



Global Education in Schools

Nordic Cooperation?
RORG-NETWORK, Norway

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Executive Summary

In this feasibility study for Nordic cooperation within the field of Global Education/Development Education (GE/DE) in the formal educational sector in Denmark, Finland, Norway and Sweden the focus is on curriculum development and teacher training. The study done by the RORG network in Norway explores the interest for Nordic cooperation among both government institutions and NGOs and proposes common projects based on the suggestions from the informants. The study also attempts to give an overview of the situation and the main trends in each country.

GE/DE is in general understood as Awareness Raising (AR) by the way of dissemination of information about wider development issues as sustainable development, peace, human rights, poverty, trade and distribution of resources. The second approach is GE/DE as education, which is mostly present in a school context and in discussion on local-global interdependence, involving participation by the target groups and recognizing own responsibility within a globalized world. This approach appears to be very much present in the Swedish Global School project focusing on changing attitudes and behaviour through learning and active engagement. On the other hand, DE as Life Skills in a globalized world appears to be dominating in the Finnish approach to learning aiming at development of competencies needed to participate in a change process from local community to global levels. This approach also supports critical thinking and self-reflection as necessary competences. In the Norwegian and Danish School curriculum context the main approach appears to be Internationalization along side with awareness of sustainable development. This can be said to be the main trend in each countries while the approaches are overlapping.

All the countries are in the process of developing, reforming and implementing curriculum in the formal educational system. A certain basis for Global Education is to be found in all the different curricula while the common challenge is to translate it into practice in the schools by integrating a global dimension into the subjects. An exchange of experience and knowledge in curriculum development and implementation could in this situation of change be beneficial for all parties. A Nordic cooperation therefore seems timely and relevant.

Coordinated efforts for integrating and mainstreaming Global Education within Formal Education are taking place particularly in Sweden and Finland, while there in Norway and Denmark are no coordination between various ministries and NGOs on DE/GE in schools. A Nordic cooperation with exchange of experiences and best practices could inspire to more national coordination and improved practices. This study finds that there is clear interest for such a cooperation particularly in Finland and Norway, and to some degree also in Sweden and Denmark. The main suggestion is to do a comparative study on curriculum change and learning practices in GE and also a cooperation project aimed at strengthen GE in teacher training, proposing the following steps to be taken and discussed in a Nordic network meeting:

- *A comparative study on how the global dimension is integrated in curricula including the in programme subjects in Secondary School and what guidelines for implementation are in place or planned. A researcher in each country could do the study after agreeing on common research focus and denominators/parameters.*

- *Alternatively, the Finnish partners suggest a contextual study on curriculum reforms and integration of GE since the national, historical and cultural context are different. The purpose would then be exchange of knowledge and experience.*
- *Integrating GE in Teacher Training. A dialog and exchange program on Global Themes and learning methodology/pedagogy between University Colleges and Universities. The Edge research group on Global Education at the University of Oulu, Finland is already identified as leading partner while a partner in one or several of the other countries should be found. A suggestion might be Norway and Oslo University College. The project should qualify for Norplus funding.*
- *Best Practices in Official Support Structures: Exchange of best practices of support programs and projects for the integration of a global dimension/education for sustainable development in school subjects. Identified cases: The Global Education Project 2010-2011 in Finland: the School Meets the World and Den Globale Skolan/the Global School in Sweden.*
- *Best Practices and Exchange of innovative NGDO education schemes towards the schools.*
- *The development of a Nordic Web Portal on Global Education in School in partnership with national global school websites and NGDOs school websites possibly with an interactive page for exchange of experiences between teachers and school professionals.*
- *An overview of research on GE already done and underway in the formal educational sector.*
- *A survey among school children and youth on what they associate with global mindedness” and what they consider being key competences for Global citizens.*

1.Introduction

“Education must put Global Education at the heart of learning, if it is to be considered quality education”.

The Formal Education Sector is identified as crucial for realising general access for all citizens to quality Global Education/Development Education (GE/DE). In many European countries the Ministries of Education and of Foreign Affairs with their agencies and NGOs (Non Governmental Development Organizations) have started to make joint efforts to incorporate Development Education or Global Education elements into school curricula, teachers training and didactic materials, and to increase the quantity and quality of GE/DE in the practice of schools. In some European countries the school system is already the key area of DE/GE activity and the debate among the national actors is about the further improvement on how to increase the quantity and quality of GE/DE in the practice of schools.

According to “DE Watch”, a European Monitoring Report from 2010, Finland and Sweden are among the countries where this kind of cooperation is already taking place and where the development in the school sector is described as promising¹. How is the situation in the other Nordic countries like Norway and Denmark where the Global Education//Development Education also has a long and strong tradition in the society as a whole? There is also an on-going European process of cooperation, discussions and exchange of experience on GE/DE within the formal educational system, in particular within Global Education Network Europe (GENE). Could cooperation and networking between stakeholders in the Nordic countries have an added value? These questions are explored in this study.

The conclusions from the International Symposium on Competencies of Global Citizens held in Espoo Hanasaari, Finland from 5-7 October 2011 constitute a good point of departure for curriculum development, improvement and promotion of Global Education in the formal educational sector in the Nordic countries in the future. The symposium, with participants from 13 countries, concluded that Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture and the development of educational landscapes and that “Education must put Global Education at the heart of learning, if it is to be considered quality education”.

Nordic co-operation in this field could be mutually beneficial as the Nordic countries in many ways have similar political, socio-economical and cultural traditions and values, which constitute a basis for comparison and exchange of experiences and ideas. Just as the Nordic countries are close to each other in terms of geography, history and culture, the education systems also have several similarities and face common challenges. Nordic cooperation could also serve as a new possibility for enhancing interest in and co-operation among National stakeholders to enhance Global Education in the formal school sector.

¹ European Development Education Monitoring Report “DE Watch:
http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf

1.1. Terms of reference

Mandate for this feasibility study

The RORG Network will conduct a preparatory/feasibility study on the interest and possibilities to engage in Nordic co-operation in this field and identify ways to carry out such a co-operation. In particular, the preparatory study should examine the possibility for carrying out a Nordic comparative study on how GE is incorporated in Curricula in the formal educational sector.

- The preparatory study should include *consultations with key stakeholders* in the Nordic countries and with the GENE network to assess interest and identify possible ways to engage in Nordic Co-operation, in particular a comparative study on GE in Curricula.
- The preparatory study should describe the possible *areas of cooperation* as outlined by the stakeholders in a consulting process in the Nordic countries, provided interest for and agreement on doing a comparative study of curricula.
- The preparatory study should *identify partners* and stakeholder from both government agencies and NGOs willing to engage in a comparative curricula study.
- Draw up the *format and purpose* of a comparative study of curricula in the formal Educational sectors in the Nordic countries.
- Identify *key concepts* and *trends* that the a Nordic comparative study should examine in relation to curriculum development and pedagogy in this field such as: Global education in relation to global learning, development education, education for sustainable development, peace education, human rights education and how key competencies of global citizens are defined in general education.
- Decide on parameters and areas of comparison which the study should be based on.
- Outline responsibilities, division of labor, funding and timeframe of the comparative study.

Methodological challenges

It should be noted that this study is limited in scope to make a feasibility study for Nordic cooperation within the field of GE/DE in the formal school sector in Denmark, Finland, Norway and Sweden, with a particular focus on curriculum development.

As a desk study this is basically a compilation of available information in existing studies and documents. In addition some official institutions and the largest NGO networks and actors have been consulted by e-mail with questions about their engagement in GE in schools and interest for Nordic cooperation. One short "field trip" to partners in Helsinki in Finland was carried out. There was no capacity in this project to contact single NGOs in every country. This means that some NGOs that specialise in GE/DE in the formal school system have not been contacted. This is a weakness since many of these probably have valuable inputs and experiences to share. This has been partly compensated for by referring to some NGOs activities in short case presentations taken from their websites.

The studies, documents, school curricula and NGO activities referred to and quoted from in the country overview do in no way provide a complete picture or evaluation of the status of GE/DE in schools in each country and must be considered as background information for

the proposals for cooperation. It will be up to an eventual Nordic study to adjust and complete the information presented in this preliminary study.

