



FINNISH NATIONAL
BOARD OF EDUCATION

Liisa Jääskeläinen, Paula Mattila, Heli Niska and Tarja Repo (ed.)

LEARNING IN, ABOUT AND FOR DEVELOPMENT PARTNERSHIPS

What Competences Does a Global Citizen Need for Building a Development Partnership?

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MINISTRY FOR FOREIGN
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COVER PHOTO *Topias Turppa, a student in Vammala Upper Secondary School, had the full attention of pupils in Kilakala girls' school in Tanzania. Photo: Timo Niemimaa / Vammalan Vammala Upper Secondary School*

PHOTO P. 9 *The teachers and students from Vammala Upper Secondary School who visited Morogoro were impressed by the willingness to learn that was shown by young people in Tanzania. Upper secondary school student Jenni Puhakka got to answer numerous questions about the industrial structure, politics and history in Finland. Photo: Timo Niemimaa*

PHOTO P. 26 *Sign language is the main means of communication in the school for deaf children located in Hosaina, Ethiopia. The pupils in Hosaina had visitors from Pattanen School in Raaha, who wanted to get to know their partner school. Photo: Henri Ylikulju / Pattanen School*

PHOTO P. 43 *Students from Kirkonkulma School in Hämeenlinna got to know the school of Gola in Gambia. Finnish students familiarised themselves with the lives of children in Gambia and compared it to their own way of life. Photo: Jari Kivelä*



INTRODUCTION

Jorma Kauppinen, Director, Finnish National Board of Education



A process of reforming the curricula for general education is under way in Finland in 2012–2016. In the course of this process, we have reflected on characteristics of our time that make renewal necessary as well as competences that will be needed in the future. While preparing the reform of the curriculum for basic education, we implemented a project titled *As a global citizen in Finland* with funding from the Ministry for Foreign Affairs of Finland in 2010 and 2011. This project helped us to deepen our understanding of global citizenship and to find initial answers to the question of what competences a global citizen needs. After the project's conclusion, we worked further on the insights produced by it and incorporated the most central ones in the national core curriculum for basic education, which was adopted by the Finnish National Board of Education in December 2014.

As the most recent phase in our collaboration with the Ministry for Foreign Affairs, we implemented the project *Schools as development partners*, or KOMPPI, in 2013–2015. We understood that development partnerships make up the most vital area in which we must increase our competences as global citizens, the more so as this was also one of the less successful areas of the United Nation's Millennium Development Goals for the period that ended in 2015. We decided to start building up the competence that was in short supply. This publication describes the KOMPPI project and sums up its key results.

The project was led by a coordination group in which I served as Chairman. The group's members represented the Ministry for Foreign Affairs of Finland, the Finnish Ministry of Education and Culture, the University of Helsinki Department of Teacher Education, the school internationalisation project POLKKA, Kepa (the umbrella organisation for Finnish civil society organisations who work

with development cooperation), and the Finnish National Board of Education. Development partnerships were built in 13 schools. This required bold openings, dedicated work, new challenges, well-written reports...and it certainly was not always easy! This was another project that would have been impossible without funding provided by the Ministry for Foreign Affairs. We introduced the project to and reflected its outcomes with an international audience in our [Hanasaari Symposium](#) held in Finland in May 2014. I would like to thank once more the GENE network and the Swedish-Finnish Cultural Centre of Hanasaari for their cooperation in organising the symposium!

A global citizen's competences have been incorporated in many ways in the national core curriculum of basic education in Finland. This work will continue with the preparation of local curricula and, as from August 2016, their practical implementation. The project and the operating methods it proposes are ever more topical in the face of the refugee crisis which began in summer 2015 and which is about to introduce the global world and its problems to an increasing number of Finnish classrooms.

The UN General Assembly noted in autumn 2015 that global results had been achieved relating to the Millennium Development Goals set 15 years ago, including the reduction of poverty by one half, a decline in infant mortality, and easier access to education. The promising results encouraged the countries to agree upon even more ambitious goals for 2030. Education for all is one of the cornerstones of the new sustainable development goals (Agenda 2030). We in Finland also trust the power of education and its ability to promote a fairer and more sustainable way of life. To achieve this, we will need diverse partnerships!

THE KOMPPI PROJECT AND ITS IMPLEMENTATION

Paula Mattila, Counsellor of Education, Finnish National Board of Education



INITIAL SITUATION

The Finnish National Board of Education has worked together with the Ministry for Foreign Affairs of Finland since 1995 to develop internationalisation education, later known as global education. In 2010–2011, a project titled *As a global citizen in Finland* was implemented, the key outcomes of which included an analysis of a global citizen's competences. These were illustrated in the shape of a flower with different competences forming its petals (see illustration). One of the competences of a world citizen was named **global responsibility and development partnerships**. The objective of the new project was to explore this area further.

In autumn 2012, the Finnish National Board of Education agreed with the Ministry for Foreign Affairs of Finland on the implementation of a project titled *Schools as development partners*. In its early days, the name KOMPPI was coined for the project (an acronym based on the Finnish title of the project). In return for an appropriation of EUR 200,000 granted for the project, several rather ambitious goals were agreed upon. The administrative framework for the agreement between the Finnish National Board of Education and the Ministry for Foreign Affairs was the Development Policy Programme of the Finnish Government, a key goal of which was encouraging Finnish people to commit themselves to global responsibility – also by means of global education. For the goals and most important outcomes of the project, see the article starting on page 20.



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Of all the competence areas of a global citizen, development partnership was selected for closer scrutiny. The question mark is a reminder of the open nature of the global education model.



The schools met for the first time at a joint kick-off seminar held in Helsinki in May 2013. The participants started with reflecting on the concept and practices of global education in schools while putting the finishing touches on the schools' project plans. Photo: Tarja Repo

Pupils had been invited to participate in the schools' joint working seminars, and they took part in completing group assignments. Photo: Heli Niska



THIRTEEN SCHOOLS INVOLVED

The most concrete goal of the KOMPPI project was to improve the possibilities of schools operating in different parts of Finland to establish practical development partnerships with schools in developing countries. This was achieved by selecting 13 educational institutions as KOMPPI project schools in an application process organised by the Finnish National Board of Education in spring 2013. A balanced mix of schools was selected to participate in the project representing different levels of comprehensive schools and general upper secondary schools, both large and small, from municipalities of different sizes in various parts of Finland. A regional network of Swedish-speaking schools was also involved in the project. In the selection process, attention was paid to the participants' previous experience of cooperation with schools in developing countries.

THE IDEA OF PARTNERSHIPS GAINS MOMENTUM

All schools produced action plans for their projects, which were approved by the Finnish National Board of Education. The schools participated in the implementation of the KOMPPI project in a versatile manner, each in its own way and through its own sub-project. The Finnish National Board of Education met with the schools at three working seminars, and webinars were held between these meetings. The purpose of the meetings was to clarify the objectives of the project, to familiarise the schools with one another's projects, and to gain a deeper understanding of what a development partnership means. The meetings represented peer learning at its best, as they enriched the participants' ideas of how they should proceed with their own school's sub-project and how to promote the national-level project. This publication provides a review of the key outcomes of the school projects.



SCHOOLS AS DEVELOPMENT PARTNERS

LEARNING IN, ABOUT AND FOR DEVELOPMENT PARTNERSHIPS

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I

SCHOOLS AS BUILDERS OF DEVELOPMENT PARTNERSHIPS



SCHOOLS LOOK TO THE SOUTH

Finding information, experiences and new friends in Africa and Asia

Tarja Repo



INTERNATIONALISATION BEGINS AT OUR SCHOOL

Raunistula School invited immigrants to participate in global education

In Raunistula, a suburb of Turku, the entire lower comprehensive school of 600 pupils participated in a project themed around the school day in Ethiopia, Nepal, Finland and elsewhere in the world. During their lessons in different subjects, the pupils familiarised themselves with the partner schools and their countries, explored other international topics, and



organised action days. Their work was supported by global education organisations, including Plan, the Peace School and ODW Finland. Local residents with immigrant background contributed to internationalisation at home.

The school organised a theme day to introduce the school's internationalisation project to the local community at large. Immigrants had been invited to participate in the theme day as leaders of children's language and culture workshops. The idea for the workshops came from the children, who wished to learn greetings in different languages. The theme day was also attended by a great number of parents, who had the opportunity for observing the language workshops in the classes.

A highlight of the project, whose duration was slightly over one school year, was the Ahtisaari Day in November 2014, the theme of which was the whole wide world. The classes also selected their own peer mediators, two of whom got to meet Nobel Peace Prize laureate, President **Martti Ahtisaari** during celebrations organised in Turku.

Class 4A pupils participated actively in the internationalisation work of Raunistula School. They produced a world map for the school's theme day, and some of them were involved in filming the school's English presentation video. Photo: Tarja Repo



ACTIONS FOR THE CLIMATE IN DAILY SCHOOL LIFE

Veikkola School designed solar cookers for Ethiopia

Veikkola School in Kirkkonummi, near Helsinki, concentrated on energy and food production from the perspective of Ethiopians in their project. The pupils built solar cookers both in their own school and together with their peers in the partner school in Addis Ababa. The Finnish Broadcasting Company produced a documentary on the trip to Ethiopia.

While the credit for building most of the cookers goes to the pupils in class 5B, the project was also extended to other classes in this

comprehensive school of 650 pupils. The cookers were built during woodwork lessons, but the topic was also addressed in other subjects. As the work progressed, the themes of sustainable development were integrated with open problem-solving and technology education. Recycled materials were used in a resourceful way to build the cookers.

Background support for the project was provided by external experts, including those from the **Finland–Ethiopia Friendship Society**. If the goals are achieved, this international school partnership will help to spread the use of solar cookers in Ethiopia.



A group of pupils and teachers from Veikkola School brought solar cookers to Ethiopia and showed the locals how to make them. Three pupils from Veikkola School were involved: Henna Lohi (top right), Roope Baggstöm and Eemi Kankaanpää. Photo: Veikkola School



A SCHOOL THAT DEVELOPS VILLAGES

Vesilahti Lower Secondary School established close contacts with Zambia and Senegal

In the municipality of Vesilahti near Tampere, a lower secondary school of 240 students has been a hub of international activities for years. Supported by the local community, the school has launched large-scale development aid projects in the villages of Isenge in Zambia and Diamniadio in Senegal.

Until recently, Isenge has lacked primary services, including a health centre, electricity and a drilled well. Finding competent teachers for the elementary school has also been a problem, partly because of a shortage of suitable housing. Funded by ODW campaign money earned by the students in Vesilahti Lower Secondary School and other donations, a new primary school, a health centre and housing for teachers have been built in Isenge. The latest

effort is connecting the school and the village centre to the power grid. This development project, which started in 2005, is still going full steam ahead.

The school also donated money to pay for a one-year sewing course to the women of the village and bought them sewing machines. The first orders were placed by customers in Vesilahti. The women did their work meticulously, sent the shirts to Finland by post and gained their first income as seamstresses.

A more recent partnership with Senegal is also gathering momentum. The school's account receives a steady trickle of donations for building a high school and a school library in Diamniadio. The plans also include building wells and organising better health care in the village.

The most significant feature of Vesilahti School's project is that project cooperation is to a great extent in the hands of the student association and its board. While the principal and teachers guide the activities, the students learn to take operational responsibility for practical development cooperation.



