together with the additional findings after the latest analysis with regards to Point-of-departure study. The findings in Preliminary study and in Point-of-departure study have been used to formulate the questions in Intermediate study.

Findings in Preliminary study in the spring 2008

The teachers' questionnaires were completed by 31 teachers of whom 28 worked as class teachers and 3 as subject teachers. The principals' questionnaires were filled by 164 principals. More than half of the respondents were aware of the Global education 2010 programme. Global education was not separately taken into account in 31 % of the schools that participated in the research, 60 % of the schools told that global education plan is integrated into their school curriculum, and 13 % of the schools informed that the school has a person or a team responsible for the school global education. None of the schools had a global education action plan and none of them were drafting one at the moment.

According to Preliminary study, 72 % of the principals and 84 % of the teachers have not participated in global education training during the past ten years. Principals' global education training varied from 1 hour to 2 months; in the teachers' questionnaire, details about the duration were not asked. Global education is also not emphasised also in teacher education (research: Suomen Opettajaksi Opiskelevien Liitto 2006).

With regard to teaching global education, the perceptions of the teachers and the principals were similar: the best practice for global education is to be taught in regular school subjects when it can easily be integrated and to organise separate theme days. 'Including global education in all school activities' as promoted by the MEC and suggested by education theories (see *e.g.* Banks 1993b, Nieto 2003): 'integrating global education in all school subjects' was supported

approximately by 39 % and 'integrating in all school subjects' by 30 % of the respondents.

For the implementation of global education, the respondents saw that there is a need, in addition to more grants, more information about the suitable teaching methods, more and more versatile teaching materials, and more cooperation between teachers, with other schools and with individuals and actors outside the school community.

At the moment, there are no guidelines or criteria for evaluating global education. In the teachers' questionnaire, the evaluation of global education areas was best done by evaluating the curriculum, teaching materials, and teaching methods. Other suggested evaluation methods included discussions between the teachers and the pupils.

In the questionnaire, the teachers evaluated the importance of the global education areas and the principals, in turn, evaluated how visible they were in basic education lower level. 72 % of the teachers considered the goals of the programme either important or very important for the lower level schools and 70 % of the principals saw that the goals are usually or often taken into account in school activities.

Findings in Point-of-departure study in the autumn 2008

There were 10 schools participating in the Point-of-departure study; together 15 teachers and their pupils (and in addition, one more teacher returned the questionnaire). In Point-of-departure study all teachers informed that they use textbooks, workbooks, and related teacher manuals for planning their teaching. 14 teachers told that they use them every day; 9 told that they use the manuals daily. The importance of textbooks and workbooks was also emphasised in teaching materials: 14 respondents replied that their pupils to use the textbooks daily and 12 respondents reported that their pupils to use also workbooks daily. The municipal curriculum or a school curriculum was used in planning by all respondents even though not as regularly as the textbooks and teacher manuals. 4 respondents, however, used either the municipal or the school curriculum daily. The NCCBE was used much more seldom: it was not used daily by any of the

respondents and only one teacher replied to use it weekly. One respondent reported not using the NCCBE at all for planning.

Even though in the Ministry of Education’s programme, global education is defined as action, the document does not, however, give any suggestions as per the contents of action for different global education areas. With the help of examples, in Point-of-departure study, the teachers evaluated how much their teaching includes a) knowledge, b) skills, and c) action based activities related to different sectors of the programme. The answers were combined in the table below as follows: yearly term-wise or = seldom (S), monthly or weekly = occasionally (O), and daily = regularly (R). The answers were combined with the help of the “examples” the teachers gave: according to the teachers, S mainly refers to different theme days; O means bringing the theme up in certain school subjects; and R mainly refers to including in all school activities.