1.2. Terminology – conceptual framework

GENE uses the term “Global Education” in its work. The definition of Global Education used is taken from the Maastricht Declaration on Global Education in Europe (2003):

“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.”

A number of other actors, however, uses or have used the term Development Education (DE) often in combination with Awareness Raising (AR) resulting in the acronym DEAR.

In 2007 a multi-stakeholder group representing significant parties in Europe with an interest in international development co-operation and in Development Education and Awareness Raising published a joint document: *The European Consensus on Development: the contribution of Development Education & Awareness Raising*. This paper identified the context and core aims underpinning DEAR as:

CONTEXT OF DEVELOPMENT EDUCATION AND AWARENESS RAISING: *“Development Education and Awareness Raising contribute to the eradication of poverty and to the promotion of sustainable development through public awareness raising and education approaches and activities that are based on values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development”.*

THE AIM OF DEVELOPMENT EDUCATION AND AWARENESS RAISING:

*“The aim of Development Education and Awareness Raising is to enable every person in Europe to have life-long access to opportunities to be aware of and to understand global development concerns, and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing by affecting change for a just and sustainable world”.*²

The Development Awareness Raising and Education (DARE) Forum of CONCORD – comprising representatives from 27 countries in Europe and pan-European networks involved in education – has pursued the question of most appropriate and applicable terminology for years, and in 2004 adopted the following definition:

² .” (*European Consensus document - Common Objectives p4*)

<http://www.deeep.org/images/stories/SchoolCurricula/de%20and%20school%20curriculum%20report2009finalayoutfinal.pdf>

“Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action.

*Development education fosters the full participation of all citizens in worldwide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies”.*³

It is important to note that the term Development Education (DE), especially when combined with Awareness Raising (DEAR) is used for communication, information and education activities of different types and with different aims. The DEEEP biannual Survey on Development Education and Awareness Raising among NGDO platforms lists the following elements of DE⁴:

- Inform and raise awareness of development issues
- Change attitudes and behaviors
- Enable understanding of causes and effects of global issues
- Mobilize citizens through informed action
- Promote and fundraise

However, by most actors in this field the last bullet point is normally not accepted as DE. The debate on most appropriate and relevant terminology is an ongoing process, with evidence emerging that the term ‘Development Education’ is more likely to be used by development aid agencies; NGOs and government departments related to communication and information activities by civil society actors toward different target groups, while within the schools sector, ‘Global Learning’, ‘Global Citizenship’, ‘Global Education’, the ‘Global Dimension’, et al, are better understood and more widely used.

In the consensus document or Conclusions from the International Symposium *Becoming a Global Citizen* in Finland in October 2011 where participants from 13 countries met, the concept of Global Education is however not defined. Instead it is recognized that there is a continuous debate where a clearer ethical perspective and wider understanding of identity and deeper philosophical foundations have emerged providing a stronger theoretical framework for Global Education. In one of the other paragraphs of the conclusions the term Global Learning is used and defined as *“primarily about the formation of key competencies of global citizens and at the same time stating that “our understandings of key competences of global citizens should continue to be clarified, contested, debated and mainstreamed”.*⁵

All the Nordic countries recognize DE as Awareness Raising (AR) by the way of dissemination of information about wider development issues as sustainable development, peace, human rights, poverty, trade and distribution of resources. The second approach is DE as education,

³ Agreed at the European DE Forum (Amsterdam, 2004) and adopted at the CONCORD General Assembly, November 2004

⁴ DEEEP Survey “Development Education and Awareness Raising in Europe 2009

⁵http://www.o-ph.fi/english/sources_of_information/conferences/becoming_a_global_citizen/programme

which is mostly present in a school context and in discussion on local-global interdependence, involving participation by the target groups and recognizing own responsibility within a globalized world. This approach appears to be very much present in the Swedish Global School project focusing on changing attitudes and behaviour through learning and active engagement. On the other hand, DE as Life Skills in a globalized world appears to be dominating in the Finnish approach to learning aiming at development of competencies needed to participate in a change process from local community to global levels. This approach also supports critical thinking and self-reflection as necessary competences. In the Norwegian and Danish School curriculum context the main approach appears to be Internationalization along side with awareness of sustainable development. This can be said to be the main trend in each countries while the approaches are overlapping.

Since there are no clear distinctions between the concepts, the terms Development Education (DE) and Global Education (GE) are used synonymously in the following overview.

2. Overview of DE/GE in the school sector in Nordic countries

2.1. The European Context

In the “DE Watch” European DE Monitoring Report done in 2010 in 27 EU Member states and Norway the overall conclusions are:

1. In countries where the different DE actors establish strong Coordination mechanisms, set up multi-stakeholder strategy processes, and enrich these processes through European exchange, the DE sector mostly experiences a significant vitalisation. Such practice is strongly encouraged and recommended to be initiated and maintained in all countries.
2. If European citizens are to gain systematic access to quality DE it is paramount that the Ministries and institutions responsible for education take the lead – in a common effort with governmental development actors and civil society – to integrate pedagogically well-reflected DE approaches into school curricula and further guidelines of education. This conceptual work should be complemented by adequate implementation measures e.g. teachers training and the provision of didactic materials for DE.
3. DE actors and practices are particularly strong and sustainable in societies where DE is understood and conceptualized as part of good democratic practice within a globalised and interdependent world. DE contributes to the awareness and critical engagement of citizens in global issues and equips them with the necessary competencies for living as active and responsible members of their local communities and of world society. Critical engagement of citizens and their associations is crucial for the democratic culture as well as for the quality of governance and of the policies that will be decided and implemented⁶.

With special significance to this study about possible cooperation on DE in the Formal Education sector, The European DE Monitoring report finds that Ministries of Education (MoEs) and the Formal Education Sector play an essential role in DE. In some countries, DE in the formal school system is already the key area of DE activity and the main debate among the national DE actors is about the further improvement and mainstreaming of DE in school curricula and practice. In other countries, the Formal Education Sector was identified as crucial for realizing general access of all citizens to quality DE, and MoEs, MFAs/agencies and NGOs have started joint efforts to incorporate DE elements into school curricula, teachers training, didactic materials, and to increase the quantity and quality of DE in the practice of schools.

2.2. Sweden

- Education for Sustainable Development

In Sweden the internationalisation and GE in school has been centred on education for sustainable development defined as environmental, economic and social sustainable development with reference to international declarations and conventions. The emphasis is on giving each student a comprehensive education, which again will give the ability to transform the knowledge into practical action leading to sustainable development.

⁶ http://www.deeep.org/images/stories/MSH/de_watch.pdf

Knowledge which can contribute to a behavioural change leading to a better and more just world is in the forefront while achieving competences for manoeuvring in a globalized world is downplayed. NGOs are working with information schemes towards schools and Sweden has in addition set up an official support system for the schools and international cooperation on education in order to achieve the global educational goals.

New School Curriculum in 2011

From the school year 2011 a new Curriculum for compulsory school, preschool class and the leisure time center was introduced in Sweden. The content and overriding goals of the new curriculum are influenced by national legislation as well as international declarations on human rights and agreements such as the Millennium Goals and the UNESCO-declaration on UN Decade on Education for Sustainable Development for the years 2005-2014, There are also references to the EU program for lifelong learning which emphasizes education for sustainable development in a global perspective within the framework of the eight key competences of EU. This curriculum change is considered by some to be the most comprehensive and important school reform in Sweden since 1842. Based on the overarching goals and knowledge requirements and aims in each subjects, the students should not only learn and understand the main aspects of sustainable development, but the school also has the responsibility to give each student a comprehensive education, which will give the ability to transform the knowledge into practical action leading to sustainable development.