The cosmopolitans from Vesilahti are eager to establish international contacts. Africa, in particular, is close to their hearts. In the photo Tapani Pietilä (top left), Anna-Kaarina Huhtala, Satu Vikström, Mari Larikka, Milla Risänen (bottom left) and Iina Salmela. Photo: Tarja Repo

A school was built in the village of Isenge in Zambia on funding provided by Vesilahti Lower Secondary School. Students from Vesilahti visited the school's construction site in October 2010. Photo: Vesilahti Higher Comprehensive School





INTERCULTURAL COMMUNICATION THROUGH VIDEOS

Jyväskylän Lyseo Upper Secondary School and Vasaramäki School in Turku explored cultures through the methods of film-making

A picture is worth a thousand words, especially if the partner schools in different countries do not have a common language. Jyväskylän Lyseo Upper Secondary and Vasaramäki School in Turku trusted the power of visual expression in their respective KOMPPI projects, in which the students learned about planning, shooting and editing films. The outcome was intercultural communication through videos.

Supported by professionals, the students in Jyväskylä created YouTube videos about exclusion together with their friendship school in Burkina Faso. Vasaramäki School also hit on a theme that is interesting to children and young people: they focused on the lives of youngsters in two different cultures. The outcome was a documentary that compared life in Finland and Somalia.

The cultural project titled *Changing the rhythm* between Jyväskylän Lyseo Upper Secondary and **Wend Manegda** School in the capital of Burkina Faso, Ouagadougou, was already launched in 2003. Jyväskylän Lyseo is one of the oldest schools in Finland, recently merged with another upper secondary school in Jyväskylä. Wend Manegda is a private Catholic school attended by some one thousand students representing different religions. *Sed vitae – For life!* cooperation project was sparked by the richness of cultural life in Burkina Faso. The country is known as an important film centre, which is why film was selected as the form of expression in this project. Exclusion

was selected as the project's theme. The students of both schools explored the topic through online videos while also reflecting on how exclusion could be prevented, for example by means of education.



Students in Ouagadougou, Burkina Faso used tablets donated by their friendship school, Jyväskylän Lyseo, to film their take on why it is important for young people to go to school. Photo: Jyväskylän Lyseo Upper Secondary School



Left: The documentary describes the industrious life of a Somali girl named [Fadumo](#). Photo: Wali Hashi

Right: The pupils on a visual communication course in Vasaramäki School explored their topic through the medium of film. Photo: Vasaramäki School



A DAY IN THE LIFE OF A GIRL IN FINLAND AND SOMALILAND

Cultural diversity was also in a prominent role in the project of **Vasaramäki School** in Turku, where the impetus for the school's KOMPPI project came from the pupils' different ethnic backgrounds. Vasaramäki is a comprehensive basic education school with classes 1–9 and some 670 students. The idea was to produce a documentary that compares the days of two young people of similar ages in Finland and Somaliland. The documentary was shot on location in the two countries. In Vasaramäki, the bulk of the work was carried out by grade 8 pupils in their optional visual communication course.

The main characters of the documentary are **Anni** and **Fadumo**. Fadumo attends **Tunbluki** School in a village called Finland in Somaliland. She gets up early to make breakfast for her family and then goes to school. The classroom is cramped, but Fadumo studies tirelessly. After school, she does more housework, and during the weekends, she works as a hotel cleaner. Sometimes Fadumo studies for her

exams at night as the hours of the day are not long enough. Fadumo is never bored; she does not have time for that.

The days of Anni, who lives in Turku, also follow a familiar rhythm. Anni goes to school every morning and spends her free time in cafés with her friends. She is an active user of social media services and feels put out because contributors to a popular site have started spending all their time criticising the way other people look. In autumn 2013, something strange happens to Anni. She learns about Fadumo's life in her visual communication course at school and ends up as one of the main characters in a documentary. The video, which can be seen on YouTube, shows how different the lives of the two girls are.

The goals of the project in Vasaramäki were expanding the students' understanding of cultural issues and supporting their appreciation of education. The project has offered the pupils an opportunity for widening their perspectives and reflecting on the real values of life.



GLOBAL LEARNING THROUGH INTERNATIONALISATION STUDIES

Seinäjoki Upper Secondary School builds the big picture of development issues

A study module titled *World within your reach* introduced in Seinäjoki Upper Secondary School in 2010 has attracted national attention. It transcends the boundaries of subjects, and for one period, or six weeks, the students focus exclusively on global questions. The goal of the course package is to help the participants to shape their overall understanding of global themes.

As part of the KOMPPI project, Seinäjoki, a school of some 800 students integrated cooperation with **Dzivarasekwa High School** in Harare, Zimbabwe, in the course. In spring 2014, young people from the two schools were given an opportunity to reflect on themes they find important by responding to a *Work and Future* survey that revealed both similarities and differences in the young people's wishes and dreams about work.

For example, young people in Finland earn more pocket money while still in school, appre-

Seinäjoki Upper Comprehensive School and its partner institution, Dzivarasekwa High School, relied on Skype but also more traditional methods for keeping in touch. Amanda in Zimbabwe received a photo of students in Seinäjoki, who got a photo of Amanda in turn. Photos: Katja Ranta

ciate initiative in working life, and hope to have a family and gather experiences that enrich their lives before turning 30. The young people in Harare obtain less work experience while studying, emphasise obedience in working life, and wish to look after their parents and engage in charity work. In both countries, young people's dreams revolve around education and work.

The project team from Seinäjoki got to meet their peers in Dzivarasekwa when visiting Harare in October 2014. Workshops on study and career guidance were organised for nearly one hundred students and teachers. To prepare for the workshops, the students from Seinäjoki wrote an English guide titled [Work and Future](#), which other educational institutions can also use as support for career planning.

The students exchanged views of daily life, school, their dreams and further education. What these contacts will lead to is not known as yet. The circumstances of the schools are so far apart.





STUDENTS IN MOROGORO TAKE AN INTEREST IN CIVIC PARTICIPATION

Vammala Upper Secondary School, Sastamala

Vammala Upper Secondary School of some 100 students located in Sastamala in Tampere region set out to compare the lives of young people in Tanzania and Finland in their project. What similarities and differences are there in the young people's hopes and their possibilities of making them reality? Kilakala Secondary School in the town of Morogoro has been the target of Vammala Upper Secondary School's cooperation and aid activities already since 1997. With assistance from Vammala, a natural sciences laboratory has been equipped for this school

for girls, the studies of the poorest girls have been supported, and the school infirmary has been renovated.

In the KOMPPI project, students from Vammala developed a deeper understanding of the partner country by conducting an interview study. The responses may be interpreted as indicating that the young people in Tanzania are more interested in civic participation than their Finnish peers. Other outcomes of the project included an interactive timeline in English describing the two countries' history produced using the Tiki-Toki application, a geographical regional study of Tanzania for the Wikispaces site, exhibitions, press articles and a website. Material was also obtained for the teaching and learning of development geography.



using the Tiki-Toki application, a geographical regional study of Tanzania for the Wikispaces site, exhibitions, press articles and a website. Material was also obtained for the teaching and learning of development geography.

The students and staff of the Kigurunyembe school in Morogoro hosted a visit from Vammala Upper Secondary School. Susanna Vesamäki told them about schools and the way of life in Finland. Photo: Timo Niemimaa



EVERYONE NEEDS MEDIATION SKILLS Kirkonkulman Kirkonkulma School, Hämeenlinna

Kirkonkulma School in Hämeenlinna wanted to compare the ordinary school day of a basic education pupil in Finland and Gambia in its *The day of a child* project. **Peer mediation**, an application of restorative pedagogy, was highlighted as an important theme. The teachers and students of Kirkonkulma School have learned to use this working method for addressing conflicts, which has had a positive impact on the school culture. Peer mediation also provided an apt theme for cooperation with the partner school in Gambia, **Gola Fortunate Nursery and Primary School**. The goal was to learn together about intangible good in order to give reciprocal collaboration a genuine possibility.

Both partner schools are lower comprehensive schools with pupils in grades 1–6. Gola also provides pre-primary education. The schools are also similar in size, as both have slightly over 300 pupils.

A group of teachers from Hämeenlinna travelled to Gola for an introductory visit and discussed the peer mediation methods developed for schools with the local teachers. They also gave to the pupils lessons that relied on learning by doing.

In Kirkonkulma School, the project started with a party to highlight the theme, which was then approached during lessons that crossed the boundaries of individual subjects. The basic principle was project-based learning, of which the school already had experience. Visual material on Africa was also displayed in the school corridors, a dedicated blog was set up for the theme, and the children sent mail to the partner school.

For a more detailed discussion of the experiences of Kirkonkulma School, see the section on *The skill of encountering difficulties* on page 35.



THE PUPILS' ACTION WARMED HEARTS AND FEET IN ETHIOPIA Pattanen School, Raahe

When a school embarks on the road towards a development partnership, it can expect to gain not only information but also encounters with people living in other cultures. Over the last few years, Pattanen, a comprehensive basic education school with some 600 students in Raahe, has had the opportunity of following the lives of pupils they have sponsored in a school for deaf children in Ethiopia.

For many years, students in the higher grades have donated the money collected in the Operation a Day's Work campaign to sponsor an Ethiopian pupil's school attendance. The school now wished to intensify its contacts with Ethiopia and found a school for the deaf in the town of Hosaina for its new partner. The pupils in Raahe are sponsoring the youngest class in that school, and will follow the progress of these children until they finish school.

EECMY School for the Deaf is a boarding school attended by a couple of hundred students from all around Ethiopia who represent a number of linguistic and cultural groups. They are lucky, as only a few per cent of deaf children in Ethiopia get to attend school.

All classes of the school in Raahe from grade one to nine participated in the partnership activities. Topics related to Ethiopia were integrated in the teaching of such subjects as history, religion, music, visual arts, crafts and geography, in which grade 4–5 pupils worked on large group projects on Ethiopia.

The school in Raahe came up with the idea for the action to warm the hearts and feet when they learned about the cold nights in the highlands of Hosaina. With the assistance of the local community, they knitted woolly socks for all the pupils to keep their feet warm.

Kirkkonkulma School in Hämeenlinna compared a child's day in Finland and in Gambia. They partnered with Gola Fortunate Nursery and Primary School, to which an introductory visit was paid.

Teacher Jarkko Jokimies found plenty of players ready to join in the game in the school. Photo: Jari Kivelä



A school for the deaf located in Hosaina, Ethiopia, hosted a visit from Raahe. Photo: Henri Ylikulju

Field work performed by students from Kuninkaantie School in Kenya included catching micro-organisms in the soil. So-called pitfall jars were buried in the ground to trap the organisms.



Lina Sandvik and Paulina Kronqvist, students in Kruunupyö Upper Secondary School, travelled to Senegal with 15 other young people. While visiting the country, they got to meet their Senegalese peers. Photo: Kronoby gymnasium



CAREER PLANNING ON THE TAITA MOUNTAINS IN KENYA

Kuninkaantie Upper Secondary School, Espoo

Kuninkaantie Upper Secondary School in Espoo has some 540 students. In its global project, the school investigated the problems of food production in Finland and Kenya. First-hand information on the topic was obtained as 12 students embarked on a trip with a scientific focus to Kenya, to a research station on Taita Mountains maintained by the University of Helsinki Department of Geography.

The geographically and biologically interesting landscapes of Taita have attracted a number of researchers in the last few decades. During their stay at the station, the students of Kuninkaantie School took part in field work, which included collecting seeds for a botanical garden. They also participated in research related to chemical warfare by planting castor oil plant cultivations. The young people were supported by the curator of the Finnish Museum of Natural History. In addition to the university research station, the students visited **Shimbo School** in the nearby village of Werugha. The staff and pupils of the school introduced the Finnish students to agriculture and cattle husbandry.

