



FINNISH NATIONAL
BOARD OF EDUCATION

Trento, Italy, 3rd of December, 2015

Local Policies for Global World

Towards Glocal Citizenship

Reflections on Curriculum Reforms 2014 - 2015 of General
Education in Finland

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Finnish National Board of Education



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Finland in brief

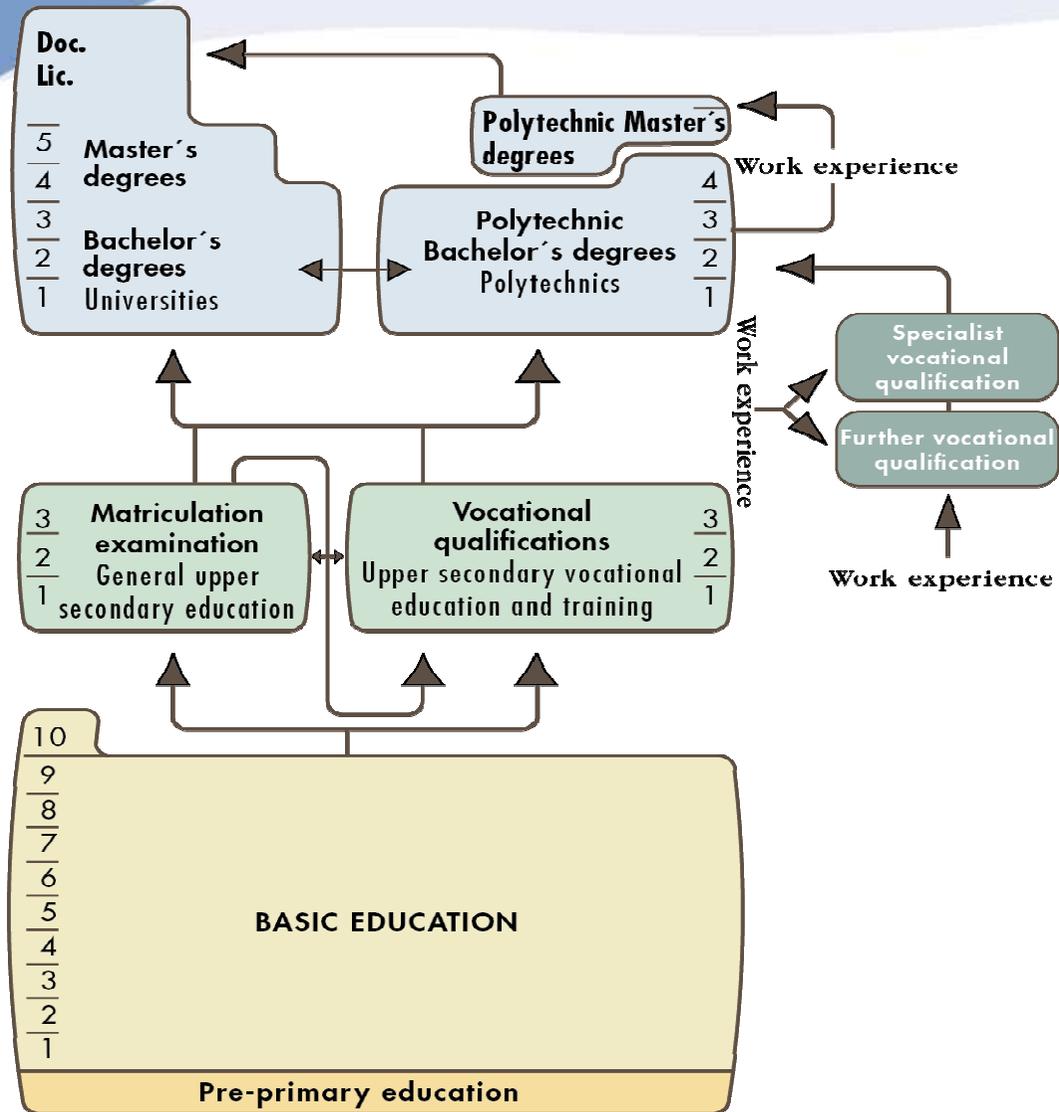
- Land area 304 000 km², population 5,5 million
- 6 regional offices for education + autonomous area of Åland
- 317 municipalities, education providers most often
- Universal suffrage 1906, 200 MPs (from 8 parties now), consensus targeted decision-making culture
- Independence 1917 ... Council of Europe 1989, European Union 1995 & Schengen and Euro
- Finnish 90%, Swedish 5%, foreign language speakers 5% (migrants mainly)
- GDP per capita \$ 40 000 in 2014 (IMF) - Main exports: electronics, forest industry, metal and engineering products
- Economic problems + 30 000 asylum seekers (4th in relation to population) testing value integrity