The curriculum has as prerequisite cooperation between the different subjects. In the introduction on fundamental values and tasks of the school the environmental perspective, the international perspective and the ethical perspective is underlined:

“An environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. It is important to have an international perspective, to be able to understand one’s own reality in a global context and to create international solidarity, as well as prepare for a society with close contacts across cultural and national borders. Having an international perspective also involves developing an understanding of cultural diversity within the country. An ethical perspective is of importance for many of the issues that are taken up in the school. This perspective should permeate schooling in order to provide a foundation and support pupils in developing their ability to form personal standpoints.”⁷

Den Globala Skolan/The GlobalSchool

The International Programme Office for Education and Training is the government agency that promotes academic exchanges and cooperation across national borders. The Programme Office funding ranges from grants for different cooperation and development

⁷ (Skolverket: Curriculum for compulsory school, preschool class and the leisure-time center 2011, page 12) Available in pdf format:
<http://www.skolverket.se/2.3894/publicerat/publikationer>

projects to individual scholarships for overseas study, teacher exchanges and further education. The programmes are aimed at different levels and types of education: from preschool to university, vocational training and adult education. The Programme Office also runs communication initiatives aimed at various target groups in the field of education in Sweden⁸.

The baseline for the school activities of the Programme Office is that the international perspective should constitute an integral part of the ordinary learning in school. International cooperation should then be used for subjects already on the agenda in the classroom and contribute to the reaching of the knowledge requirements in the curriculum. Den Globala Skolan/the Global School is a program under the International Program Office, which since the year 2000 has offered training for school personnel about education for sustainable development and intercultural understanding. The aim is to strengthen the schools ability to educate tomorrow's adults in taking the responsibility for a sustainable development in a multicultural society⁹. The Global School organizes seminars and workshops all over Sweden for teachers and school personnel about global issues, sustainable development and pedagogical methods. Organizing travels to other countries for schoolteachers, headmasters and local decision makers is also part of the program of the Global School.

Lars Nordahl, the programme responsible for the Global School has 8 regional coordinators for the programme. Every year 3-4000 teachers take part in the various seminars and global study trips organised by the Global School. He expresses great interest in a Nordic cooperation in general and particularly about methods to translate the goals in the steering documents or curricula into practise, how to establish a holistic way of teaching and learning in the schools, where the perspective of sustainable development encompasses all subjects. He says that in teacher training there is not enough focus on methods for integrating global perspectives and exchange of experiences on a Nordic level could be of great benefit. He expresses astonishment for the fact that there is so little cooperation between for example Sweden and Finland on how to work together on global issues in school. Kids on each side of the border in a region are very similar, but the educational systems are different, he points out.

No NGO coordination on DE/GE in schools

ForumSyd is the platform within Swedish civil society cooperation that brings 175 organizations together in their common efforts for just and sustainable global development. ForumSyd was founded 1995 as a merger between the Swedish Volunteer Service (SVS) and Development Information to Swedish NGOs (BIFO). On behalf of Sida, Swedish Agency for Development Cooperation, ForumSyd has since 1995 channeled funds for civil society projects to Swedish NGOs in cooperation with NGOs in developing countries. The objective of ForumSyd is to work for fair and sustainable global development based on the equal value of all people, their right to reasonable life circumstances and sustainable usage of the earth's natural resources.¹⁰

⁸ www.programkontoret.se

⁹ www.globaleskolan.com

¹⁰ Text from: <https://www.forumsyd.org>

ForumSyd does not have DE in schools as a priority area, nor are there any specific DE working group or any network or organized cooperation between NGOs working with GE towards the school system. “Presently ForumSyd has a project named Globalportalen¹¹ which to some extent addresses schools, students and teachers. Globalportalen.org was launched in 2000 by organizations wishing to reach young people with their websites for young people to become aware of the global development issues. Today there are approximately 50 organizations using the web portal to reach out to young people with their information. Apart from that ForumSyd takes up global development issues such as trade agreements, capital flight, development aid etc. and from time to time ForumSyd cooperates with the Global School (Globalskolan). But there is no substantial cooperation within the area of DE in schools, says Head of Communication and Policy Department in ForumSyd, Annica Timmerman, answering questions from the RORG Network for this study. She adds that the proposal for Nordic cooperation on school Curriculum change could be of interest first and foremost for Globalportalen.

2.3. Denmark

- Internationalization for global competence

In the Danish Globalization strategy from 2006 the formal educational sector plays a central role in order to enhance the competence of Danish citizens internationally: “The goal of the government is that the Danish society should have a good insight and understanding of other countries and cultures – and also cultures that are different from ours.”¹²

One of the most important measures was transformation of the educational system at all levels in order to become more international: All Secondary school education should set goals for cooperation and exchange with educational institutions abroad. Denmark should be branded as a country of excellence in education. The Danish Council for Internationalization of Educations came in 2008 with a report stating that a key to the internationalization of the educational system was to reform teacher training. It emphasized that the future Danish Teacher Training needs to have a much more international perspective while also in-service training is of great importance.

– The integration of global and internationally related issues is still a big problem in Danish schools, says Ellen Farr, editor of Globalskole.dk, GE communicator and pedagogue working for many years in the NGO Mellempfolkelig Samvirke (MS). Even though there has been more focus on internationalization in recent years and international cooperation and exchange is part of teacher training, the focus is mostly on Europe, she points out. In 2009 she did a study on globalization of Danish teacher training for Timbuktu Fonden for Global Journalism and Education. Among the conclusions in this study was that internationalization of teacher education in Denmark mainly was a question of mobility and quantity, accreditation and ECTS-Points and international exchange with the EU. The Global perspective did not necessarily include the developing countries and the world outside of EU. Intercultural competence was by some teacher education colleges presented as something one achieved after being 3-6 months in a different environment. Knowledge about developing countries

¹¹ (www.globalportalen.org)

¹² ”Fremgang, tryghed og fornyelse (April 2006)

and intercultural learning hardly exist in the curriculum of Danish teacher training, the study from 2009 concludes. Already in 2002 the Danish Evaluation Institute concluded that it was completely decisive that the Ministry of Education integrated an international dimension into curriculum and teacher training so the schools and the municipalities could set measurable goals for their work.

Ellen Farr in Globalskole.dk welcomes the RORG Network initiative for a Nordic cooperation in the field of GE in school and mentions as particularly important to exchange ideas and experiences on how to integrate a global perspective in all subjects in schools. – Our experiences as developers of school material on global issues is that teachers excuse themselves with lack of time and capacity to integrate international teaching material which come in addition because they need to go through so much before the exams. She emphasizes that the Global Education must be integrated into the subjects and part of the knowledge requirements. Globalskole.dk is a website primarily targeting teachers with ideas for methods and educational schemes which can contribute to develop children's and young people's competences on intercultural and global topics. Ellen Farr has also together with others developed a teaching manual for intercultural competence.

“New Nordic School” initiative

“New Nordic School” is a recent development project initiated by the Danish Minister for Children and Education, Christine Antorini. The purpose is to identify and further develop the values and innovative potentials in the future Danish education system from day care to the end of secondary education. The Minister has established a dialogue group to help shaping the project and take it forward. According to the Ministry of Education the New Nordic School initiative also has an international dimension: “The qualities of the Nordic approach to education spark a great deal of interest in many countries. In particular the dual based vocational education and training has drawn attention from abroad. But the Nordic countries also succeed in educating children, young people and adults, who are innovative, independently thinking, democratic in their attitudes and very capable of cooperation in heterogeneous groups. The fact that Denmark and the other Nordic countries have some of the highest lifelong learning participation rates in the world – in particular when it comes to the low educated – indicates, that the desire to learn continues throughout life. These qualities can serve as an inspiration to other countries, but the development of a New Nordic School is just as much a matter of learning from the rest of the world, according to the Minister of Education. OECD, ASEM and the European Union are named as international settings for dialogue on this initiative.”¹³

O3V, The Danish Oplysningscenter om den 3.verden/ The Development education centre, says in a comment on their website¹⁴ that they hope that the Ny Nordisk Skole/New Nordic School initiative of the government will contribute to Denmark being in the lead on GE in the same way that Denmark for many years has been among the top 5 countries in the world which take the responsibility for development seriously through development aid. They point to the fact that Denmark is not among the 21 leading countries which are part of the GENE network. In September 2012 there is the European Congress on Global Education to be held in Lisbon, where the progress since the Maastricht declaration will be analyzed and a

¹³ <http://www.nynordiskskole.dk/Service/New-Nordic-School>

¹⁴ <http://www.o3v.dk/global-undervisning-indspark-til-ny-nordisk-skole/>

new Plan of Action will be drawn up to reach the Maastricht 2015 goals. Denmark is invisible in this process, while Norway, Holland, Finland and Cyprus have come quite a bit longer than Denmark, the Danish NGO says.