The trip and the research work offered the students an opportunity to familiarise themselves with working in a developing country. Another key goal was supporting the participants' choices of further education and career planning by offering them contacts with the university and scientific work.

A PROJECT IN SENEGAL PRODUCED MORE NUANCED KNOWLEDGE OF AFRICA

Kronoby gymnasium, Team Nord network

The Team Nord network was established by five Swedish-speaking general upper secondary schools in the Kokkola area (Kronoby gymnasium, Karleby svenska gymnasium, Jakobstads gymnasium, Pedersöre gymnasium and Topeliusgymnasiet i Nykarleby). The starting point of the schools' Senegal 2014 project was devising a working method that would offer information about an unfamiliar continent and give students a better understanding of Senegal, a developing country in West Africa. Another goal was improving the students' French language proficiency.

The highlights of the project included a trip to Senegal with the town of Fatick and the capital Dakar as destinations. The group included students from all the general upper secondary schools in the Team Nord network, for whom the trip was one part of a course focusing on Africa. They prepared for the visit by familiarising themselves with the history, society, religion, culture, geography, biology and traditions of Senegal. In their destination, Fatick, the students visited different educational institutions and were also invited to the homes of their peers in Senegal. The Finnish visitors were amazed to see how Africans became Senegalese, who were further divided into such groups as Serers, Wolofs and Jolas according to their languages and tribes. The schools made sure that the students were given opportunities for reflecting on what they had experienced and learned and for peer learning in different stages of the project.

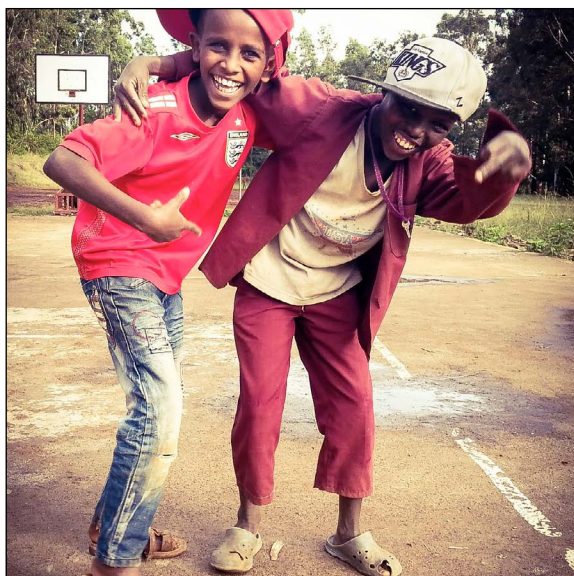
THE YIELD OF THE PROJECT – GOALS AND OUTCOMES

What we can learn from the schools' project reports

Paula Mattila

The agreement on the KOMPPI project between the Finnish National Board of Education and the Ministry for Foreign Affairs of Finland contained several goals related to educational development. The aims of the project included.

- clarifying ideas of what a development partnership could mean in basic education and general upper secondary education



Pattanen School in Raahe learned about life in a school for deaf children in Ethiopia both in Finland and on a visit to Hosaina. The Finnish visitors were impressed by the positive attitude and motivation to learn of the Ethiopian children. Photo: Henri Ylikulju

- broadening our understanding of the means that education providers and schools have for acting as development partners to schools in developing countries
- deepening and diversifying cooperation between schools and NGOs in development partnerships
- encouraging student associations to take on an active role in a development partnership
- developing communications about a development partnership by including in it plenty of visual material, for example to activate the youngest pupils and to minimise linguistic barriers
- producing models and descriptions of good practices.

In this article, goal achievement is analysed in the light of the participating schools' final reports. The following articles will look at the topic from the perspectives of student association participation, visual communication and encountering difficulties. The article titled The stairway of development partnerships contains an initial outline of a theory-in-use for describing development partnership competence.

Plenty of attention was paid to dialogue between project actors, reflection and reporting, as the goal was building up our understanding of and producing new knowledge about development partnerships. For reporting purposes, a dedicated version of the *Criteria for a good project* form prepared by the Finnish National Board of Educa-

tion for international activities was formulated. Among other things, the project developed a theory-in-use titled *The stairway of development partnerships* (see pages 39-42). The criteria for assessing the quality of a development partnership ensuing from this theory are below tentatively applied to the examination of the schools' reports. Our viewpoint is in transformation: the reports are examined to find out how the schools progressed on the stairway of development partnership.

GOAL 1: What could a development partnership mean in basic education and general upper secondary education

The schools were assigned to develop working methods and operating models that would strengthen development partnership as a competence.

The KOMPPI project lasted only 18 months from the kick-off seminar to the dead-line of final reporting. This would have been a very short period for creating a development partnership but most of the schools were operating within the framework of partnerships that had been established earlier. Some schools, on the other hand, had access to a Finnish contact who could help them find a partner school. For other participants, the solution was to explore development partnership based on an internationalisation at home approach. What resulted from the projects was surprisingly similar observations on what it means to build a development partnership.

The partnership begins with identifying its goals and purposes. What is the ultimate goal of finding a partner school, and who is the partnership for? Rather than aiming for full reciprocity, some schools emphasised supporting school work and students in a developing country. Others mentioned that they wanted to give their students a taste of Africa as a future working environment.

Those schools that held out for a reciprocal partnership felt it was necessary to find common goals for the cooperation. A mutual experience of added value produced by the project was emphasised (**win-win**). The idea of an “**exchange table**” was put forward: both schools bring up aspects that are considered important in their cultures and put them on the table for a joint discussion. This may point the way to understanding the aspirations of both parties and, consequently, defining the goals of the partnership together. The school must be willing to assess the project and its goals over the long term, and also be prepared for the eventuality that the goals ultimately have no genuine meeting point.

The goals may also have been “dictated from above”, in which case commitment to the activities may remain a challenge in schools. In one KOMPPI project, a wish for a school partnership came from a high level in the society and could only be fulfilled by sustained hard work of the actors on the practical level. Perhaps more commonly, the management or committed teachers in a school set goals for the collaboration which their colleagues and students fail to fully understand or share. It is thus important that some of the goals are extremely concrete, as in the solar cooker project of Veikkola School: the pupils built cookers both in their own school and together with pupils in the partner school in Ethiopia.

It is part and parcel of a partnership that the parties observe and attempt to understand each other's operating cultures – as far as possible. The parties should learn to listen to each other: pupils to their peers, and teachers and managers to their colleagues. Communication should be enabled from the earliest phase by charting and preparing common ground for communication: how will communication take place and in what languages. In addition to a common work-

ing language (English, French, images, videos), ways of showcasing the partner schools' own languages should be considered. In some schools, thematic workshops on languages were organised for this purpose. The partners of an Ethiopian school for deaf children in Raahe learned some Ethiopian sign language.

In their reports, the schools pointed out that in a partnership project you have to be prepared for norms in the partner's operating environment that may be different from those in Finland. Creativity, and sometimes great flexibility, are required of the actors in order to find a way to mutual understanding in situations where previously learned information, or proven operating methods, are suddenly no longer valid. A situation of this type is described in the article *The skill of encountering difficulties* on page 35.

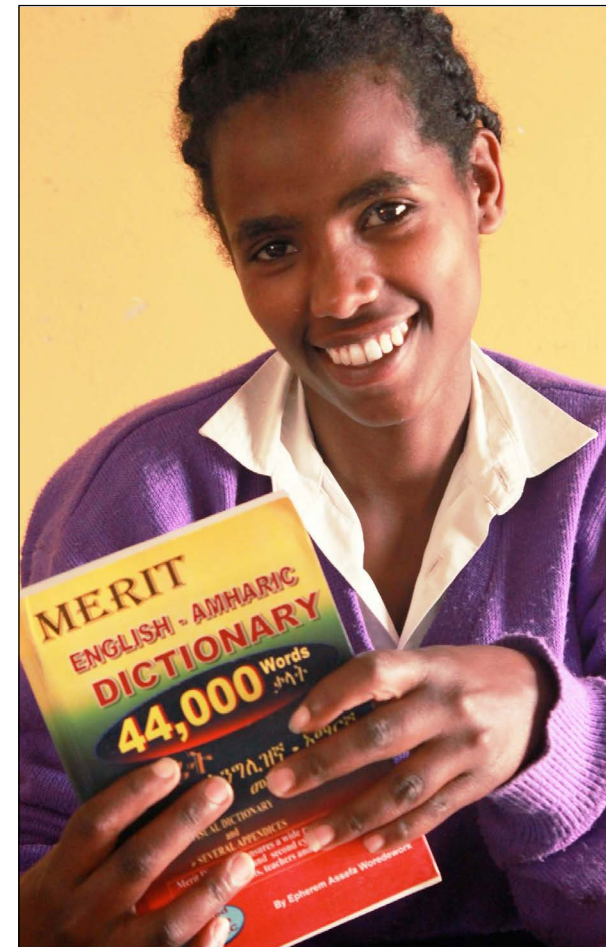
Surprises are a part of development partnerships – and when preparing a project, none of its stages should be taken for granted. A good way of anticipating challenging situations and also successes is to prepare an appropriate risk analysis in advance. Thorough preparation in advance also includes drafting alternative plans. And following the example of a few KOMPPI schools, a plan that can also be implemented without the partners travelling to meet each other should be devised. A large range of methods for internationalisation at home is available, and digital tools are creating increasingly promising technical solutions for it.

Being prepared to reflect on what has been experienced and learned while still in the thick of the action is particularly important. This also makes it possible to observe and learn from other people's experiences. In addition, thoughts and ideas that need further processing or that are incomplete or conflicting may, in hindsight, prove to be the most valuable milestones on the learning path.

2. The role of education providers in supporting development partnerships of schools

Any project activities in schools, especially when they are continued over a long period, require inputs from the education provider. The

English–Amharic dictionaries were much in demand in the Ethiopian EECMY School for deaf children and young people. The dictionaries for grade 8 pupils were donated by Pattanen School in Raahe. Paying attention to language awareness and versatile communication was one of the KOMPPI project's goals. Photo: Henri Ylikulju



Finnish National Board of Education signed cooperation agreements separately with all of the education providers whose schools took part in the KOMPPI project. Except for the state grants for KOMPPI, it was hoped that the education providers would invest some of their own resources in the sub-projects.

All schools presented their projects in their own events, and they thus had an opportunity of communicating about their project's phases and outcomes, at least in their home municipality. Several schools received praise from education providers for their KOMPPI initiatives, but few had concrete resources allocated to their projects. The schools' subprojects were not extended to other schools in their education providers' jurisdictions or nationally, which was also against some hopes expressed by the Finnish National Board. However, non-participating schools can profit from the digital materials produced during the project. Some of the materials are in English and some contain plenty of visual elements, and they can thus be used even internationally. Also, many schools felt that the project would live on in their school for an extended period, as the activities were tied to existing educational structures and study modules.

3. Intensifying and diversifying cooperation between schools and NGOs in development partnerships

The KOMPPI project highlighted the role of NGOs as a resource for development partnerships. In particular, it was desirable to increase the schools' awareness of the learning materials, networks and experts of NGOs engaged in development cooperation to inspire schools to rely on NGO cooperation in building their development partnerships on a more sustainable and diverse foundation.

Challenges to development partnerships may include not only finding a friendship school but also getting across the right message about the purpose of the cooperation in the early days of the partnership. In this respect, Finnish NGOs and organisations engaged in development cooperation could be the best actors to get the cooperation off to a good start. They may also be helpful in the further development of the project. Supported by their NGO partners, the schools learn how contacts with the target country should be managed and what to do, for instance in situations where the messages do not get across.