TABLE. Basic education lower level teachers’ (n=16) evaluation how regularly their teaching includes knowledge, skills, and/or action related to the different global education areas as defined in the Global education 2010 programme (S=seldom, O=occasionally, R=regularly)

| Area | Human rights | | | Equality and equity | | | Peace | | | Media | | | Intercultural understanding | | | Development and justice | | | Sustainable development | | |
|----------|--------------|----------|----------|---------------------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------------------------|----------|----------|-------------------------|----------|----------|-------------------------|----------|----------|
| | Knowledge | Skills | Action | Knowledge | Skills | Action | Knowledge | Skills | Action | Knowledge | Skills | Action | Knowledge | Skills | Action | Knowledge | Skills | Action | | | |
| S | 6 | 6 | 6 | 2 | 3 | 6 | 6 | 6 | 6 | 2 | 3 | 4 | 7 | 8 | 8 | 7 | 6 | 5 | 5 | 5 | 6 |
| O | 8 | 6 | 7 | 8 | 7 | 5 | 7 | 7 | 7 | 1 2 | 1 2 | 1 1 | 8 | 7 | 7 | 6 | 6 | 6 | 9 | 8 | 5 |
| R | 1 | 3 | 2 | 5 | 5 | 4 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 1 | 2 | 4 |

In the scope of this research, the regular actions related to different GE areas are of a particularly interest. As can be observed in the table, the teachers evaluated global education areas including action mainly ‘occasionally or even ‘seldom’.

Seldom answers included for example a special recycling day (sustainable development), visits from a sister school (intercultural understanding), and Operation Hunger Day and UN Day (human rights).

When cross examining the teachers' and the pupils' answers, an interesting phenomenon was found: regular action the teachers had evaluated did not show in the pupils' answers whereas in schools where a teacher had evaluated action taking place only 'occasionally' or 'seldom', the pupils' answers were very detailed and included examples of action.

With regard to this research, it is important to find out what kind of activities the schools have organised. In the following table, the action the teachers reported is divided into the following five themes: 1) activities inside the school, 2) activities between the school and its environment, 3) participation in cross-border activities, 4) participation in the activities of international organisations and/or other organisations, and 5) other school or class projects. Especially the theme School and its environment is long even though the different examples given in different answers were combined. Even though the list is long, the examples mainly concern 'occasionally' or 'seldom' activities.

| | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inside the school | We discuss a lot about our pupils well-being at school There are pupils from multicultural families at school Projects, themes,; information, discussions, project. |
| School and its environment | Theatre trips and theatre staff visit the school. The staff members from an observatory visit the school. Library visits and the librarian visits the school. Traffic safety competition in co-operation with the Car Union. Cooperation with the local fishing, hunting, and home economic associations. Cooperation with the village association and adult education centre. Joint events: celebrations, fairs, trips. Common traffic and fire safety theme days with the Police and Fire department. Temperance education. Visit the Fire department and fire drills. Cooperation with the museum, local Church, embassy, health centre. Morning assemblies, visits, going to church. Zoo visits (field trips and other tasks and get to know the animals). There is a factory near the school, visits etc. Travel enterprises, water systems, reindeer-grazing, forestry, entrepreneurship, traffic. Going to church (Christmas church, Spring church). Morning assemblies once a month (reverend comes to the school). Writers, theatre people. People representing culture and arts. Ex-teachers/pupils. Municipality officials. We have given opportunity for parents to participate in theme days. Occasionally a guardian or other has given a moment e.g. talked about his/her special area. Some parents participate through PTA. Every now and then parents talk about taking care of the pets or their professions. |