Reduced DE funding

Development Education in general or *u-landsinformation* as it is named in Denmark, is still suffering under the severe cutbacks of 12 million Danish Kr in national DE funding in 2005. The government at that time argued that the money would be better used in projects in developing countries and demanded more efficiency and results from the NGOs. Two of the main NGO contributors to the school sector and DE towards young people, IBIS and Mellempfolkelig Samvirke (MS) were also met with additional restrictions and were forced to cut down considerably on their information campaigns and teaching material to schools. All together there has been a prioritizing of fundraising and a subsequent downscaling of DE in Danish NGOs since the cuts in funding of DE in mid-2000. As a consequence the amount of educational material from organizations and publishing houses with a global or international perspective has been drastically reduced the last years.

Mellempfolkeligt Samvirke (MS) had to close down the publication ZAPP directed to school children and the part of DE targeting primary school including background educational material for teachers and pupils. "Focus on global issues in the learning at school is at least just as important today as when we started to publish ZAPP 18 years ago, but Mellempfolkelig Samvirke has gone through a series of changes which means that our communication towards children and young people now are directed towards secondary education", is the explanation on the website of MS.¹⁵ Mellempfolkelig Samvirke is today part of ActionAid International and the information activities in Denmark is being adapted to ActionAid's international campaigns. Campaign coordinator Maja Andersen in Mellempfolkeligt Samvirke/ActionAid Denmark responds to the the RORG Network's questions about the interest in Nordic cooperation by saying that MS today has youth education as a priority with the Global Camps as the main activity for 2012 (see appendix 3).

2.4.Finland

- Curriculum reform with focus on global citizen competences

GE has been part of the school core curriculum in Finland since the early 1970s but it has been up to the local school authorities and often each teacher to implement GE. Finnish National Board of Education (FNBE) is presently working on reforming the national core curricula for basic and general upper secondary education and the framework for vocational qualifications and competence-based qualifications. As part of the preparations for this reform the FNBE carried out a development project in 2011 titled *As a Global Citizen in Finland* with 15 participating schools to promote global education.¹⁶ Here the focus is on the competences a citizen needs to navigate in a globalized world. As part of the curriculum

¹⁵ www.ms.dk

¹⁶ The main results of the project have been compiled into a publication titled *Schools Reaching out to a Global World, what competences do the global citizen need?* distributed to basic education and general upper secondary education schools:
http://www.oph.fi/download/139354_Schools_reaching_out_to_a_global_world.pdf

reform process an International symposium titled *Becoming a Global Citizen* was held in Espoo in Finland 5-7 October 2011 in cooperation with Global Education Network Europe (GENE), also intended to define the competences of a global citizen based on national and international research and experiences. The symposium gathered 72 participants from 13 countries (REF). The two main conclusions from this symposium emphasise the crucial role of global education in all national education systems improvements:

1. Education must put Global Education at the heart of learning if it is to be considered quality education.
2. Global Education has a crucial role to play in all national education system improvements, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.¹⁷

In the same document it is stated that Global Education is at the heart of the on-going Finnish curriculum reform and other national curriculum development processes are advised to also consider putting Global Education at the heart of their endeavours.

The educational system in Finland receives high scores in the international, comparative student survey PISA - The OECD Programme for International Student Assessment - which every three years assesses to what extent students near the end of compulsory education have acquired some of the knowledge and skills essential for full participation in society. In his opening address at the International symposium October 2011 the director of the Finnish National Board of Education, Jorma Kauppinen, said that the response to the international attention to the Finnish success in PISA will be showing global responsibility with the message that it is possible to expand the sphere of those to whom equality and equity belong, that the idea of "competence" will be adopted widely in the coming curriculum reform continuing to mainstream global education and sustainable development within curriculum¹⁸.

The strategy of the Finnish National Board of Education (FNBE) titled "Learning and competence 2020" defines the strategic basis of the FNBE as well as examining the strategic objectives for education and training.¹⁹ In this strategy global perspective is only mentioned in a graphic presentation of the board's strategic basis as part of the overall policy. Apart from this, internationalization and a global dimension in the strategy is only detectable when the strategy outlines Finland as world leading in education and with a reference to the challenges related to minorities:

- "Finland will become the leading developer of learning culture in the world. Learning and teaching will emphasise collaborative approaches, involvement and interaction, combined with building knowledge and competence. "(..)
- "FNBE will address the challenges related to minorities and increasing immigration and multiculturalism for the education system."

¹⁷

http://www.oph.fi/english/sources_of_information/conferences/becoming_a_global_citizen/programme

¹⁸ *ibid.*

¹⁹ http://www.oph.fi/english/publications/2011/learning_and_competence_2020

“Forward-looking initiatives”

In 2010-11 GENE did a follow-up review of the National Report on Global Education in Finland, which was conducted in 2004 as part of the European Education Peer Review Process.²⁰ GENE noted strong progress in several areas, significantly in the Development of a National Strategy for Global Education and its accompanying preparatory process. “As one of the first in Europe and the only among Nordic countries, this has become both a model and reference point for subsequent national strategies,” the GENE Follow up Review says²¹. The Global Education in Finland was characterized by strong provision, a clear value base, diversity of projects and strong commitment of government and non-governmental stakeholders. Finland was praised for its “forward-looking initiatives regarding the integration of Global Education into the forthcoming curriculum reform; and groundbreaking reflection regarding this work, including questions regarding a move from the promotion of GE-related cross-curricular themes to a more profound embedding of core competencies of GE through subject learning”.

Another characteristic of GE in Finland seems to be the close and continuous cooperation between the Ministry of Foreign Affairs (MFA) and the Ministry of Education and FNBE, which by the DE Watch Evaluation Report is named “exemplary” in European context. Both MFA and the FNBE participate in GENE.

Adviser Liisa Jääskeläinen, is representing FNBE/Finland in GENE, is involved in the project *Global Citizen in Finland* as one of the organizers of the international Symposium in Finland in 2011 *Becoming a Global Citizen* and she continues working with the ongoing reform of the Finnish School Curriculum. She welcomes a Nordic cooperation project on school curriculum development and teacher training. In such a cooperation best practices both in learning practices in schools and teacher training could be exchanged since implementation of the global dimension in curricula is on the agenda in all Nordic countries and will be for a long time.

Research on Global Education

It was noted in the GENE report that much inspiring work has been done in Finland also in teacher education/training and initiatives which also include head-teacher education/training and the whole school planning processes. Following the recommendation of the Peer Review the University of Oulu in Northern Finland moved to create a university chair with focus on Global Education, as one of the few in Europe. The professorial chair in global education at the University of Oulu, Vanessa de Oliveira Andreotti, is leading a research group on ethics, diversity, globalization and education (EDGE) which according to professor de Oliveira is the only MA level teacher education programme in Europe that specializes in critical intercultural education, and an international MA programme focusing on globalization and education.²²

²⁰ Copy of the report available at GENE website www.gene.eu

²¹ www.gene.eu

²² According to the newsletter *edge* this is a research hub for international, inter-disciplinary and cross-sectoral academic collaborations related to the interfaces between education, culture, language and social systems and relationships, including global, intercultural, development, anti-racist, transformative, (post)critical and indigenous education.