In addition to development cooperation organisations, important support has been received from parents and parents' associations, immigrant organisations and parishes. The stakeholders may also include a higher education institution that has competence related to and contacts with a developing country.

4. KOMPPI encourages student associations to be active in development partnerships

The national core curriculum adopted in Finland in 2014 emphasises the pupils' active role in putting together their personal learning paths, civic activity and becoming global citizens. In upper secondary education, encouraging the students' agency has been an important premise for a long time. The particular goal of the KOMPPI project was to involve the pupils and students in planning and implementing the project. The Finnish National Board of Education invited student association representatives to the project seminars and made an effort to plan the seminar programmes so that the pupils could contribute to the discussions.

The pupils and students are the core resource of a development partnership that sometimes may receive too little attention. It is also

a resource that is entirely renewed every few years. Children and young people will contribute to the development partnership their knowledge, interests and skills including, for example, cutting-edge approaches to the use information technology and social media. In KOMPPI project, they were active in highlighting what is of genuine interest to young people at this specific time and, naturally, also their concerns and ideas about the future.

Pupils and students can take part in building the partnership by observing and documenting their own and the partner's operating environment and describing their observations to actors in the partner school. Additional information is requested about interesting topics, and these are discussed as openly as possible, with participatory and inquiry-based learning as the starting point. In cooperation with the partner school, it is important to make sure that the pupils have some method of natural interaction available for them, whether it be a ball game, practical work (building solar cookers) or visual communication related to a jointly identified topic (dreams for the future, reasons for and prevention of exclusion).

In Raunistula, where the development partnership was based on internationalisation at home, the entire school could participate in the project. The student association had an active role in its planning, including the selection of operating methods and their implementation.

The student association in Vesilahti is famous for its independence. In a crucial phase of the cooperation project, the pupils contacted the Vice Minister for Health in Zambia and negotiated with her in Lusaka. The pupils have also led short teaching sessions in partner schools and presented their operating methods in Finland. In her article, Arja Kempainen asks how a student association of a more ordinary nature can also become a prime mover of a development partnership (page 28).

5. Visual communication

The KOMPPI project aimed to develop communication related to development partnerships by incorporating plenty of visual elements in it, in order to activate the youngest pupils and to minimise linguistic barriers. The Finnish National Board of Education also wanted to emphasise language awareness and multiliteracy, key concepts in the new core curriculum which encourage the students to use their linguistic competence, even when it is limited, and versatile communication methods.

It was obvious that finding and understanding common concepts would present difficulties in a development partnership, and that it would be necessary to repeatedly ensure that the partners understand things in more or less the same way. In Veikkola, understanding the idea of the solar cooker and building the devices with recycled materials worked as a concrete means of communication. While the cookers were being built, learning could be taken further towards more abstract concepts, including sustainable development. Visual communication was utilised for producing instructions for building a solar cooker. The instructions took the shape of a picture book that was sent to the partner school in Ethiopia.

In Hämeenlinna, a professional photographer was involved in the project to document a child's day both at school and at home. The pictures were used to communicate about the project to all pupils in the Hämeenlinna school, and the material will also be used for teaching in the future. The outcome of the project was a picture book titled Faces of Gola, which contains pictures of children in the partner school in Gola, Gambia.

In Vasaramäki School, the project plan focused from the start on [film-making](#). With support from a professional journalist, the pupils

filmed young people both in Vasaramäki and in its partner school in Somaliland. The contrast between the daily lives and dreams of two teenage girls is compelling: which one of them is truly richer?

The students in Jyväskylä explored the themes of exclusion by visual means with a partner school in Burkina Faso. They also learned about investigative journalism. Discussions on cybersecurity were topical in Jyväskylä to decide what types of material can be published as part of project communications.

How KOMPPI schools progressed on the stairway of development partnerships

The schools started seeing development cooperation in a more complex way often introducing an inquiry-based approach to the concept of partnership. Plenty of detail was added to the pupils' mental maps of Africa. The schools learned to look for and target their activities on goals that the partners had in common and on methods that allowed them to build and evaluate togetherness. By facing multiple challenges, the schools learned about resilience and methodical work. The capital of mutual trust increased.

The schools learned to know and utilise better the extensive range of NGOs working with development cooperation. On the other hand, they did not always think to approach their own education providers or other Finnish schools, even when additional resources for continuing the activities were badly needed. Sustainable solutions were achieved through internationalisation at home, for example when the schools learned to produce websites that future teaching groups and other schools can use.

In the area of communication, the schools learned a lot about visual tools and working methods. In the field of language awareness,

or identifying and using the school's and the partner school's linguistic resources, most schools only took small steps forward. Encouragingly, there was a shift from teacher-led to student-centric activities. The pedagogical arrangements in partner countries, which were experienced as teacher-centric, served as a good mirror.



Students from the network of upper secondary schools in Kokkola region travelled to the town of Fatick and the capital Dakar in Senegal, where they had to become accustomed to many modes of travel. They brought back a more nuanced picture of a continent that is home to many different countries, languages and cultures. Photo: Kronoby gymnasium

II

PARTNERSHIPS BUILD GLOBAL RESPONSIBILITY



CONSTRUCTING INFORMATION ON A GALLERY WALK

Paula Mattila



The participants in the concluding seminar of the KOMPPI project sketched a blueprint for the elements of a development partnership. The writing of the articles for this section began in the workshops of the concluding seminar, which took the form of a **gallery walk in four legs**. This method of constructing information supported the parties in devising a theory-in-use for meeting the future challenges of development partnerships. At this event, school representatives shared their key experiences, elucidated and added detail to them by asking and answering questions, and brought up views that they considered important. This working method is based on the conception of learning used in the Finnish national core curriculum. In other words, the concluding seminar was an opportunity for the project parties to test in practice their skills in **constructing information together**.

STUDENT ASSOCIATION AS A PRIME MOVER OF A CHALLENGING PROJECT

How to involve the entire school community?

Arja Kempainen, POLKKA Project Coordinator, Principal



At best, a participatory project may trigger the development of an open decision-making culture in a school, principal Arja Kempainen concludes in her article. The goal is at the participatory involvement of pupils in decision-making and even project administration.

A participatory project fits in with the daily school life as part of the curriculum and different subjects. At the same time, the project finds its place in the school culture; the aim is at activities where the pupils set goals and consider solutions as well as make decisions and are responsible for their actions. The project can lead the way to an open decision-making culture where the pupils take part in planning school work and events as well as in developing learning environments. This approach is exactly in line with Finland's new core curriculum of basic education.

Participation is enabled by the support of the principal and cooperation between members of the school staff. Open decision-making aims for a shared understanding between different actors and perspectives and the implementation of decisions made on this basis. The role of the principal, the staff or the pupil is to contribute their knowledge and views to the process, in which case the open method

helps to answer the following question: What should we as a community learn from what you have to say? It is particularly important to note that both project planning and establishing a reciprocal relationship between the project partners are part of the project and may take time. In a partnership project, the bar is raised by different school cultures and the say that an individual pupil or teacher may or may not have in the partner school.

The existence of a student association could be seen as a guarantee of participation, but it is not enough on its own. Structures are a necessary element, but not alone sufficient to generate participation. Developing student association activities, for example through consultation and representation, requires tools and competence. A project could be the very tool for achieving this.

Involving the whole school in a project could take place through common events and activities, not forgetting the social media and open networks. Webinars between project partners can also ensure that the entire educational institution is aware of the contents to be studied.

Pupil participation in administrating the project in the planning, implementation and reporting phases alike produces learning contents, helps to analyse learning experiences more clearly, and sup-

ports the shaping of an overall understanding of the contents to be learned. For example, a report may consist of the pupils' blog writings.

A pupil could be issued a "certificate of merit" for participation in the school's international activities. This could be a certificate signed by the principal or a portfolio in which experiences accumulated during the course could be recorded.



Seinäjäski Upper Secondary School offers the students a module on global education studies. The students who had selected these studies prepared a survey of young people's career plans, to which students in Seinäjoki and their partner schools in Harare responded. Photo: Seinäjoki Upper Secondary School

THE LADDER OF CHILDREN AND YOUNG PEOPLE'S PARTICIPATION

The participation ladder defined by researchers in youth affairs describes the levels of participation that children and young people have.

1. Children and young people are listened to.
2. Children and young people are encouraged to express their opinions.
3. Children and young people's views are taken into consideration.
4. Children and young people are involved in decision-making.
5. Children and young people share power and responsibility in decision-making with adults. (Major, long-term projects.)
6. Children and young people make decisions and consider how a decision can be implemented in practice. (Small, short-term projects.)
7. Participation in activities: activities stem from ideas formulated or adopted by children and young people, on the basis of which they make plans, decide on operating methods, implement the action/activity they have come up with, and evaluate their success. In a major project, they are actively involved in all phases in one way or another, even if implementation is carried out by professionals.

(Gretschel, Hanhivaara, Herranen, Honkasalo & Kiilakoski 2009.)

VISUAL COMMUNICATION IN DEVELOPMENT PARTNERSHIPS

The skill of seeing can be learned

Heli Niska, graphic designer and visualisation instructor



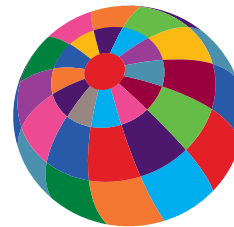
From the start, the KOMPPI project was intended to be a visual undertaking. This was already reflected in the instructions issued to project grant applicants, which requested high-quality images and asked if visual means could be used in some of the communications with partner schools. However, high-standard visual documentation cannot be accomplished without adequate technical knowledge and skills.

Involving professionals – to see and learn more?

Graphic designer Heli Niska was recruited as the graphic artist, visual instructor and creator of the visual expression of KOMPPI in an early stage of the project. Her tasks also included documenting the project as well as supporting visual communications between schools in Finland and the partner countries. Visual communication was frequently on the agenda in project meetings and webinars. The graphic designer visited schools to provide instruction and guidance. As a framework for visual communication, a graphic design was created for the project. Its most important application was a website www.POLKKA.info, where the schools could showcase material produced in their projects.

Technical tools and skills – which are essential?

There is no point in going out to the savannah to learn how to use a video camera. As a rule, mobile phones serve as cameras for children



“The ball is in your court”. A ball, which you can also see bouncing in the KOMPPI project’s logo, is the most wide-spread toy or piece of sports equipment in the world; it brings together players both big and small. A ball creates interaction. Of course, the ball in the logo also refers to the multi-coloured globe. Players from Raahe and Ethiopia. Photo: Henri Ylikulju



Visual story-telling can be animated by combining general views and more closely cropped details. Portraits are more informative when taken in every-day environments and situations (top left, partner school of Vasaramäki in Somaliland. Photo: Wali Hashi). Advance planning pays off, but you should also be open to unexpected situations (top right Kirkonkulma School in Gambia. Photo: Jari Kivelä). Professional documentary makers travelled to Ethiopia with Veikkola School (below). Photo: Veikkola School

and young people, and their photographic skills and techniques can be elementary. However, mastering the basic skills of using a system camera and a video camera would be a good idea.