For education and learning





EDUCATION IN FINLAND





Reform of Basic Education since 1968

- ◆ From parallel school system to the comprehensive
- ◆ Equal education for all for 9 years
- ◆ Intensive policy towards equality and inclusion; a variety of support measures
- ◆ University degree of all teachers, kinder garden teachers too
- ◆ Good learning achievements
- ◆ Reforms of national core curricula for general education in 1985, 1994, 2004 as well as 2014 and 2015, implementation starts in 2016
- ◆ Rapid upplifting in the level of education of all sectors and leyers
 - trust on education as a social and economic change maker
 - what is possible in F, is possible anywhere



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TEACHING AND LEARNING

POSSIBLE SCHOOL-SPECIFIC
CURRICULUM and
annual plan based on it

LOCAL (regional, municipal) CURRICULA 2016

Teacher
education

*Local
needs*

*and
policies*

Learning
materials

National Core Curriculum 2014

Government Decree 28.6.2012 defining the general national
objectives and distribution of lesson hours in basic education

Basic Education Act and Decree



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National Core Curriculum for Basic Education

- ◆ Main steering instrument (no inspection, no outer testing)
- ◆ Comprehensive
 1. Value foundation
 2. Transversal competences of all subjects
 3. Development principles of school culture → whole school approach
 4. Subjects → cooperation, integration, multisubject learning tasks, learning supportive evaluation
- ◆ Became constructed in wide cooperation and open processes in 2,5 years, 30 working parties



Phases and layers of **intern./global education**

- ◆ Since 1968: peace education and solidarity
Cold War, politics of détente, Helsinki conf to found OSCE, apartheid
- ◆ Since 1985: UNESCO Recommendations
- ◆ Since 1995: Focus on Europe and ESD,
cooperation between FNBE and MfFA on DE
- ◆ Since 2004: Focus on HRs, active citizenship,
tolerance, Internationalisation at Home, MDGs
- ◆ Since 2016: Education for global citizenship,
SDG2030



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Main goals of Finland's development cooperation 2015

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

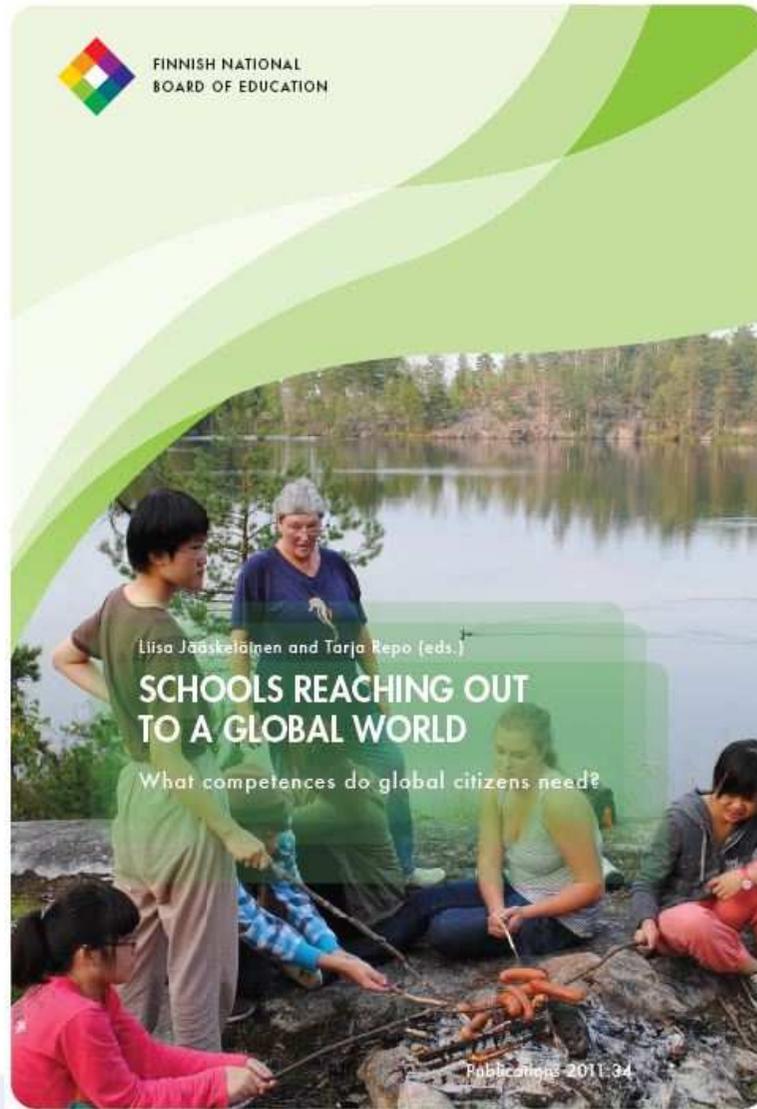
- ◆ **Gender equality**
 - women's participation in decision-making, economic life and conflict-solving
- ◆ **Erradication of inequality and poverty**
 - children, handicapped and minorities at risk of oppression
- ◆ **Climate sustainability**
 - the poorest countries for their readiness to meet catastrophs and to diminish risks of them
- ◆ **Good governance**