| | |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Parents mainly participate when we have trips. Also in sports event s and <i>e.g.</i> fishing in winter time. Substitute teaching. Parents participate in external trips and in ‘bees’. Correspondence. Mission exhibitions. Language classes.</p> <p>Pupils’ writings/pictures in a local newspaper (<i>e.g.</i> we could write about the field trips and get a payment) + newspaper week. Invite journalists to the school and to the school activities. We visit a printing house. We have planned to make a page in a local city newspaper. Doing radio programmes or TV programmes. Announcements.</p> <p>Joint trips with schools. We visited Swedish speaking lower level school pupils. Networking with nearby schools, upper level schools and kindergartens. We organise joint celebrations that are related to international culture and days. Joint activities especially in sports and <u>play and doing together</u>.</p> |
| Cross-border | <p>Teachers’ and pupils’ visits in schools outside Finland.</p> <p>One goal is cooperation across the borders <i>e.g.</i> with another school.</p> <p>Visits to sister schools.</p> <p>International project.</p> <p>Plan International child sponsorship.</p> <p>Work related to Comenius-project.</p> <p>Comenius-project, visitors have visited also in our class. Pen pals, in production almost everything related to the project activities.</p> <p>Student exchange next year with the sister schools.</p> <p>Some education related or film industry people.</p> |
| International and other organisations | <p>Unicef School.</p> <p>Unicef walk.</p> <p>Red Cross’s Operation Hunger Day fundraising. Our sixth grade pupils participate.</p> <p>Young Finland sports events.</p> |
| Other project | <p>Our School project. KiVa schools.</p> <p>Different sports projects.</p> <p>Learning path project.</p> <p>Pupils Council project..</p> <p>Movie education.</p> <p>Aplo (special education strategy)</p> <p>School camps.</p> <p>Adventurous night trip.</p> |

Appendix 3: Phase III, Teachers' questionnaire

According to the Ministry of Education, the GE perspective, as defined in the GE 2010 programme, should be taken into account in education, research, cultural, sport and youth policy lines and in social policy lines in Finland. Implementation of the programme is, however, compulsory for the schools.

How GE has been taken into account in your school at the moment? Choose the appropriate alternative and answer the probing questions (you can continue to the other side of the paper).

| | | Yes | No |
|----|-------------------------------------------------------------------------------|--------------------------|--------------------------|
| A1 | My school has a separate global education action plan. | <input type="checkbox"/> | <input type="checkbox"/> |
| A2 | My school has person or a team responsible for the school's global education. | <input type="checkbox"/> | <input type="checkbox"/> |
| A3 | I have participated in global education training during the past 10 years. | <input type="checkbox"/> | <input type="checkbox"/> |
| | If you answered 'yes', | | |
| | a. What was the year you participated in training? | | |
| | b. How long did the training last (h/d/wk/y)? | | |
| | c. Who or what was the training organiser? | | |
| | d. What do you consider the best benefit you got from the training? | | |
| | e. What did you miss from the training? | | |

TEACHING PER SUBJECT

Many schools are using a school specific curriculum formulated on the basis of the NCCBE. Based on previous research, most basic education teachers use textbooks as teaching material. Based on this research, a large part of teachers also regularly uses workbooks and teacher manuals. The FNBE stopped inspecting textbooks in 1992.

What do you use as a help or support when planning and teaching different school subjects? Choose an appropriate alternative and give an example or examples (*e.g.* the name of the particular textbook or manual). Please also indicate on what you base your choice of the textbook, work book, and/or teacher manual that you use. In case you don't teach the subject, please leave the item empty.

| | Yearly | Term wise | Monthly | Weekly | Daily |
|------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A4 Language and literature Planning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching: | | | | | |
| A5 Mathematics Planning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching: | | | | | |
| A6 Science and environmental studies Planning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching: | | | | | |

| | Yearly | Term wise | Monthly | Weekly | Daily |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A7 Physics and chemistry Planning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Teaching:

| | | | | | |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A8 Health education Planning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Teaching:

| | | | | | |
|-------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A9 Religion/Ethics education Planning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Teaching:

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A10 History Planning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Teaching:

| | | | | | |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A11 Music Planning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Teaching:

| Yearly | Term wise | Monthly | Weekly | Daily |
|--------|-----------|---------|--------|-------|
|--------|-----------|---------|--------|-------|

A12 Visual arts
Planning:

Teaching:

A13 Sports
Planning:

Teaching:

A14 Drama
Planning:

Teaching:

A15 Other subject. What?
Planning:

Teaching:

ABOUT THE CONTENTS OF ACTION BASED ACTIVITIES

In line with learning theories, the framework of this research considers learning taking place through participative action. Also the NCCBE and the programme of the Ministry of Education global education is defined as action. The programme does not, however, give any suggestions with regards to the content of action of each global education area (listed below).