When working with countries where the power supply is unreliable and the quality of equipment inconsistent, it is a good idea to ensure that the technical requirements of the digital applications used are reasonable. The devices may work, but an online connection and a steady supply of electricity should not be taken for granted. There are times when a CD ROM sent by snail mail will reach your African friend sooner than an e-mail attachment. You should aim for applications that work with less advanced technology and that can be used without special skills. You should also use a high enough resolution, and the quality of your footage should be as good as possible, shot in good light and focusing on the essential. Remember to keep your originals carefully.

Many ways of learning visual communication

Technical gadgets and skills take second place, and the content comes first. Understanding at least the basics of image composition would be useful in order to achieve images that are interesting, versatile and illustrative. The picture should be cropped to show that what is essential. The material should include general views that show situations and larger groups as well as close-up details of a certain subject, and everything in between so that the visual story has no gaps. It is also important to film for the audience, not for yourself.

You can learn visual expression by watching a professional at work, or by receiving guidance from a professional. In the KOMPPI project, the participants could turn to the graphic designer for advice, workshops were held, and the schools could order customised training. Local specialists were also happy to visit schools and provide

instruction on request. Some of the participating students' parents were also professionals of photography and other related fields and could offer assistance and instruction.

The importance of background work – more effective learning and seeing

Project communications should be planned in advance before setting out. Making a shooting plan guarantees that taking important pictures does not get forgotten even in tense situations. This will help to make the visual material versatile and interesting.

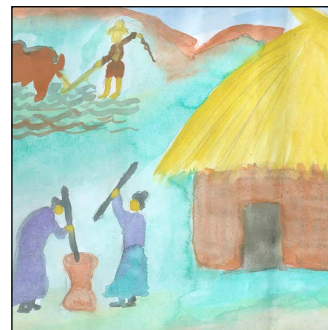
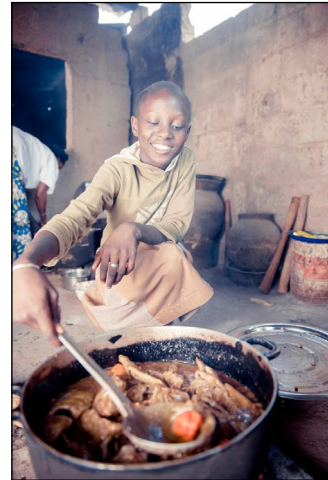
Visual communication means information

Visual communication is an important part of acquiring, understanding and sharing information. Written material requires literacy and language proficiency. Everything cannot and also should not be verbalised. Visual communication elucidates and helps to perceive information. The term visual communication in this article is used in a broad sense: in addition to photography and moving images, it is drawings, paintings, diagrams, maps, websites and photo galleries, as well as blogs and even games.

What are the pros and cons of a visual working method – what should be visualised?

KOMPPI was a visual project, which allowed everyone to follow up the progress of the schools' projects and take part in them. We wished to take into consideration all age groups from grade one pupils to adults, as well as people whose cultural backgrounds and circumstances are different, also where there is no common language.

The key to good documentation is taking plenty of pictures but publishing them with discretion. Poor quality photos, misplaced



Ordinary life is interesting. This set of pictures contains shots from African countries and Nepal, and a pupil's drawing with an Ethiopian theme. Images: top row Jari Kivelä, middle row Kronoby gymnasium, and bottom row Raunistula School.

pictures and false images distort the message you want to get across. Selecting and processing images take time and skill.

The pedagogy of visualisation

When teaching visualisation, the teacher has to address many questions related to professional ethics and practicalities. You always need to ask what can and should be visualised. Visualisation should be constructive and ethical, and degrading images of other cultures should be avoided. Identification with the subjects is supported by every-day topics – family, personal relationships, work, school and ordinary life are important for everyone.

Keep an open mind. Do not go out with a strong prejudice and start taking pictures coloured by it. Remember that an image can lie fluently if the photographer so wishes. Continuously question your own perceptions. You must respect the subjects and put yourself in their position. Be fair and take pictures from many perspectives. Do not be afraid to approach people, but remember to ask their permission and explain what you will use the images for. If you are open, you can win over the subjects and get them to open up.

Who sees and how

Children and young people see things differently from adults – and development partners see differently, or do they?

Finnish children and young people have lived their lives in a flood of images. Their attitudes towards taking pictures and being photographed are straightforward. Adults are familiar with one-sided images of developing countries and their problems, whereas children are not weighed down by history in the same way. Children are more flexible and devoid of the prejudices that bog down adults, or at least

find it easier to shed their prejudices. Visual literacy should be learned and practised. **Development partners look in both directions**; it is not all about us looking at them. Is this true of the images in your project?



Photo: Jari Kivelä

THE SKILL OF ENCOUNTERING DIFFICULTIES

Peer mediators were put to the test

Liisa Jääskeläinen and Ulla Sara-aho, Principal, Kirkonkulma School, Hämeenlinna



Development partnerships are not always straightforward. Several sub-projects were met with various types of difficulties. The most dramatic experiences fell to the lot of Kirkonkulma School. However, the authors of this article trust that competence can be built when we face the facts, even difficult ones, honestly and with compassion.

Twelve students from Kuninkaantie Upper Secondary School travelled to Kenya to examine how food is produced. In places, their bus got stuck in thigh-deep mud, and the young people had no option but to get out and push. Photo: Kuninkaantie Upper Secondary School.

In the concluding seminar, the skill of encountering difficulties was reflected on through a group assignment. Principal Ulla Sara-aho related in four parts the experiences of her school with its partner school in Gambia. The participants listened first to her introduction, then considered what could or should be done in a similar situation sharing their related experiences. Notes were made of competence requirements and possible actions in order to provide advice for future needs. A summary of these has been included after each part of the story. We named the parts of the story steps on the learning path.

ABOUT THE IMPORTANCE OF DOING THE GROUNDWORK FOR COOPERATION AND DIFFICULTIES

Experience 1 – a bold opening

Ulla Sara-aho: *The goal of our project, A Child's Day, was to identify and investigate similarities and differences in the every-day lives of children in Finland and Gambia, and to examine the participation of pupils, especially in situations involving conflict. For some time now, peer mediation has been successfully used in our school. Our pupils can obtain training as mediators and resolve conflicts between other pupils.*

Our partner school Gola is located in Faji Kunda, Gambia, close to the capital, Banjul. Liaising between the schools was based on the

principals' communicating by telephone, Skype and e-mail. Keeping in touch was difficult, as power cuts are part of daily life in Gambia, and telephone lines are poor. Kirkonkulma School had put together a project team, whereas in the partner school, the only participant was the principal. Our first learning experience was that if only one person is knowledgeable about the project, authority is not delegated, and as a result, there is no experience of inclusion. It also increases the possibility of abuses of power, and this was also true in our case. Our project team visited the partner school for the first time in December 2013. We gave lessons and established a dialogical relationship with the staff and teachers in the school. We discussed conflict resolution and practised mediation together with pupils and teachers.

The visit taught us plenty about the culture in Gambia but also about our own culture. We felt that the operating cultures between our schools and countries were far apart, and in time we learned a lot about these differences the hard way. We also had to ask ourselves who could be trusted.

IN THE INITIAL PHASE, IT IS NECESSARY TO ENSURE

- that enough time is reserved for establishing relationships and building genuine cooperation
- the partner's willingness and motivation for collaboration
- external prerequisites for communication (language of communication, participants' language proficiency, communication devices, functioning of data communications)
- openness and equality of communication and decision-making

IMPORTANCE OF TRUST AND THE PROBLEMS OF BUILDING IT

Experience 2 – when trust is broken

Ulla Sara-aho: *The principal of our partner school kept the information related to the project strictly to himself. Personally, I thought it was a manifestation of the local culture and did not suspect anything – just wondered. We started from the presumption that trust can be built. We later discovered that the principal of our partner school had not acted honestly.*

After our visit, the principal and two teachers of the school started the process of applying for Schengen visas, as we had invited them for a return visit to our school in May 2014. They travelled to Abuja in Nigeria to visit the Finnish Embassy. Finally, after waiting for a number of weeks, their visa applications were turned down. The decision was appealed but could not be overturned. During the visa application process, we started doubting the principal's honesty. Gradually, we started noticing more and more suspicious details in the situation. Who can you trust?

LEARNING ASSIGNMENTS IN THE FACE OF UNCERTAINTY

- getting acquainted with differences between the cultures and operating conditions (different cultures, different interests, different power relationships and distances; cultural differences related to information and communication; hierarchical vs. dialogical approach; equality)
- learning to recognize potentially erroneous conclusions and problems and deciding on corrective actions
- reflecting on your own values, also attempting to understand the partner's viewpoint, bringing it up if you feel that your partner has done something wrong, not judging the entire community based on one person's actions

Ulla Sara-aho: *The person we first took for the principal of the partner school was in fact the head teacher who, however, had acted as though he had been the principal. This hampered the success of the project in the school, as the actual principal felt that he had been side-stepped in the matter. In this report, however, we will continue to call the head teacher the principal*

PRECONDITIONS FOR ESTABLISHING A CONNECTION – EVEN AFTER TRUST HAS BEEN LOST

Experience 3 – when disappointment strikes

Ulla Sara-aho: *The principal and the teachers returned to Gambia, but not together. The teachers borrowed money from their relatives to be able to travel back. In the meanwhile, the principal let us understand that all three were still staying in Nigeria. We only found this out when we managed to contact one of the teachers who explained what had happened. We were surprised and did not know whom to believe, as the two stories were so very different. We exchanged e-mails with both the principal and the teacher and tried to get an overall picture of the situation.*

As the visas were refused, the return visit from Gambia to our school was cancelled, and we were extremely disappointed. We had intended to make the project a thing for the whole school, and now our goals were unattainable. Our team felt defeated. It appeared that we had failed and let down our own school and our partner. The visa application episode showed that the goals we had set were too exacting, and our budget could not take any more surprises.

LEARNING POSSIBILITIES WHEN LOOKING FOR A NEW DIRECTION

- trying to find trusted persons locally. They can also be representatives of Finnish NGOs who are familiar with the target country
- learning to recognise prejudices and dismantling barriers to interaction, for example by facilitating encounters between children and young people, such as a game of football
- getting acquainted with the processes of building trust in the target country in advance. For example, stepping stones to approaching the development partner could comprise the following: 1. getting to know the partner; 2. spending time together; 3. doing things together. In Finland, it is usual to start directly from doing things together.
- if trust is in short supply and talking about it does not help, an effort should be made to expand the circle of persons responsible for the project or, if necessary, to hook up with a new partner.

CONTEMPLATING ON CULTURAL KNOWLEDGE AND SPECIFYING THE OBJECT OF COOPERATION

The plot thickens – towards a new encounter with the principal

Ulla Sara-aho: *When we got over our disappointment, we started thinking about what we could still achieve. We decided to visit the partner school again to meet the interested parties and to discover what had gone wrong. One of the goals of our project was to spark discussion about different approaches to conflict management: about our school's restorative and solution-centred approach, and our partner school's approach that we felt was punishment-centred.*

In September 2014, part of our school's team travelled again to Gam-

bia. We began with a restorative encounter with the real principal and one of the teachers. Half a day was reserved for the meeting, and everyone had an opportunity to give their views of what had happened and their thoughts and feelings concerning the events. It turned out that the principal had appropriated the laptops we donated and some of the financial aid we had provided for the trip to apply for visas. The aid was intended for all three, but the principal had kept the information about the origin of the money to himself, letting the teachers think that he supported their travel out of his own pocket. This meant that the teachers owed the principal a debt of gratitude.