Vanessa de Oliveira Andreotti fully supports the idea of a Nordic cooperation project on GE in the formal educational sector and is ready to engage her EDGE research group and take on a coordinative role as research responsible in a Nordic project. In the preliminary discussions with the RORG Network on the content and areas of cooperation professor de Oliveira gave the following points of view:

Multilevel approach

A Nordic project could have a *multilevel approach* with different components or levels, where partners could choose one or more components to engage in. The Nordic study could be a combination of mapping and analysis of Global Education in the school system including new action research or practitioner-research in addition to comparative studies of curricula in the various countries. Curriculum reforms and educational developments take place in a national, historical and cultural context, which should be taken into consideration. A contextual study, which goes beyond a comparative curriculum study, should therefore be considered. The purpose would then be exchange of knowledge and experience of developing and integrating Global Education in the formal educational systems in the Nordic countries. These are possible components of a Nordic Study, outlined by professor de Oliveira:

- Policy goals, definitions and conceptual frameworks of GE and key competences for Global Citizens in the formal educational sector
- Overview on GE in teachers training/pedagogical studies
- Survey of research on GE in formal sector already done or underway in the Nordic countries
- Survey among school children/youth on "global mindedness"
- Survey of NGOs working with GE towards schools
- Curriculum analysis (text analysis)
- Best Practices both in teacher training and in learning practices in schools
- Action research projects: engaging students and teachers in practices using innovative tools and theories

NGDO involvement

KEPA is one of Finnish civil society's leading organizations on Global Education and development policy issues, providing training and advice for 300 civil society organizations (CSOs) in Finland whose activities are related to development co-operation, development policy, global education or other global issues. The "Globbarit" global lobbying network urges politicians to make Finland work more actively to reduce global inequality. This network has been formed by KEPA's member organizations.

In 2010, KEPA replaced the earlier term 'international education' with 'global education', in order to highlight connections with global interconnectedness and global structures that lead to impoverishment. KEPA aims to boost NGOs as global education actors by training and advising them and by supporting cooperation between different NGOs. KEPA also informs interested parties about NGOs' global education work. In an example of this, KEPA presented NGOs' views in the Global Education 2010 project assessment conducted by the Ministry of Education and Culture. NGOs were recognized as significant actors in this assessment.

KEPA also encourages newer and smaller NGOs to take part in global education. In late 2010, KEPA published *Maaailmaa muuttamaan* (To Change the World), a manual specifically designed to help NGOs develop their global education activities. In 2010, KEPA launched an appeal opposing cuts in the funding of communications and development education planned by Finland's Ministry of Foreign Affairs. The projected spending cuts, totaling hundreds of Thousands of Euros, represented a serious threat to the global education work of many of KEPA's member NGOs. A total of 117 NGOs signed the appeal resulting in maintaining the allocation at almost the same level.²³

Sana Rekola, the coordinator for member Organizations in KEPA had this answer to the questions from RORG about KEPA and Finnish NGOs involvement in Global Education in the formal school sector:

a) Do the organizations affiliated to KEPA cooperate about global education towards schools, do they have a network or forum to cooperate/coordinate/exchange experiences in order to improve this work – or do they primarily contact schools individually to inform about their own development projects?

– Finnish organizations have a long history of cooperation in global education. NGOs formed a global education network in an EU-project lead by KEPA in 2001. Cooperation with schools and formal education (as well as non-formal and informal) has been an important issue since then. At the moment there are approximately 175 members in the network. Besides this, most of KEPA's 300 member organizations are active in global education (to some extent the network and the members are overlapping).

– A lot of NGOs are doing close cooperation with schools. They have their own school networks and individual work, but in recent years cooperation has been done especially in 1) promotion / marketing, 2) quality development of school visits, and 3) exchange of experiences and good practices.

1) Promotion / marketing

– For promotion of school cooperation global education network founded it's own website already in the beginning. [Gloaalikasvatus.fi](http://www.gloaalikasvatus.fi) works as an information platform for NGOs but also as a site that we keep on marketing to teachers and educators as a good source of connections, materials, methods and NGOs' school visits. We've collected hundreds of tips to a "tip bank" (materials, methods, school visits and other training opportunities) in order to make it easy for teachers to find different kind of cooperation possibilities.²⁴

NGOs are also participating in annual Educational fair for teachers and educators by a joint stand "Civil society market" coordinated by KEPA. There are annually 12 000-13 000 visitors and it's a good opportunity to promote cooperation with NGOs. Our stand consists of smaller stands of 20-30 NGOs and a joint "programme area". KEPA have also produced

²³ This text is taken from the webpage: <http://www.kepa.fi/international/english>

²⁴ Here are links to the website: www.gloaalikasvatus.fi/ and to the "tip bank": www.gloaalikasvatus.fi/vinkkipankki

booklets (kind of an index of actors under different themes) concerning NGOs' school cooperation and distributed them to the schools in Finland.

2) Quality

In quality development NGOs have been active especially in the field of school visits. Many of the school visitors of NGOs are volunteers and they need to be trained for the visits. Together we've produced two guidebooks in order to strengthen the quality of the school cooperation and those have been translated to English too.²⁵

KEPA has also organized "training for trainers" and training on school cooperation / visits. Some discussion meetings have been organized as well concerning curriculum reform.

3) Exchange

Exchange of experiences and good practices has been done in annual cross-sectoral seminars for NGOs doing school cooperation. NGOs from different fields (youth work, health, sports, global education..) have come together in order to learn from each other.

Also some other more specifically global education related sharing events have been organized regularly, for example an annual "harvest party" of new global education methods invented / produced by NGOs.

b) To what extent does KEPA or member NGOs lobby the Foreign Ministry on Global Education or take part in the work of the Finnish Board of Education's curriculum reform or other government initiatives on Global Education?

– KEPA and its member organizations have been active in taking part in curriculum reform by participating seminars and public hearings and by sending comments on draft versions concerning the value basis and time allocations, which have been processed during the winter & spring.

KEPA has been actively in contact with National Board of Education that has a key role in curricula reform. I have high hopes that global issues will be brought up in the curriculum.

However, it hasn't always been so very clear how and when NGOs can contribute to the process. We wish to be heard and we would like to participate closely, but the process has not always been that transparent.

With the Ministry of Foreign Affairs (MFA) we have a good relationship and we keep on lobbying them to be strong actor in global education field. The roles of MFA and Ministry of Education and Culture (MEC) in global education in Finland are not always so clear and we keep on lobbying MEC as well. The focus in the lobbying is to "refresh" the national global education strategy and to bring the actors together regularly.

c) Would KEPA be interested in participating in a Nordic cooperation on improving Global Education in the school sector?

²⁵ [Global education and schools - A guide for NGO's school visits](#)
[Improving Quality - Quality criteria for global education school visits](#)

Yes indeed! I think this would be a good way to get new ideas and means not only on lobbying on policy but also on practical level - both are needed. We would be happy to hear what you have in mind.

d) Could you possibly identify some NGOs in Finland that would be interested to participate in a Nordic cooperation/network on this issue (Global Education in the schools)?

Yes, there are many NGOs that I suppose would be interested in this. For example those Finnish NGOs that participated in producing the guidebooks are working closely with schools.

e) Do you think a comparative study of the Global dimension in the different countries curriculum and in teacher training would be fruitful or is it more relevant to cooperate on a European/EU level – does Nordic cooperation have any added effect?

– A comparative study of the global dimension in curriculum and in teacher training would be an interesting one and could help us to develop the systems and procedures in our countries. In Finland global dimension in teacher training for instance is pretty weak. We NGOs are willing to support teacher training in Finland to include global dimension in the studies and we've organised global education seminars in universities in order to show the urge of the perspective and raise the awareness & interest of the students, but not much structural changes have happened so far.

The question whether the study should be done in Nordic or in European level is a difficult one... On the other hand we probably have certain similarities in Nordic societies and could get deeper with less resources, but on the other hand European study would broaden the perspectives and give us more ideas, says Sana Rekola from KEPA in Finland.

2.5. Norway

- Strong NGO-coordination on Global Education, no government coordination

GENE conducted in 2009 a peer review of Global Education (GE) in Norway as part of the European Global Education Peer Review Process. Norway was the second Nordic country being peer reviewed after Finland.