Evaluate *how much and what kind of action* related to the different areas that *pupils are involved* your teaching has included during the past year or will include this year. Tell also whether you think the action is enough. Choose the appropriate alternative and give examples (you can continue on the other side of the paper).

| My teaching includes action that is related to... | Yearly | Term wise | Monthly | Weekly | Daily |
|---------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A26 human rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

There is enough action Yes
No

| | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A27 equality and equity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

There is enough action Yes
No

| | | | | | |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A28 peace education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

There is enough action Yes
No

| | | Yearly | Term wise | Monthly | Weekly | Daily |
|-----|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A29 | media education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

There is enough action Yes
 No

| | | | | | | |
|-----|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A30 | intercultural understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

There is enough action Yes
 No

| | | | | | | |
|-----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A31 | development and fairness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

There is enough action Yes
 No

| | | | | | | |
|-----|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A32 | sustainable development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

There is enough action Yes
 No

| | | | | | | |
|-----|------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A33 | other areas related to global education. What? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

OPEN QUESTIONS

**Yu can also answer the open question by sending mail to:
anna-kaisa.pudas@oulu.fi.**

A34 Which of the above mentioned activity do you think succeeded very well? How do you evaluate the success? Why do you think the activity succeeded so well?

A35 Where and from whom do you feel you get support to your global education work? What do you think enhances your global education work?

A36 What do you consider as your main challenges in implementing global education? What do you consider as a hindrance for global education work?

Appendix 4A: Phase IV, Teachers' questionnaire

School/class

____/____

BACKGROUND INFORMATION

| | Yes | No |
|---------------------------------------------------------|--------------------------|--------------------------|
| A1 I have participated in the study in the autumn 2008. | <input type="checkbox"/> | <input type="checkbox"/> |
| A2 I have participated in the study in the autumn 2009. | <input type="checkbox"/> | <input type="checkbox"/> |
| A3 This is the first time I participate in this study. | <input type="checkbox"/> | <input type="checkbox"/> |

The following arguments have been collected from your school's previous answers. In a case there are two classes participating in the research, the arguments are collected from both teachers.

Tick 'yes' (true) in a case the situation has stayed the same and tick 'no' if the situation has changed. In a case you will tick 'no' (not true), please write a brief summary after the argument on how the situation has changed.

| | Yes | No |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| A4 My school does not have a global education action plan or a person or a team responsible for the school's global education. | <input type="checkbox"/> | <input type="checkbox"/> |
| A5 I have not participated in global education training. | <input type="checkbox"/> | <input type="checkbox"/> |

If you answered 'no',

- How long did the training last (h/d/wk/y)?
- Who or what was the training organiser?
- What do you consider the best benefit you got from the training?
- What did you miss from the training

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| A6 My school does not have enough global education material. The school has not moved to the digital era. I am both a middle sized school principal and a class teacher. Both jobs suffer. In principle, I am interested in global education. | <input type="checkbox"/> | <input type="checkbox"/> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|

What kind of issues you think should be included in the curriculum so that it would support global education work? What kind of issues should be evaluated in the curriculum from global education perspective?

What kind of materials do you think best support global education work?

What kind of teaching methods you think are most suitable for teaching global education?

What do you think about a separate national global education programme?

Please feel free to write down any feedback about the topic and about this research. You can also send feedback to the researcher's email address anna-kaisa.pudas@oulu.fi.

THANK YOU FOR YOUR ANSWERS!

Appendix 4B: Phase IV, Pupils' questionnaire

____/____

TICK THE APPROPRIATE ALTERNATIVE: I'm a girl boy

TASK

Evaluate how often you have studied in more detail or talked about the following concepts (words) during your fifth or sixth grade classes.

1. Read the sentence and choose the alternative that best describes your opinion. Choose only one and tick it.

| We have discussed or studied in more detail at school about | Never | 1-2 times per year | Monthly | Weekly | I don't know |
|-------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| 1. human rights and children's rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 2. equality and equity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 3. peace and safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 4. poverty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 5. nature and conservation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 6. recycling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 7. media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 8. minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 9. immigrants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

2. The above concepts are listed again on the following page. Using your own words, write in the box what do you think the concept means and what kind of things are related to the discussion or to the studies (e.g. picture, text, some event, before or after the discussion, visit, your class activities). You can continue your response to the other side of the paper if you want.