It appears that the trip to apply for visas, which in the case of the principal ended up taking two months, had exacerbated the leadership problem in the school. The principal had to contact the school from Nigeria and ask for leave, as the trip could not be completed in the estimated ten days. After the trip, the principal no longer continued his work in the school, apparently because he had not been paid during his absence. We learned that the principal had set up a new school where he now works as the head teacher.

THE BAR IS RAISED IN THE LEARNING ASSIGNMENT: WHAT SHOULD BE KNOWN IN ADVANCE? HOW TO GO FORWARD?

Participatory inclusion of all parties from the beginning reduces the possibility of abuses and failures to keep agreements and ensures commitment to a shared project.

- knowledge of the local culture, standard of living and social system supports awareness of the possibilities of abuses and understanding of why and in what contexts the actors may attempt to abuse their position
- the best way of acting in case of actual or suspected abuses should be established even before the start of the project

Cultural exchanges in two directions. Sanna Överlund and other teachers from Kirkonkulma School who visited Gola School that certainly differed from the pupil's ordinary school days. Photo: Jari Kivelä



SUMMA SUMMARUM – IN HINDSIGHT

- problems are part of a development partnership – risks should be considered at the beginning of the project
- the school should be prepared to spend time sorting out problems and processing disappointments
- the school should get acquainted with the culture and customs in the partner school's country in advance – and also explain to the partner about our culture and consider how this could best be done
- the school should know and justify its own values and hold on to them
- the actors should learn to show or acknowledge constructively any mistakes or wrong-doings that have taken place
- the actors should also admit their own incompetence and trust their ability to learn.

THE STAIRWAY OF DEVELOPMENT PARTNERSHIPS

Pointers for schools implementing a development partnership project

Paula Mattila

On "the gallery walk" of the KOMPPI project's concluding seminar, the project schools discussed a theory-in-use for development partnerships. The objective was to describe the stages of a development partnership on the basis of project experiences accumulated over 18 months. A stairway had come up as a natural metaphor even before the concluding seminar.

Following a suggestion made by the Finnish National Board of Education, development partnerships were examined as a stairway where – as you go up and the steps get narrower – your understanding of development deepens and the quality of teaching improves. The idea is that on the lower steps, there are plenty of schools where the quality of the development partnership is non-structured. From the lower steps, the schools can head up towards more demanding levels where development partnership is approached with more awareness and where equal actorship is striven for. What is waiting at the top may not be visible from the lower levels and thus cannot be experienced as meaningful. The purpose of the stairway is not to evaluate the schools' internationalisation work, as it may have many different focal points.

For the purposes of analysing the growth towards a development partnership, the schools produced four viewpoints that were illustrated and explored through a series of questions. These viewpoints are 1) issues related to values and the goals, 2) the school culture, 3) issues related to

the school's operating environment and resources, and 4) issues related to learning and evaluation.

VALUES AND GOALS

When reflecting on the values and goals of development partnerships, fundamental and human rights are an important point of departure. The national core curriculum and the local curricula contain the central perspectives and interpretations of these statutes. Key global level goals include the [policies of the UN, UNESCO and GENE](#) (Global Education Network Europe). It is important that the school openly discusses the values and goals of the development partnership and that the pupils and students can also contribute their views.

The following questions may be utilised in the discussion:

- What does a development partnership mean in our school? What is the development that the school aims for?
- What is understood by partnership? Partnerships may have different degrees from superficial and one-sided (!) to deep and genuinely reciprocal.
- What do our school and our partner school have in common as partners? In order to identify common features, it would be a good idea to establish which values are central for the partnership and whether the partner shares the same values:

- how does the development partnership reflect the schools' underpinning values and goals?
- who are the 'us' in both schools: who defines the inclusion of the parties and their commitment to the operating methods and goals of the project?
- what needs and hopes does the cooperation represent for either party?
- can a shared goal be found with the partner?
- how can an action plan and, for example, a process of progressing on the stairway of partnership be derived from the goal?
- What kind of a development partnership does our school have? A partnership may take a number of forms, which can be seen as different types of stairways:
 - type I: provision of material aid is highlighted
 - type II: the focus is on a jointly agreed target of teaching development, for example a joint course or examining a pedagogical method together
 - type III: building a learning environment for becoming a global citizen
- cf. the competence flower on page 5
- other

SCHOOL CULTURE

The school culture is an entity whose components are: interpretation of the norms that direct the work and the goals of the activities; leadership and the organisation, planning, implementation and assessment of work; competence and development of the community; pedagogy and professional approach; interaction, atmosphere, everyday practices and learning environments.

The school culture also has a crucial role in shaping the development

partnership. For example, it can be perceived by asking in what way do the expressed and possible invisible values of the school support – or hinder – the development partnership.

- what types of partnerships does the school support in general and how?
- what are the school's decision-making methods, hierarchies and power distances?
- how does the school negotiate on goals, conflicts and being understood in general?
- do development partnership issues come up in the school's communications? How? Who can take part in the communication?
- how do actors in the school communicate in general: what are the communication modes, is visual communication used, is communication language-sensitive; what attitudes are there towards cultural diversity?
- what aspects of the project could be transferred to the school culture?

THE CURRICULUM AND THE LEARNING ENVIRONMENT AS RESOURCES

Moving up on the stairway of development partnerships is enabled by a number of elements that, in a word, could be described as resources. Above all, such resources were identified in the people in the school, but also in the national core curriculum and the local curricula.

The school's learning environments, comprising the facilities, locations AND communities and practices where the studying and learning take place were further defined as resources. Cooperation between communities and actors outside the school is part of this entity. The learning environment also includes equipment, services and materials. Well-functioning learning environments promote interaction, participation and collective building of knowledge. The resources naturally also include financial resources.

The discussion on resources can be elucidated with the following questions:

- How can elements of the curricula be recognised and utilised in moving up on the stairway of development partnerships? How can they be recorded, down on the level of work plans?
- How can a development partnership and the related competences and capabilities outside the school be construed as part of the curriculum work, every-day pedagogy and assessment?
- How can the involvement of development partnership representatives in the local environment be secured, including persons with an immigrant background, NGOs, higher education institutions, workplaces, and institutes with competence related to development partnerships – in other words, how can development partnerships related to internationalisation at home be recognised and supported?
- How can a development partnership be built so that resources for it can be safeguarded in the school's daily work even in a challenging economic situation? How can various stakeholders be of assistance?
- How can the enthusiasm injected by new pupils in the activities be captured – what can be communicated to them about the issues that the previous cohorts have learned and developed? Pupils involved in a development partnership in lower secondary school can educate primary school pupils, and upper secondary students can instruct basic education pupils – and all these veterans can teach pupils in early childhood education.

LEARNING, ASSESSMENT, CONTINUITY

The purpose of school work is to deliver learning that is in keeping with the basic task of the school to the pupils, and this should also be true of a development partnership. According to the national core curriculum, as-

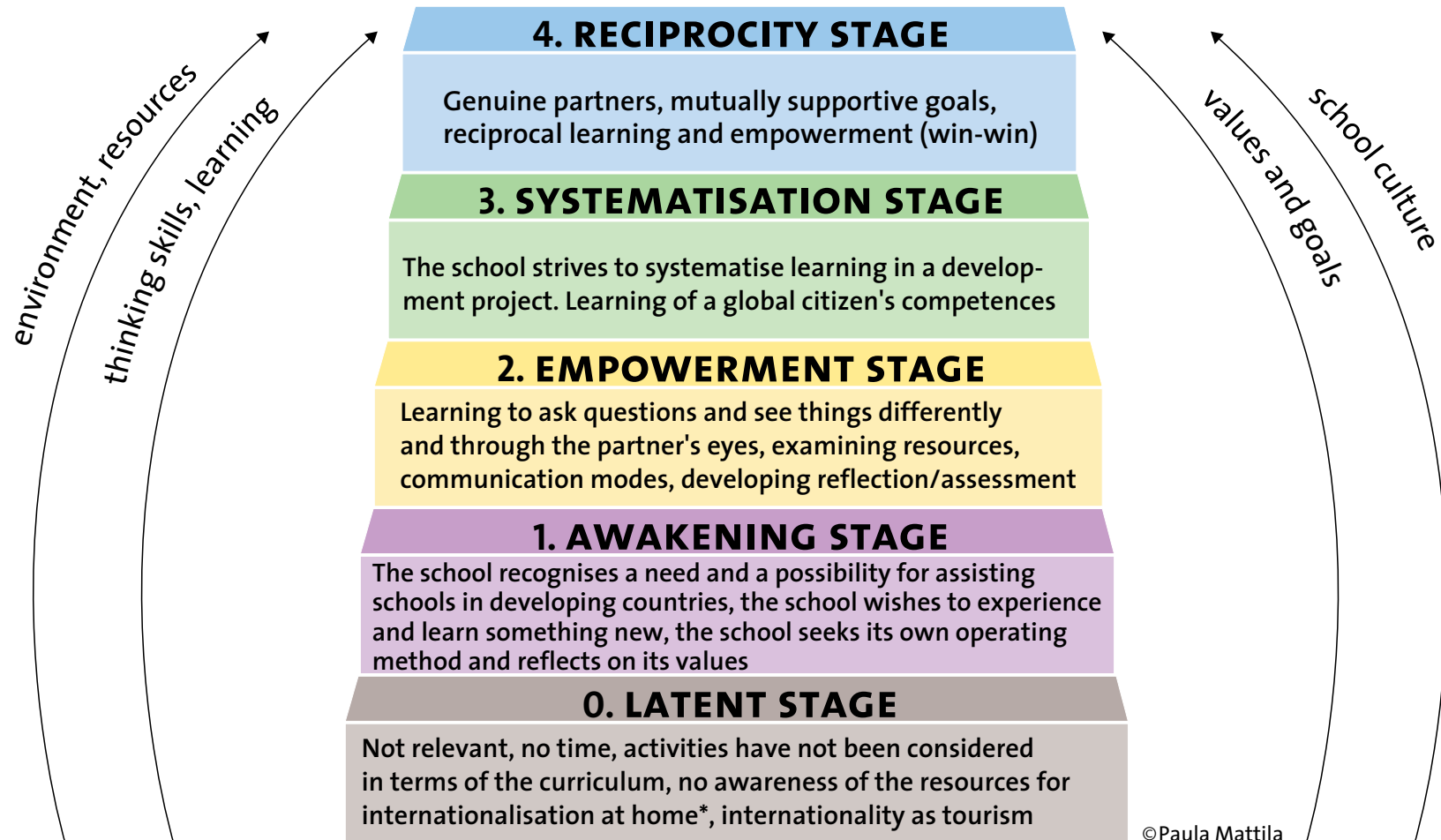
essment focuses on the pupil's learning, work approach and behaviour. Even in a development partnership project, reliable assessment cannot be performed without a versatile understanding, observation and documentation of these aspects. Learning may also be communal.

Aspects of development partnership related to learning may be elucidated by asking the following questions:

- What type of learning is aimed for and what type of learning actually takes place (cf. the competence flower)?
- Is learning in a development partnership transversal or subject-specific; how is learning organised in the school and in the project?
- How essential is it to account for different learners, and how is different learning recognised and assessed (pupils, teachers, parents, NGOs...)?
- Does the development partnership aim for change? Is the aim at a genuine transformation of the pupil/teaching/the school? How is this transformation described?
- What can we know about the learning and transformation of the development partner?
- What kind of assessment is related to the actual development partnership?
- How can reflection, in other words the skill of asking questions, willingness to explore and peer learning be supported?
- How can we make sure that the interest in development partnership can be maintained and matured from curiosity to learning?
- How can a data bank be formed with learning gained in a development partnership – material / immaterial resources?
- How can we enable longitudinal monitoring, or cumulative knowledge and learning?