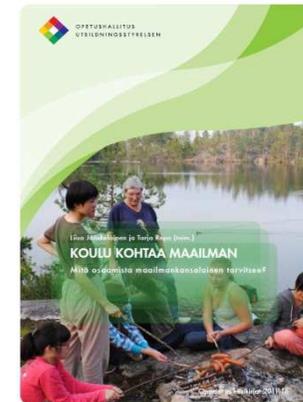
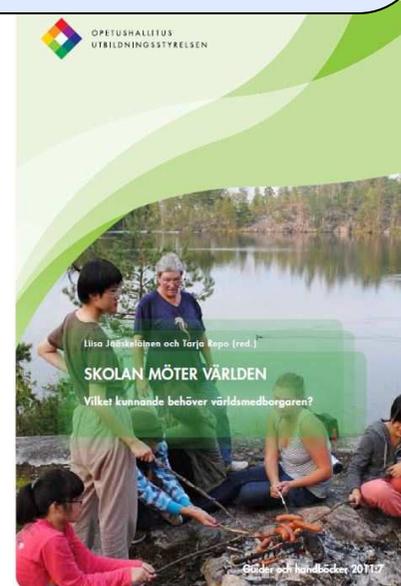
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FNBE – SCHOOLS REACHING OUT TO A GLOBAL WORLD