1. human rights and children's rights

2. equality and equity

3. peace and safety

4. poverty

5. nature and conservation

6. recycling

7. media

8. minority groups

9. immigrants

Appendix 5: Table 21

Table 21. The Goal categories derived from the texts in the NCCBE and the GE 2010 programme.

| Sample of expressions in the NCCBE | Sample of expressions in the GE 2010 | Subcategory | Main category |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------|
| Basic education needs to support the formation of the pupil's language and cultural identity... When teaching Sami pupils it needs to be taken into account that they are indigenous people with own language and culture... The school needs to create preconditions... so that pupils may preserve their Sami identity without assimilating into the mainstream...When teaching Roma pupils the status of Roma as Finland's ethnic and cultural minority group needs to be taken into account... Roma language teaching needs to enhance dual identity... When teaching sign language users, general educational and learning goals will be used by applying them with sign language users' culture... When teaching immigrants... taking account pupils' backgrounds, the reason for immigration, and the time residing in Finland... teaching needs to support the pupil's growth into an active and balanced member of the Finnish as well as pupil's own language and cultural community. | Language is robust factor for identity building... The key factor in integration is that immigrants gain sufficient proficiency in either Finnish or Swedish, all the while maintaining and developing their native languages. | <i>Language and culture</i> | DEVELOPMENT OF PERSONAL IDENTITY |

| Sample of expressions in the NCCBE | Sample of expressions in the GE 2010 | Subcategory | Main category |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------|
| Basic education needs to give opportunities to all-round growth, learning, and the growth of a healthy self-consciousness... Learning environment needs to guide pupil to set his or her own goals and to evaluate his or her actions. The choice of teaching methods is based on that they... enhance readiness to take responsibility of one's learning... and self-reflection... The task of basic education to evaluate critically, to create new culture, and to revitalise the ways of thinking and acting | GE supports growth into a critical... citizen... | <i>Self-consciousness and self-reflection</i> | |
| Basic education needs to give opportunities... to gain skills and knowledge needed to participate in development of a democratic society. The task ... is to create new culture, revitalise ways of thinking and acting and develop the pupil's ability to evaluate critically. The aim of Participatory citizenship and entrepreneurship is to ... support pupils develop into independent, initiative, goal-oriented, co-operative, and participative citizen... | GE guides towards the ethic of a world citizen, which in turn is founded in fairness and respect for human rights. GE enhances initiative rising from an individual aspiration to work for a better world and from hope of its realisation. GE supports growth into a critical... citizen... | <i>Democracy and citizenship</i> | GROUP IDENTITY AND CITIZENSHIP |
| The task of basic education... enhancing equality and a sense of community. The choice of teaching methods is based on that they... enhance social flexibility, skills to constructive cooperation, and being responsible of other people... The task of basic education is to move cultural heritage from one generation to another, to increase knowledge and abilities and increase | Methods and procedures... can sustain the principles of... democratic decision making. GE guides towards individual and communal global responsibility. GE is a process helping us understand and appreciate difference and different cultures. Language is robust factor for identity building... The key factor in integration is | <i>Sense of community</i> | |