A SCHOOL'S DEVELOPMENT PARTNERSHIP STAIRWAY

The steps to a school's transformation



*The role of internationalisation at home – sensitivity to and skill in seeing what is close and acting locally, glocalisation before globalisation

III

THE FUTURE IS OPEN



EDUCATION FOR ALL BY 2030

UN education goals after 2015

Satu Pehu-Voima, Senior Adviser, Development Policy, Education, Ministry for Foreign Affairs of Finland



MILLENNIUM GOAL ACHIEVEMENTS

Fifteen years ago, the countries of the world came together in the UN and agreed on an eight-point development programme, the objectives of which included reducing by half extreme poverty, halting the spread of HIV/AIDS and achieving universal primary education. In the last 15 years, extreme poverty has been successfully reduced by half in the countries of the world. During the first decade of the millennium, the combat against tuberculosis, malaria and HIV infection has saved an estimated ten million lives.

The results have also been convincing in the area of education. The number of children and young people excluded from education has been halved since 2000. Nine out of ten children now attend primary education, and as many girls as boys start school. Both the developing countries' own investments and development aid targeted at education are effective and produce the results aimed for. Of the countries that Finland works with, for example in Ethiopia a complete transformation has taken place in school attendance while Finland has been supporting the country. Whereas in 1999, 37% of children in basic education age attended school, in 2014 this figure had already exceeded 90%, totalling over 17 million primary school pupils

in all. In 1999, 69 girls attended school for every 100 boys, whereas in 2014, the numbers of girls and boys were even. Similar trends have been seen in most of our partner countries, including Nepal and Mozambique. Finland has plenty of education sector expertise that can benefit developing countries.

When the UN General Assembly reviewed the results of the Millennium Development Goals, however, the conclusion was that the world is not quite finished yet. The goals set for reducing infant and maternal mortality remain distant, and 58 million children are still excluded from education; progress in the latter area has slowed down in recent years. Many children never learn reading, writing or numeracy even if they do attend school. There are some 780 illiterate adults in the world, and learning and the quality of education face major challenges.

NEW DEVELOPMENT GOALS – AGENDA 2030

The results of the Millennium Goals have encouraged the UN to continue the efforts to achieve the goals that have so far remained out of reach. In UN Conference on Sustainable Development in 2012, Rio+20, work began on preparing a list of global goals that would

focus equally on the three areas of sustainable development: environmental, social and economic sustainability. The new goals were adopted in the UN Sustainable Development Summit held in New York in September 2015 under the heading Transforming our World – Agenda 2030 for Sustainable Development.

The formulation of the post-2015 development agenda was a long and complex political struggle. Finland played an active role in preparing the agenda and exerted influence on ensuring that the new agenda and the sustainable development goals are based on human rights and intervene in inequality, address challenges both old and new, and support development that does not exceed the earth's car-

rying capacity. Agenda 2030 contains 17 goals that will inform decision-making and funding for the next 15 years. The first item on the Agenda is a historic resolve to permanently eradicate poverty in all of its forms. Indicators will be prepared for measuring and following up the results.

The new Agenda is relevant to all governments, which are expected to also take action in their own countries. For example, wealthy and medium-income countries are expected to reduce emissions, promote sustainable modes of production and consumption, protect the environment and reduce income inequalities. The entire society can work to promote and fund sustainable development: individual citizens, companies, NGOs, local authorities, governments and other actors can all contribute. The goals of the Agenda aim for decent work for everyone and societies where no-one is excluded. The Agenda additionally responds to environmental problems and, in particular, climate change. For this end, the world leaders signed a global climate agreement in Paris Climate Conference in December 2015.



The girls wear uniforms in Gola School in Gambia, which is partnered with Kirkkonkulma School in Hämeenlinna. While in Gambia, the Finnish visitors learned about the multiple reasons for wearing a school uniform. The uniform helps a lost child to find her way home, and looking after it teaches the child responsibility. Photo: Jari Kivelä

AGENDA 2030 FOR EDUCATION

The Education for All (EFA) process began in the World Conference on Education for All held in Thailand in 1990. The conference set the target at universal access to primary education and reducing the adult illiteracy rate by one half. The achievement of this goal was reviewed in 2000 and again in the World Education Forum in spring 2015. At this meeting, the new Agenda 2030 for Education was also adopted.

Following UNESCO policies, as the main goal of sustainable development of education was set “ensuring inclusive and equitable quality education and lifelong learning for all”. The goals include nine years of compulsory education, at least one year of early childhood education, and the provision of 12 years of free education everywhere in the world. The goals also include gender equality and the equity of disadvantaged groups in education. In addition to formal literacy, the goals include functional literacy and numeracy levels – for all youth in the world. Increasing access to vocational education and training as well as promoting vocational skills acquired through formal and informal education are also part of the goals. The Agenda acknowledges the significance of global education.

FUNDING OF DEVELOPMENT PROGRAMMES

Budget funding allocated to education in developing countries has increased. On average, developing countries are committed to improving their education systems. However, the capacity of their systems will be tested in the future as increasingly large cohorts move on to higher levels of education. Internationally, the amount of develop-

ment aid targeted at education has been declining since 2010, and this decline has been the greatest in the poorest countries that remain dependent on development cooperation.

In a Conference on Financing for Development organised in Addis Ababa in summer 2015, 193 states committed to policy changes that enable channelling funding to the achievement of the sustainable development goals. The basic principle is making better use of different funding channels and other types of aid. Public financing for development is still vitally important, especially in the poorest countries. Focusing on good governance and accountability are also essential.

IMPROVING THE POSITION OF GIRLS AND WOMEN PLANNED AS A FOCUS AREA IN FINLAND’S DEVELOPMENT POLICY

For the next several years the focus areas of Finland’s development policy programme are likely to be

- The rights and position of women and girls
- Economic life, jobs, livelihoods and welfare in developing countries
- Functional capacity and democracy of societies
- Food, water and energy.

Developing the competence of women and girls and improving their access to primary health care and education services are seen as vital means of strengthening their position. By promoting the education of women and girls, we can support equality and the well-be-



The trip to Senegal offered new experiences to students in Kruunupyä Upper Secondary School and four other Swedish-speaking upper secondary schools. The Finnish visitors were shown around in a primary school in the town of Fatick, where the pupils greeted them by singing their country's national anthem. Photo: Kronoby gymnasium

ing of children and families. For example, it has been proven that improving the educational level of mothers has a significant impact on reducing infant mortality, and the education of girls has a positive influence on economic growth. Education will thus remain a key area of Finland's development cooperation, and appropriations allocated to it have seen a significant growth in recent years. Consequently, Finland will continue to support human development in developing countries in the years to come. We are not the only ones caring for the world, but we will do our share.

BECOMING A GLOBAL CITIZEN STARTS WITH BASIC EDUCATION

A learning community inspires hope of a good future

Liisa Jääskeläinen, Counsellor of Education, Finnish National Board of Education



If all schools everywhere on the globe aimed for a common good that would be more or less the same, the world would be a better place. This sounds simple and obvious, but in practice it is difficult. An educator would term this common good global citizenship. We in Finland now have the willingness and courage to aim for it. To our delight, Ban Ki-moon, UN Secretary-General, agrees.

The global citizens' competences come up in many ways in the new national core curriculum for basic education in Finland. It is reflected in the underlying values, the mission of basic education, transversal competences, the school culture and the principles of its development, as well as the subjects. Careful preparation went into giving the general principles a concrete expression in the sections on different subjects.

Global Education is education that opens people's eyes and minds to the diverse realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Global Education Network – Europe, Maastricht 2002

This brief article focuses on the basic principles of becoming a global citizen.

A structured concept of the dimensions of a global citizen's competence (cf. the competence flower on page 5) was produced in the project [As a world citizen in Finland](#). This concept is now incorporated in the national core curriculum of basic education in many ways. Providing capabilities for fair and sustainable development in line with the UN's Sustainable Development Goals will be part of the school's mission, starting with basic education.

Basic education is built on respect for life and human rights. Each child is unique. Each pupil has the right to a good education and success in their studies. Each school should be developed as a learning community. The universal ethics of human rights lays a solid common foundation for the values education in basic education. Basic education educates the pupils to know, respect and defend human rights.

Basic education lays a foundation of competence for the pupils' growth into active citizens who use their democratic rights and freedoms responsibly. The pupils participate in the planning, development and evaluation of the school's activities and the teaching in accordance with their developmental stage. They get experiences of being heard and appreciated as members of their communities. By experience, the pupils learn about involvement, decision-making and

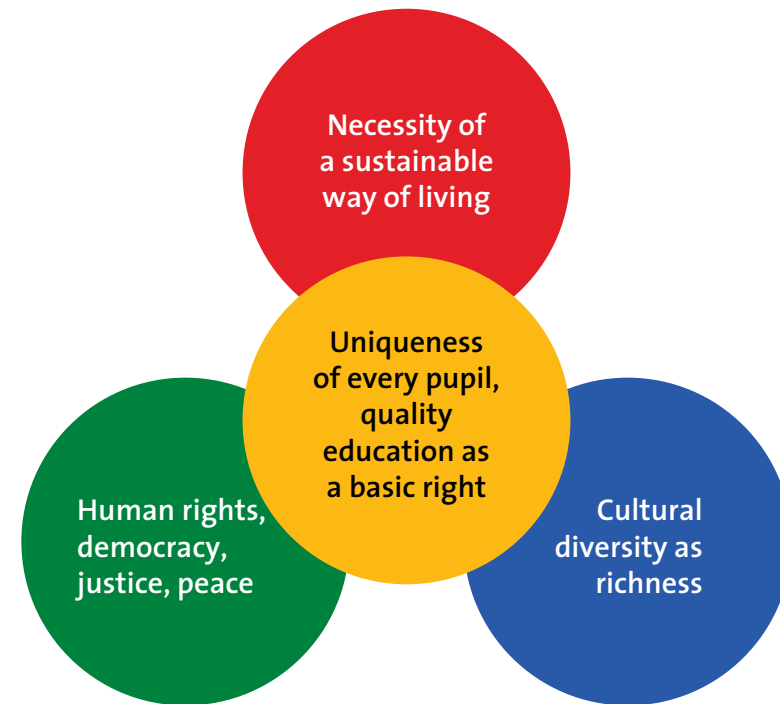
responsibility. They practise critical examination of issues, negotiation skills, mediation and conflict resolution. They also learn to understand the significance of rules, agreements and trust. Cooperation with NGOs and other actors outside the school expands the pupils' ideas of action in a civic society. Contacts with schools in different countries improve skills in acting in a globalised world.

The school as a learning community is part of a culturally transforming and diverse society where the local and the global overlap. The pupils are growing up in a world where linguistic, religious and philosophical diversity is commonplace. The pupils are encouraged in diverse interaction and plurilingualism. They are supported to recognise how cultures, religions and philosophies exert influence in society and daily life and how the media shapes the culture, and also to consider what is unacceptable as a violation of human rights. The pupils are guided in putting themselves in the place of another person and examining issues and situations from different viewpoints. Internationalisation at home is an important resource in the teaching and learning. International cooperation is goal-oriented and based on networking. Education shall not demand or lead to religious, philosophical or political commitment of the pupils. Bullying, violence, racism or other types of discrimination are not acceptable, and inappropriate behaviour is intervened in.