The National Report of the GENE review states that there is a growing emphasis in Norway on the need for a public policy debate that goes beyond issues of development aid to a deeper, more informed debate on issues of development policy and global justice. Like in the other Nordic countries, a policy framework and a system of support that involves several ministries, agencies and the civil society organisations support Global Education in Norway. GE and Awareness Raising, or North-South information as it is called in Norway, has a long tradition and is supported mainly by the Ministry of Foreign Affairs and its agency Norad, the directorate for development assistance. It is evident from the study that the Ministry of Education and Research could play a more active role in ensuring that a global development perspective is integrated into the formal educational system. This is also the experience of

the RORG Network. It has not been possible for the RORG Network to get an answer from the Ministry of Education on our inquiry on Nordic cooperation on DE and curriculum development in the formal school sector.

Knowledge Promotion Curriculum

The GENE review points to the firm basis for a strong Global Education entitlement in Norwegian schools provided by the Knowledge Promotion Curriculum (Kunnskapsløftet) which at the time of the study (mid-2009) was being implemented. Based on the Core Curriculum and Quality Framework, subject guidelines were being elaborated in the programme subjects. “While these may have a firm basis in values akin to Global Education, it may be difficult for those elaborating guidelines to embed Global Education with the subject guidelines, and from there to ensure entitlement practice, the study points out, “the basis is there in the curriculum – the challenge is to translate this into practice in very school. The GENE report recommends that a “Global Education guideline” be elaborated, based on the core values of the “Knowledge Promotion” and with a global learning perspective, to guide those developing the subject guidelines. This, together with other necessary strategies in teacher training, network support and capacity building and enhancement, could have the effect of making the Global Education vision clearly contained within the foundational documents of the Norwegian Education System, into a reality for all, the GENE Report states. The Norwegian member organisations in the RORG Network had during the curriculum consultation process some critical inputs to the draft on how sustainable development was interpreted:” The integration of sustainable development in the curriculum has primarily an environmental focus and to a lesser degree a global developmental focus with a perspective encompassing injustice, poverty and distribution in the global society”.²⁶

At the same time as the Knowledge Promotion curriculum was developed a government proposition on teacher education reform was approved by the parliament with the purpose of improving the teaching skills. Here one of the aims was “A strengthened international and multicultural orientation.” The GENE review comments that this is an obvious opportunity for Global Education providers to develop teacher training modules and ensure further integration of Global Education into new systems of pre-service training.”

Among the recommendations in the GENE study is to enhance research in regard to Global Education by establishing a University Chair of Global Education, as have been done in Finland. As also was recommended in the Finnish study, GENE propose to establish a National Committee for Global Education with the Ministries of Foreign Affairs, the ministry of Education and Research and the auxiliary agencies and involving also the coordinating bodies of civil society for Global Education and also to consider the development of a national strategy in order to strengthen cooperation and coordination at an institutional level.

Concerning the Norwegian implementation of the National Strategy for the UN Decade for Education on Sustainable Development (2005-2014) the present strategy has been under revision by the Ministry of Education for the last year with no stated deadline for

²⁶ <http://www.rorg.no/Artikler/539.html>

completion. The National Strategy is reflected in the present Curriculum but mainly in an environmental context while the development dimension is to a great extent is omitted.

The RORG Network

The GENE review acknowledges the key role played by the RORG Network in Norway in promoting a shift of focus in Development Education and Awareness Raising from a focus on aid and the situation in the developing countries to a critical engagement and debate on development issues and development policy in a North-South perspective. The RORG Network established itself during the 1990s as the main support structure for NGOs in Norway by coordinating the organizations that have framework agreements funding of DE with the official aid-agency NORAD. The main areas of co-operation within the RORG Network are 1) lobbying through political processes for increased funding and the strengthening of DE in Norway, 2) pushing issues of common concern related to the NORAD administration of the framework agreements and 3) stimulating debate on DE issues and exchange of information between the RORGs. As a National coordinator of NGOs the RORG Network is participating in GENE.²⁷

Global Education in schools has not been the main focus of The RORG Network. The reason for this is that schools have been the key area of work of the Norwegian UN Association (UNA). Since the 1950ies UNA has been carrying out various forms of GE in schools, although with a distinct UN basis and focus.

However, also other Norwegian NGOs, including members of the RORG Network, has been active in schools with different forms of DEAR – partly linked to PR and fundraising. The main work carried out by the RORG Network and its members was through extensive in-put to promote GE through the national curricula reform in 2005 (Knowledge Promotion) and the production of a manual for NGOs on how to develop educational material for schools based on the curricula and educational needs, rather than the needs of the NGOs to reach out with their material. At the same time a web-portal, Global School, was established in a cooperative effort between the RORG Network, UNA and Global.no, the national portal for North/South information.

The most recent initiative of the RORG Network to strengthen Global Education in the formal School sector is to invite all NGOs involved in DE towards schools to establish a forum for exchange of experiences and ideas which may also lead to cooperation projects. At the same time the RORG Network is restabilising the Global School webpage which will be launched at the end of 2012 in cooperation with and as part of the website Global.no. The new webpage will offer educational material and pedagogical advice and expertise on global issues to both elementary and secondary school. The webpage is developed according to the themes that the partner organizations are already involved in adapting to the hectic school day by embedding the educational project in the curriculum and competence requirements already in place as a supplement to existing educational material.

Kari Vestbø, executive director of Hei Verden, an NGO specialized in GE/DE in schools, expresses great interest in a comparative Nordic study on curriculum. At the same time she

²⁷ <http://www.rorg.no>

underlines the importance of securing a follow up strategy, if no one is responsible for the following up such a study would not have much importance. She also points out that experience shows that it is difficult to achieve a joint effort and cooperation with other organizations working towards schools. Hei Verden does not cooperate with any organizations on a Nordic level, but participate in the new Norwegian Skoleforum/School Forum with other school oriented NGDOs.

3. Nordic co-operation on education and teacher training

In 2007, the Nordic prime ministers launched their globalization initiative, which was aimed at making the Nordic countries work more closely together and raise the level of skills, visibility and prosperity in the Region. The initiative has led to a series of globalization projects under the Nordic Council of Ministers (NCM). The Council of Ministers for Education and Research's Strategy for Education and Research 2011–2013 titled "Knowledge for green growth and welfare" provides an overview of the priorities and targets for Nordic co-operation on research and education; where higher education is seen as part of the global market competition: "Globalization opens up new opportunities for the Nordic countries, but at the same time, demographic changes and the fall-out from the global economic crisis presents a challenge to the Region's prosperity and welfare."(..) "Globalization also presents challenges to the education systems, research, the labor market and society in general – not only in the Nordic countries, but all over the world. New political paths, e.g. a green growth strategy, and the ability to collaborate both globally and across sectors are prerequisites for dealing with global challenges such as climate change, resource shortages and poverty." (..) "Higher education is now part of a global market for training and knowledge. This generates national, regional and international competition for the best students and researchers. Internationalization means that it is essential to be able to document Nordic positions of strength in the knowledge area." ²⁸

In recent years, the Nordic co-operation in the school sector within the framework of NCM has focused on quality in education and on creating schools that provide everybody with the opportunity to complete their education or youth-training programmes.

Nordic co-operation on schools facilitates the sharing of experiences between educational authorities, researchers and school principals and teachers in the five Nordic countries and the Faroe Islands, Greenland and Åland.

Every year, a number of conferences, seminars and meetings are held on central political and pedagogic questions and themes. These lead to further reports and studies, the outcomes of which are then discussed and followed up.

Nordplus

Nordplus²⁹, the Nordic Council of Ministers' largest education and training programme, is a framework programme comprising four sub-programmes directed at different target groups. The programme funds mobility, projects and networks, and is open to institutions and organizations that work on education and training. The programme covers the five Nordic countries, the three autonomous territories – the Faroe Islands, Greenland and Åland – and the Baltic states Estonia, Lithuania and Latvia.

Nordplus Junior covers pre-school, primary and secondary schools and youth training.