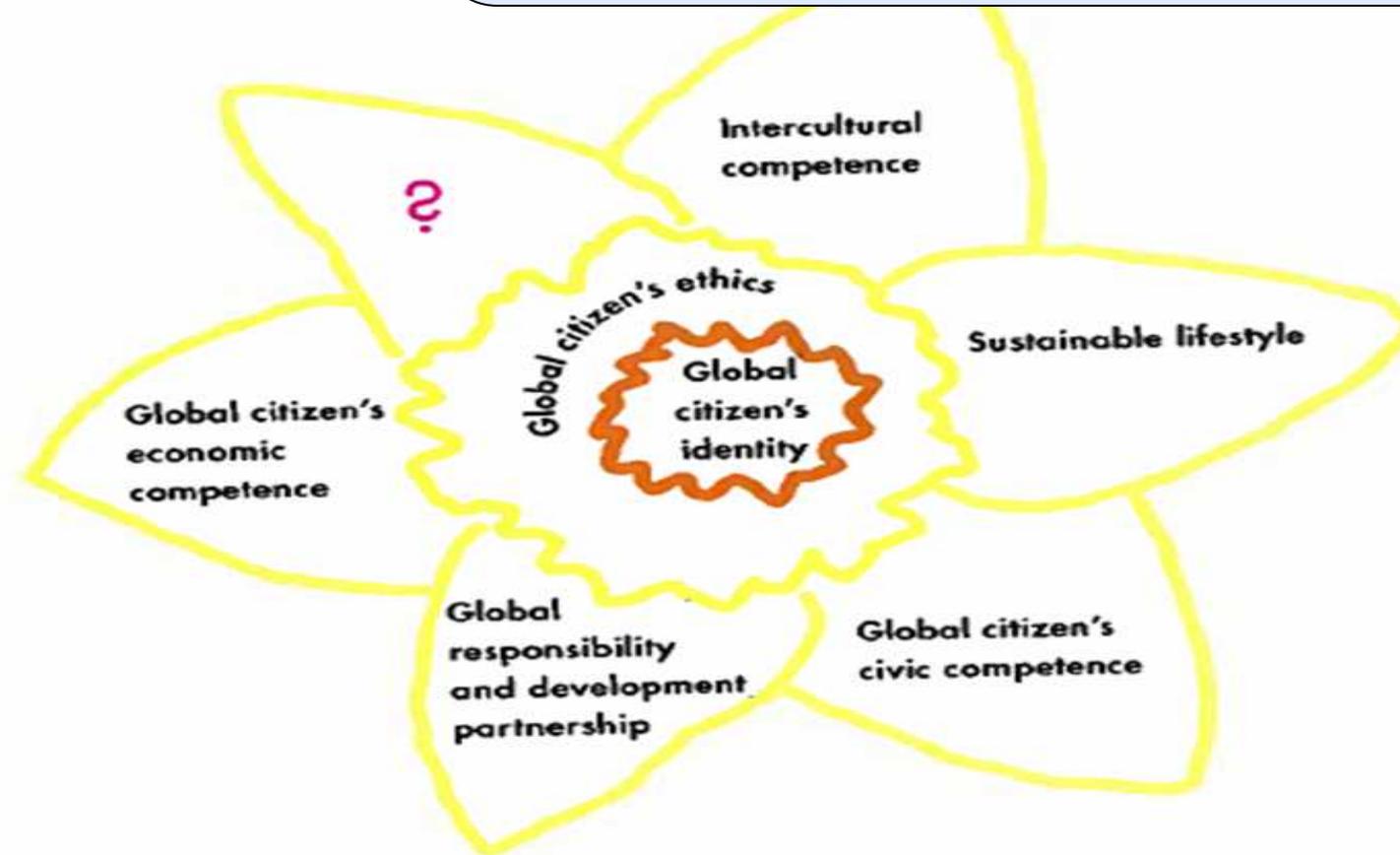


Preliminary
phase of the
curricula
reform for GE





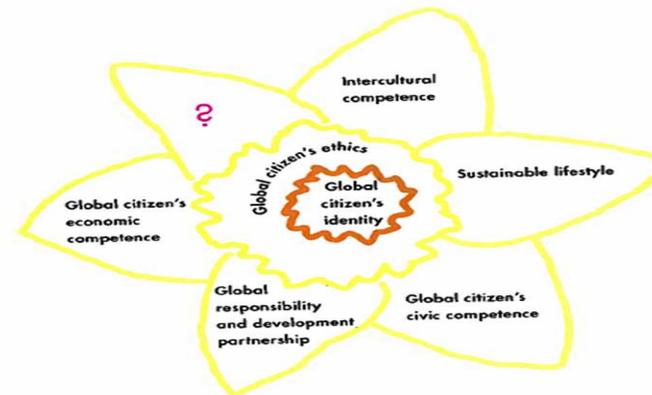
Competences of a global citizen developed and described in the Project *As a global citizen in Finland* became introduced into the NCC of Basic Education





Competence approach

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



DeSeCo. Definition and selection of competences.OECD.



Supporting construction of learning paths

Original taxonomy by Krathwohl 2002



		Cognitive Process dimension					
		Remember	Understand	Apply	Analyse	Evaluate	Create
Knowledge dimension	Factual Knowledge						
	Conceptual Knowledge						
	Procedural Knowledge						
	Meta-cognitive Knowledge						



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

LEARNING ABOUT DEVELOPMENT PARTNERSHIPS

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

Publications 2015:3





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For further information on FNBE, NCC and Competences of a Global Citizen

<http://www.oph.fi/english>



Central steering

Local decisions