A learning community inspires hope of a good future by laying a foundation for ecosocial knowledge and competence, a sustainable way of living and a circular economy. A learning community accounts for the necessity of a sustainable way of living in all of its activities. The school demonstrates its responsible attitude towards the environment by everyday choices and activities. The pupils receive guidance in acting as consumers, examining advertising critically as well as knowing their own rights and responsibilities. Moderation, sharing

and being economical are encouraged. The role that immaterial factors of a sustainable way of living plays in well-being is highlighted, and time is set aside and visibility is given for these factors in everyday work. The pupils grow to appreciate the importance of human relationships and caring for others. Ways to replace material choices as well as operating methods that waste raw materials, energy and biodiversity by sustainable ones are considered in the instruction. Particular attention is paid to climate change mitigation. Basic education broadens the pupils' horizons, allowing them to appreciate their cross-generational global responsibility.

VALUE BASIS OF BASIC EDUCATION



THE ROOTS OF GLOBAL EDUCATION

Trends, Conceptual Foundations and Policy Learning¹

Liam Wegimont, Policy Advisor to Global Education Network Europe



What is at the core of Global Education, variously understood? Global Education is a practice of education that

- combines both local and global analyses of issues,
- enables a focus on issues of equality and justice, and sustainability
- recognises that the educational process mirrors larger realities, and so the process of global education includes a commitment to participatory, engaged, democratic learning models, methods, styles and structures.

From another perspective, Global Education is an educational response to globalisation, an educational necessity in an age of unequal globalisation and growing inequality, an antidote to the commoditisation of education, a curricular prerogative.

The Maastricht definition of Global Education states that

“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.”

“Global Education is understood to encompass Development Education, Human Rights Education, education for Sustainability,

Education for Peace and Conflict Prevention, and Intercultural Education; being the global dimension of Education for Citizenship.”

The Maastricht declaration definition of Global Education (GE) has proved useful strategically – bringing together different communities of practice, allowing transnational and cross-sectoral approaches to emerge while bringing policy coherence and political support to the field. If we look to the recent past of the field, we see that there are a number of trends that have emerged. These include strengthened European and national policy frameworks and strategies; growing strategic engagement of national Ministries and Agencies; growing coordination and alignment of approaches; a greater focus on conceptual clarity; reflection on the nature and appropriateness of evaluation in the field; etc.

There has been good progress. Nevertheless, an examination of the history of GE, and of the histories of its constituent “educations”, also shows deep anomalies. We have worked remarkably well; but we have worked on the basis of a number of untested assumptions. These assumptions are often ungrounded, and may be counterproductive to educational transformation and/or greater global justice that advocates of global education seek.

¹ For a more detailed exposition see Wegimont, L. (ed) Global Education: Conceptual Foundations. GENE: Amsterdam, forthcoming, 2016.

GLOBAL EDUCATION THEORY: A MODEL



In order to challenge these assumptions, and to use the anomalies inherent in our current thinking, to forge a renewed model, I'd suggest we need to consider the philosophical roots of some of these questions. So I propose a model of Global Education theorising which, based on praxis, asks foundational questions, and tentatively answers them using rich resources that are readily available.

A model that is adequate to the complexity of practice requires us to outline our standpoint and to develop conceptual foundations in regard to (at least) the following dimensions:

We have a number of challenges on the horizon – practical, conceptual, strategic. Global Education and Global Learning are terms now being used in mainstream educational discourse (positively, critically and pejoratively) but in ways that are very different than the practice we consider. It is time to get to the underlying philosophical reflection, to undergird our practice with adequate theoretical underpinnings– if we are to build on the work to date. The Espoo symposium and conclusions provide a very useful international spur to such reflection and action for quality global education – when they state: Education must put Global Education at the heart of learning, if it is to be considered quality education.

GLOBAL EDUCATION – A PRECIOUS PEDAGOGICAL PEARL

A few reflections by

Helmuth Hartmeyer, President, Global Education Network Europe



The necessity to place global issues at the heart of education in general needs no further arguing. Some key words speak a clear language: globalisation, our own immersion in things global, international migration, climate change, international division of labour, paradigmatic global power shifts, development of a world society, the modern media; and many more.

In the light of all this the core question is not: Why Global Education? It is: **Global Education what for?** My answer to it is: to find orientation in a very complex interdependent world; to find life meaningful; to be able to decide and act individually and as a society; and yet to know about the contingency of the future.

For me **Global Education is a pedagogical concept**. This implies the willingness to learn, to be critical, to ask questions, to be interested in new insights, to keep educational processes open for new thinking. I am afraid we always understand only parts. We open doors in order to discover new doors. There is no final truth, no final solution, no final society. Education is about the reflection of realities as we perceive them today and new reflections will be needed tomorrow.

The challenge is to create an environment which is conducive to learning. The challenge is to discover perspectives, not to reach certain targets. Education cannot be transferred to others, it can only be acquired by the learners. Dialogue, participation, creation of relation-

ships, a plurality of methods, learning also as fun, not out of fear, information instead of indoctrination are key. As teachers we should understand the possibilities, but also the limitations of learning. And we should understand we are learners ourselves.

We have no certainty that the targets we define get us where we want to arrive. The assumption that the right information leads to the right action is exactly this: an assumption. Yet, many theories of change are built on it.

The utilization of education, its economisation has increased enormously. There is a hype for measuring, ranking, standardising, results-based control. Education is seen as an investment: to secure positions on the market, to win over competitors.

We should remain self-critical. There is a risk that we are too convinced of our own beliefs. Our own values may then become the basis of a phantasy to create „new and better human beings“ and a „new, our paradise“.

I am critical of any education for or against something. There is the danger that we lose track of critical thinking. We are too fascinated by the result we want to see achieved.

Political solutions are a necessary content of educational processes, but not their one and only content. The obligation in education to teach about controversy remains. Even more so if we deal with the tiny little subject , the world“.

The Espoo Finland 2014 Conclusions on the Education of Global Citizens

Meeting in the Hanasaari Swedish-Finnish Cultural Centre, outside Helsinki, Finland, in May 2014, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE), led to the following Conclusions.

Inspired by the current curriculum reform in Finland, where Global Education and the competencies of global citizens are among the key issues; and learning from other national and international initiatives in the field;

*Keeping in mind forthcoming possibilities to further strengthen and promote Global Education policy learning, in the context of the **European Year for Development 2015, the post-2015 Agenda**, etc.;*

We, the participants of the Espoo, Finland International Symposium 2014:

- 1 Restate** the 1st of the **Espoo, Finland 2011 Conclusions**, that Education must put Global Education at the heart of learning, if it is to be considered quality education; and recognise the ways in which Finland and other countries are doing this;
- 2 Commit** ourselves to further deepening the theoretical, conceptual and critical foundations of our work in the field, and to sharing the policy learning that emerges;
- 3 Recognise** the need to critically reflect on an ethical stance in policy and practice, to develop a reflexive ethics, and to acknowledge complicity, complexity and uncertainty, in the journey towards a more critical Global Education;
- 4 Commit ourselves to recognise, accredit and share** best practices and innovation of Global Education as these are introduced and implemented in schools and school partnerships;
- 5 Returning** to the Maastricht definition, and recognising the strength and diversity of the varieties of Global Education, we again **affirm** that Global Education encompasses Development Education, Human Rights Education, Education for Sustainable Development, Intercultural and Multicultural Education, Peace Education, being the Global dimension of Citizenship Education. This variety as it has emerged in differing traditions and in different countries, provides us with a rich source of understanding;
- While recognising that Espoo participants have been primarily focused on Global Education in European countries, **we recognise** the need to promote equality,



reciprocity and mutuality more universally and hence, become more global in reach, to take greater understanding of interdependence and solidarity within the policy learning conversation; to continue to develop strategies for including Southern and Global voices; as well as to include Diaspora communities more strongly in the conversation;

- 7 Acknowledging** the emerging dialogue on narrative approaches within the current curriculum reform in Finland, we hope to explore ways in which this narrative approach might provide a window to Global Education in other countries;
- 8 Focusing** on the ethical aspect of all competencies of Global Citizens, **we emphasise** the need to put justice, equity and sustainability at the core of all that we do in Global Education; while we recognise the existence of conflicting power relations and the challenge of empowerment;
- 9 Focusing** on the dimensions of civic competence, **we recognise** that within the process of Global Education and Global Citizenship Education there is a need to build on

Participating in GENE

Ministries or Agencies involved in Global Education or with emerging support structures in this field who would like to share learning with peers through GENE, should contact the GENE secretariat at:

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understandings of the multiple perspectives present in local, national and global communities; and to give access to knowledge and practice in order to facilitate participation in decision-making and to encourage civil-society action.

- 10 **Focusing** on the intercultural competence of Global Citizens, **we recognise** that linguistic and cultural awareness, pluri-lingualism and valuing diversity are key learning goals in enabling sustainable identity-building, communication and actions at both individual, local and global levels;
- 11 **Reaffirm** that schools should be developed as learning communities where the glocal interrelations are acknowledged and learning experiences are constructed, so as to contribute to global learning;
- 12 **Recall** the Maastricht declaration commitment to access to quality Global Education for all people in Europe, we recognise that there are manifold strategies for ensuring quality Global Education at all levels of education, formal non-formal and informal. From the many strategies available, partnership and exchange programmes provide a strategy that can open up possibilities for better understanding of the world, if they are based on mutuality and form part of a broader learning process.
- 13 **Recall** that, in schools and other sites of global learning, we are "learning for our lives"; and at the heart of our endeavour is the hope of a decent life for all on our shared planet.

"The Education of Global Citizens" International Symposium

The international symposium The Education of Global Citizens; Discovering the Potential of Partnerships was organized by the Finnish National Board of Education (FNBE), in cooperation with Global Education Network Europe (GENE), the Ministry for Foreign Affairs of Finland and the Swedish-Finnish Cultural Centre in Espoo, Finland. The symposium took place in May 2014.

The Symposium built on international interest in the success of the Finnish education system and the Finnish experience of curriculum reform; on a growing focus on the necessary centrality of global learning to educational quality and curriculum reform processes; on broadened conceptual and research bases and national good practice examples, in the field of Global Education. The Symposium and its conclusions also built on the previous

Espoo Finland Symposium and Conclusions on Global Education in Curriculum Change (2011).

The Symposium addressed five key issues:

- Global Education Across Curricula: Conceptual Foundations, Trends and Policy Learning
- Reform of Basic Education Curriculum in Finland – Mainstreaming Global Education?
- Role of Partnerships in Creating Global Responsibility – Releasing the Potential
- Reciprocity, Equality and Equity in the Education of Global Citizens
- Strategic Steps in the Implementation of Global Education.



Support for GENE

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”Global education contributes to creating preconditions for fair and sustainable development in line with UN development goals.”

National core curriculum for basic education in Finland 2014

Development partnerships between schools located in different countries are one area of global education. The project titled Schools as development partners implemented by the Finnish National Board of Education in 2013–2015 together with the Ministry for Foreign Affairs of Finland, the schools’ network and a number of specialists focused on development partnerships.

The project examined what an equal development partnership is, on what terms it can be successful, how difficulties can be encountered, and what stages of development, or steps, the building of development partnership contains.

This publication provides a review of the key outcomes of the Schools as development partners project. In Finland, the publication is envisaged to serve the local curriculum work of basic education and general upper secondary education for the part of global education. It supports the planning, implementation and evaluation of global education projects in comprehensive schools and general upper secondary schools.



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This publication is an abridged version of the Finnish publication [Kehityskumppanuutta oppimassa](#). The Swedish (full) translation is titled [Skolor lär sig utvecklingspartnerskap](#).