The programme funds, for example mobility for classes or pupils at basic level and in youth training; individual pupil mobility (e.g. workplace exchanges for pupils in both vocational

²⁸ The Strategy can be downloaded from:

<http://www.norden.org/no/publikasjoner/publikasjoner/2010-795>

²⁹ <http://www.nordplonline.org>

training and theoretical programmes); mobility for teachers and other pedagogic staff in pre-school, primary and secondary schools and youth training; networking activities; and development projects.

The majority of the Nordplus Junior granted project in 2009-2011 had Quality in Education as a theme and consisted in class and pupil exchange between countries. The second most prominent theme was Climate issues and then followed Prevention of Drop Out, health and Entrepreneurship. Multicultural Classroom was the theme that had fewest projects.

The Nordplus Higher Education comprises mobility grants for students and teachers, intensive courses for students to experience more than the usual classroom, teachers learning from each other and networking activities for developing innovative projects.

Only a few of the granted projects in 2010 had GE/DE as theme (see example of projects in Appendix 1)

What is Nordplus network:

- Consists of a minimum of three partners from three different Nordic or Baltic countries or autonomous regions. One of the partners must act as coordinator.
- The coordinator must be a recognized/accredited higher education institution with the legal right to award degrees.
- Each partner must have a liable contact person.

Which activities are supported by Nordplus:

- Student, teacher and express mobility
- Establishment and development of networks
- Intensive courses
- Joint Study Programmes
- Development projects within higher education including curriculum

Nordplus Horizontal supports innovative projects spanning from traditional categories and sectors to new, different, broader or more complex issues and challenges. The programme targets all institutions and organisations which have education and lifelong learning as their main objective.

Areas and themes for Nordplus Horizontal

In addition to the overarching objectives of Nordplus, these are the specific objectives of the Nordplus Horizontal Programme:

To support cross-sectoral network and project activities

To support innovative projects spanning traditional categories and sectors, which can tackle new, different, broader or more complex issues and challenges

To support project and network activities that aim to contribute to the development of quality and innovation in the educational systems for lifelong learning in the participating countries.

Examples of cross-sectoral network and project activities may include:

- Workshops
- Experience exchange seminars
- Conferences
- Studies and analyses

- Statistics' projects
- Projects aiming to exploit the results of research done in the area of education
- Production of innovative language learning, teaching and translation materials or similar materials in other subject areas
- Creation of innovative course modules using new learning and teaching platforms
 - Dissemination, distribution and exchange of results and experiences in education

4. Conclusions

- Global Education/Development Education (GE/DE) has a long and strong tradition in all the Nordic Countries, which constitutes a solid base for cooperation with exchange of knowledge and experiences on GE/DE in the formal school system.
- All the Nordic countries recognize DE as Awareness Raising (AR) by the way of dissemination of information about wider development issues as sustainable development, peace, human rights, poverty, trade and distribution of resources. The emphasis differs from Sustainable Development to Internationalization of education and Global Citizen Competences while Global Education seems to be a common term, which covers most of the interpretations.
- International agreements like the UNESCO UN Decade for Education for Sustainable Development and the general challenges of globalization have created a need for a redefinition of Development Education (DE).
- All the countries are in the process of developing, reforming and implementing curriculum in the formal educational system. A certain basis for Global Education is to be found in all the different curricula while the common challenge is to translate it into practice in the schools. An exchange of experience and knowledge in curriculum development and implementation could in this situation of change be beneficial for all parties. A Nordic cooperation therefore seems timely and relevant.
- Coordinated efforts for integrating and mainstreaming Global Education within Formal Education are taking place particularly in Sweden and Finland, while there in Norway and Denmark are no coordination between various ministries and NGOs on DE/GE in schools. A Nordic cooperation could inspire to more national coordination.
- NGOs do mainly work individually “from the outside” with GE campaigns and packages on specific topics on action days or weeks, while the integration of Global Education in everyday teaching is left to the responsibility of each teacher depending on to her/his competencies and interests.
- Stakeholders from the official educational institutions and from pedagogical and global education research/teacher training and the main NGO platform in Finland expressed a clear interest in and commitment to Nordic cooperation on curriculum change and teacher training development and research. Also the educational authorities in Sweden involved in strengthening GE in the schools expressed interest in Nordic cooperation, while the largest NGO platform did not express such interest. In Denmark there was also little response from NGOs, while independent DE actors expressed interest in participating.
- The lack of positive response to the RORG initiative for Nordic cooperation from the big NGO Platforms in Denmark and Sweden may reflect that the NGO Platforms do not prioritize GE in the formal school sector and are mainly involved in DE towards the civil society. Another explanation may be that they are mainly doing Development Education in the sense of development aid information. The limited response may also be explained by the low degree or rather lack of Nordic NGO cooperation on DE/GE, maybe due to involvement in EU cooperation. Besides, the governments and educational institutions are involved in Nordic cooperation and exchange programmes on education through the established channels in the Nordic

Council of Ministers (Nordplus etc). However, this study finds little evidence on cooperation on GE/DE.

- The Nordplus funding programs Nordplus Junior, Nordplus Higher Education and Nordplus Horizontal represent good opportunities for funding Nordic cooperation on GE/DE in curriculum change and teacher training. Today only a few of the granted Nordplus projects have GE/DE as theme.
- With the clear interest expressed by Finland and Norway and partly by Sweden and Denmark there is a basis for further discussion on areas of cooperation. An initial Nordic Network meeting with interested parties to discuss project proposals is suggested in August/September 2012.

5. Project Proposals

The following projects proposals for Nordic cooperation could be further developed and discussed in a Nordic network meeting:

- A comparative study on how the global dimension is integrated in curricula including the in programme subjects in Secondary School and what guidelines for implementation are in place or planned. A researcher in each country could do the study after agreeing on common research focus and denominators/parameters.
- Alternatively, the Finnish partners suggest a contextual study on curriculum reforms and integration of GE since the national, historical and cultural context are different. The purpose would then be exchange of knowledge and experience.
- Integrating GE in Teacher Training. A dialog and exchange program on Global Themes and learning methodology/pedagogy between University Colleges and Universities. The Edge research group on Global Education at the University of Oulu, Finland is already identified as leading partner while a partner in one or several of the other countries should be found. A suggestion might be Norway and Oslo University College. The project should qualify for Norplus funding.
- Best Practices in Official Support Structures: Exchange of best practices of support programs and projects for the integration of a global dimension/education for sustainable development in school subjects. Identified cases: The Global Education Project 2010-2011 in Finland: the School Meets the World and Den Globale Skolan/the Global School in Sweden.
- Best Practices and Exchange of innovative NGDO education schemes towards the schools.
- The development of a Nordic Web Portal on Global Education in School in partnership with national global school websites and NGDOs school websites possibly with an interactive page for exchange of experiences between teachers and school professionals.
- An overview of research on GE already done and underway in the formal educational sector.
- A survey among school children and youth on what they associate with global mindedness” and what they consider being key competences for Global citizens.

APPENDIX I

Nordplus Higher Education. Examples of granted project with relevance to DE/GE:

In the category for teacher training a few granted projects in 2010 had DE/GE or multicultural themes:

ID: 21827

Network: Education for education for global responsibility

Coordinating institution: HØGSKOLEN I HEDMARK **Country:** NO **Coordinator:** Gerd Nora Wikan (gerd.wikan@hihm.no)

Network description: The main purpose of this network is to develop the quality of education for global responsibility in the Nordic teacher education programmes. Further goal is to strengthen teacher education in the Nordic and Baltic countries through exchange of staff and students.

Granted activities

MOBILITY

Partners

OULUN YLIOPISTO - ULEÅBORGS UNIVERSITET TALLINNA ÜLIKOOL HÖGSKOLAN DALARNA

Country FI EE SE

Network: SPICA

Coordinating institution: University College Lillebælt **Country:** DK **Coordinator:** Birgitte Stougaard Stougaard (bist@ucl.dk)

Network description: Nordplus netværket SPICA har følgende fælles mål: at etablere fælles nordiske moduler og intensive kurser inden for tre kerneområder:

- • • at studerende gennem studier og samarbejde med nordiske medstuderende og lærere oplever og forstår både egen kultur og fremmed kultur, herunder sprog, i et nordisk perspektiv.

at kvalificere undervisningen og medvirke til udvikling af nationale studieplaner gennem brug af lærermobilitet, som styrker ekspertise og forskningsbaseret undervisning inden for SPICAs

erneområder. at undervisning/læring foregår som blended learning at studerende og lærere anvender og diskuterer didaktiske og komparative perspektiver i et virtuelt læringsrum.