| Sample of expressions in the NCCBE | Sample of expressions in the GE 2010 | Subcategory | Main category |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------|
| <p>awareness of the values and practices the society is based on...</p> <p>The aim of the Cultural identity and internationalism theme entity is to help pupils understand the essence of the Finnish and European cultural identity, to find their own cultural identity and to develop readiness for intercultural dialogue and internationalism...</p> <p>The basis of instruction is Finnish culture, which has developed in interaction with indigenous, Nordic and European cultures...</p> <p>Teaching takes into account that Finnish culture has diversified due to immigrants with various cultural backgrounds.</p> | <p>Sample of expressions in the GE 2010 that immigrants gain sufficient proficiency in either Finnish or Swedish, all the while maintaining and developing their native languages... Knowledge of languages reduces the risk of exclusion and social divides... GE supports... knowledge and skills to act successfully as part of one's community in a globalising world.</p> | | |
| <p>Teaching methods need to enhance information and communication technological skills... The aim of the Communication and media theme entity is to develop skills to express and co-operational skills, enhance understanding of the position of media...</p> <p>Basic education increases tolerance and cross-cultural understanding.</p> | <p>GE supports growth into a... media-critical citizen...</p> <p>GE promotes national and international interaction, inter-cultural dialogue and learning from one another.</p> | <p><i>Use of media</i></p> <p><i>Intercultural communication</i></p> | <p>MEDIA AND COMMUNICATION SKILLS</p> |
| <p>The aim of Responsibility of the environment, wellbeing, and sustainable future is to augment the pupil's abilities and motivation to act for the environment and for human well-being ... to raise environmentally conscious citizens who are committed to a</p> | <p>GE... helping us... make choices that promote development.</p> | | <p>COMPETENCES FOR SUSTAINABLE DEVELOPMENT</p> |

| Sample of expressions in the NCCBE | Sample of expressions in the GE 2010 | Subcategory | Main category |
|------------------------------------|--------------------------------------|-------------|---------------|
| sustainable way of life. | | | |

Appendix 6: Table 22

Table 22. Pupils' conceptions of the areas of the GE 2010 programme.

| Concept | Thematic unit | Sample of a typical answer |
|---------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human rights | Peace, safety | Means that people have a right to live peacefully in the Earth. Everybody has a right to live safely. |
| | Rights | Human rights mean everything that people need to be allowed to do. |
| | Basic needs | Every people must have food and drink and everything they need. |
| | Non-violence | You cannot hit other people. |
| | Law, order | Everyone has rights and related rules, people cannot do whatever. That we have a judicial process if we are unsure. |
| Children's Rights | Basic rights and needs | Going to school, home, own family, food, water, clothes, learning and feeling good. No child labour. That a child has right to name, schooling and nationality. Than children also have a right to do what they want but not whatever they want (hang from a lamp, eat candies all day long). Children's right is that a child feels him (her)self safe. Than parents' don't hit. |
| | Peace, safety | |
| | Non-violence | |
| Equality and equity | Non-violence and no discrimination | No slavery. No looking down on people, no discrimination. |
| | Equality | That everyone is as important as another person. For example a child and an adult are not equal because a child is younger and so they have different rights. Rich and poor are not equal, but rich and rich are. It does not matter whether you are a child, a girl or a boy, adult man or woman, we are equal even though you were a grandmother or grandfather or someone old. |
| Peace and safety | Peace, safety | Means that you may not irritate other people or hurt but safeguard and give peace. Peace and safety is life that allows your body to be filled with peace and gentle feeling. |
| | Non-violence, harmony | Peace means that you don't make war of fight and safety means that everyone can feel themselves safe when there are no fights. I think it means that you can live in peace and you don't have to be afraid of anything. Nobody storms inside and shouts: This is a hold-up! You cannot be drunk, it is dangerous. |

| Concept | Thematic unit | Sample of a typical answer |
|-------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | No wars | Finland is a safe country and there are no wars here. |
| | Rules, law, police | Traffic rules. Safety rules. Police, agreements and law. |
| Poverty | Lack of money, food, clothes | It means that you don't have money and you feel bad. That you don't have money to buy anything extra and those who are really poor cannot buy even what is necessary. Having no money, the clothes are very bad, and not much food. |
| | Lack of home | Some people live on the streets. If you see someone without a house, you can for example call a policeman. |
| | Neediness | Poverty is bad because if you don't pay for your rent you will be kicked out from the house. If I knew a poor child who needs money, I would give. Money is shared wrongly and poor people are left poor. You barely stay alive, not much food/water, can even be a slave. |
| | Not acceptable | Poverty is a terrible thing. I wish to make better, to help. Should end. Poor people can also be happy that he (she) has a family or that he(he) is well. |
| Fairness and justice | Justice, decision-making, equity | Don't lie and don't accuse anyone without a reason. It is opposite to discrimination. |
| | Fairness | Everybody has right to say something and everyone will be listened to. |
| | Rules, law | It means that e.g. if a mother has two children and she gives equal attention to both of them. |
| | Protection and preservation | Means that e.g. you play according to the rules. Everything you do should be legal. Obey the law. If someone steals from a shop, it is not fair. |
| Nature and conservation | Food, life | If everyone threw trash in the nature, the air would be polluted. You don't kill all the plants, don't cut too many trees, or kill many animals so that that specie would not extinct. You should not pollute nature with chemicals. |
| | Animals | It is important because without a nature we would not have food. |
| | Waste, recycling | You are not allowed to kill animals. |
| | Material recovery | It means that there are different trash bins. You need to put right thing into rights places; e.g. metal, cardboard, paper, glass and other. You can for example take your clothes to a flea market. You can take old cloths to charity. |
| | | Things and other, you can give from one to another. It means that you take empty bottles to shop and newspapers to recycling places. |

| Concept | Thematic unit | Sample of a typical answer |
|------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Media | Communication | That you can talk with your friend such as messenger. Media is useful because you can send message around Finland. Phone, computer are media, you can send messages to one person or to the other side of the world. |
| | Equipment | Telephones, radios, TVs, and computer. |
| | Action, play | They are nice and you can play or watch movies with them. You can make movies with clay figures. |
| | Information | Media is useful because you can get information from media. Newspaper exaggerate, news are real. |
| | Difference | Are people from different culture, speak different dialects. |
| Minority groups | Examples of groups | Minority groups are e.g. farmers, Roma people, immigrants. Are for example Sami and Roma people. Means e.g. Finland's Swedish. Dark-skinned, immigrants and other. |
| | The poor | Minority groups are black people and other who don't have food or drink. Foreigners and beggars. They are a little bit poorer. |
| | Special assistance | Groups that help other. If it's difficult to study something, they will teach. |
| Immigrants | Movement | A person who moves from one country to another country. For example moved from Hungary. |
| | Refugees, escapers and War | People who have lived in American and move to Finland. If someone lives in Sweden and moves to Finland. If for example somewhere is a war, there will be immigrants. They are refugees. They have run away from their country. |
| | The poor | A poor person from another country or someone who is hiding. |
| | Difference | Immigrants may look different but inside they are similar to Finns. |
| | Acceptance | If there are immigrants, you will have to accept them. |
| | Examples of nationalities | Africans. Some Chinese. |
| Tourism and travelling | Traveling for various reasons | Don't know places and visits different countries. To travel to another country when on a holiday. Travelling is important because otherwise you wouldn't see sights. |
| | Examples of foreign countries, nations | Is when you go to Norway or somewhere. London, Egypt, Sweden, Estonia. |
| | Actions that define tourists | Tourist is the one who takes photos. For example Finns travel to Thailand. You have to pay for two thousand euros. I love travelling but I don't really care about the tourists. |

| Concept | Thematic unit | Sample of a typical answer |
|-----------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foreign countries and natio | Migration, visitors, unfamiliarity | For example a Russian moves to Finland. A country that is unfamiliar to someone, such as Belgium or Slovakia. We have had some Swedish visitors at school and no one bullied them. They are unknown and welcome to Finland. |
| | Differences, similarities | One speaks different languages and does things differently. There might be different coloured people in foreign countries but they are similar to other people. Foreign countries may have different problems |
| | Poverty, poor Africa | You should get money to Africa from somewhere. |
| | Communication | I'm interest in foreign countries and I wish to learn new languages. |
| | Rules, law | When in a foreign country you will have to obey their rules. |
| UN and UNESCO | Cooperation | Countries that work together. |
| | Peace | UN tries to make peace. Peace corps and UN ambassadors. |
| | Help | UN tries to help children's wellbeing. Help thirsty children and adults there in Africa and Asia. |
| EU | Europe | People talk about European matters in EU. Europe is quite northern country and Finland belongs to it. |
| | Euro | People use euros. |

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