Granted activities

MOBILITY, INTENSIVE COURSE, NETWORK SUPPORT

Partners

Ilinniarfissuaq HÁSKÓLI ÍSLANDS Fróðskaparsetur Føroya HØGSKOLEN I TELEMAR
HÖGSKOLAN I SKÖVDE MALMÖ HÖGSKOLA OULUN YLIOPISTO - ULEÅBORGS UNIVERSITET

Country: GL IS FO NO SE SE FI

Network: Nordiskt nätverk i miljöpedagogik / Nordic network for Environmental education

Coordinating institution: ÅBO AKADEMI **Country:** FI **Coordinator:** Irmeli Elisabeth Palmberg (irmeli.palmberg@abo.fi)

Network description: -to promote and develop teaching methods and teacher training for sustainable development (including climate change) - to encourage student and teacher exchange, in order to gain and share knowledge about how sustainable development is dealt with in the Nordic and Baltic countries

- to educate environmentally aware, critically thinking and creative teachers, able to teach for sustainable development. The Nordic countries are known for its pure nature and its people caring about it. The utmost purpose of our network is to make sure that this image is actually kept up to. We want to see teachers of all subjects in our countries as forerunners in this increasingly important dimension of education. Through learning from each other we will also be able to strengthen the Nordic-Baltic collaboration in the environmental education field in the future and clear ground for further networking and lifelong learning among teachers and pupils in our countries.

Granted activities

MOBILITY, INTENSIVE COURSE, NETWORK SUPPORT

Partners

TURUN YLIOPISTO - ÅBO UNIVERSITET OULUN YLIOPISTO - ULEÅBORGS UNIVERSITET
HELSINGFORS UNIVERSITET - HELSINGIN YLIOPISTO ITÄ-SUOMEN YLIOPISTO HÖGSKOLAN
DALARNA LULEA TEKNISKA UNIVERSITET MITTUNIVERSITETET UMEÅ UNIVERSITET
HÖGSKOLAN KRISTIANSTAD LINKÖPINGS UNIVERSITET HØGSKOLEN STORD/HAUGESUND
HØGSKOLEN I SØR-TRØNDELAG HØGSKULEN I VOLDA HØGSKOLEN I BERGEN UNIVERSITETET
I OSLO UNIVERSITY COLLEGE SJÆLLAND PROFESSIONSHØJSKOLEN UCC UNIVERSITY COLLEGE
VEST UNIVERSITY COLLEGE SJÆLLAND VIA UNIVERSITY COLLEGE HÁSKÓLI ÍSLANDS RIGAS
PEDAGOGIJAS UN IZGLITIBAS VADIBAS AUGSTSKOLA LIEPAJAS UNIVERSITATE ŠIAULIU
UNIVERSITETAS

Country

FI FI FI FI SE SE SE SE SE SE NO NO NO NO NO NO DK DK DK DK DK IS LV LV LT

ID: 21297

Network: Global Journalism Network

Coordinating institution: ÖREBRO UNIVERSITET **Country:** SE **Coordinator:** Annika Gardhorn (annika.gardhorn@oru.se)

Network description: The purpose of the project is to advance global journalism and global journalism education as a practice, as well as the understanding of global journalism within the field and in society at large. This is during the program period 2010-2012 – and further on - done through an increased integration and elaboration of the already existing expertise on climate change and the media within the partner group. Climate change is an inherently global issue and is thus pedagogically well suited as a running theme in a global journalism.

APPENDIX II

Questions from RORG to NGO platforms in the Nordic countries:

- a) Do the organization you work for cooperate with others on global education towards schools, do you have a network or forum to cooperate/coordinate/exchange experiences – or do they primarily contact schools individually to inform about their own development projects?
- b) To what extent do your organization or member NGOs take part in/lobby the Foreign Ministry/the Ministry of Education on Global Education and curriculum reform or other activities on Global Education in the formal school system?
- c) Would your organization or yourself be interested in participating in a Nordic cooperation on improving Global Education in the school sector?
- d) Could you possibly identify other NGOs in your country that would be interested in participating in a Nordic cooperation/network on this issue (Global Education in the schools).
- e) Do you think a comparative study on the Global dimension in the curricula of the different countries and in teacher training would be fruitful or is it more relevant for you to cooperate on a European/EU level – does Nordic cooperation have any added effect?

APPENDIX III

Different initiatives and resources by country / or on a regional level

DENMARK

Global Camps – Training for Change

Training for Change is Mellempfolkelig Samvirke and ActionAid Denmark's Global Citizen Training programme. The Global Camp courses deal with the challenges and opportunities of globalization and offer knowledge and know-how to navigate in a global world. These courses equip the participants with skills and methods to relate to themselves as global citizens in Denmark and to act in a way that promotes global understanding and solidarity. Training for Change works from a global network connected by a number of regional platforms, called Global Platforms. The Global Platforms are small scale training centers set up by ActionAid Denmark in Denmark, El Salvador, Jordan, Kenya, Myanmar, Nepal and Tanzania. The Global Platforms work from the assumption that there is a growing need for people to be able to participate in democratic processes, take a stand on political issues in the world and act accordingly. Therefore youth are provided with the knowledge and tools that enable them to become well-informed citizens and engaged drivers of change for a better and more just world order.

The idea behind the Global Platforms is rooted in the Danish Folk High School tradition. The focus of the folk High School is not on formal education, but instead popular education and civic enlightenment. <http://training4change.org/globalcamp-learning>.

www.u-web.dk

U-Web is Danida's website for children and young people about developing countries and development assistance. U-Web is designed specifically for students in 8th-10th grade. The purpose of the U-Web is to inform students about Denmark's development cooperation with the world's poorest countries. Students are presented with stories from real-world development and some of the problems associated with it. U-Web is built so that the students' own curiosity and questions can drive their navigation on the page while there also is a special page instructing teachers how to incorporate the U-web in the teaching.

www.skoleniverden.dk is a web portal with ideas about how to make the school more international. The portal is run Styrelsen for Universiteter og internationalisering (UI)/The Board for Universities and Internationalization which is part of the Ministry for Research, Innovation and Higher Education. The Board's main aim is to strengthen Denmark's position in the global community by promoting the internationalization of education, intercultural understanding and integration of global perspective. The website contains proposals, strategies and tools for the international elementary school and the international secondary school with examples from school projects, many of them of partnership.

IBIS and the annual Reading Rocket

In 2002 the Danish NGO IBIS joined the Global Campaign for Education and began planning how to reach primary school children in Denmark. The campaign itself – Education for all - makes a lot of sense but how could it give meaning to privileged children in a society where

it is more than a right to school it is even a duty by law to be taught. At the same time IBIS considered how they could reach the teachers. What type of material would fit into the curriculum?

In the same year that a Pisa report was launched about reading skills, The Danish school system received a fairly low mark. Considering it is one of the most expensive school systems in the world, the quality of teaching was challenged. Teachers responded by claiming there was a lack of teaching/learning material. Out of this challenge came the idea to produce reading material which at the same time could teach learners about Education for All. In 2002, 24.000 learners joined the campaign. In year 2008, 183.000 learners, representing 27 % of all children in primary schools in Denmark joined the campaign. This is more than every fourth school child.

Together with annual campaign material included in the Læseraketten/The reading Rocket Ibis has developed a teaching guideline to support teachers. The guideline mainly includes background material as well as good ideas on how to teach global education focused mainly on Education for All. The guidelines try to support different subjects in primary school such as language, social science, geography, music and art to give teacher the possibility to integrate the topics into the different subjects. <http://heleverdeniskole.dk>

FINLAND

EDGE is a research group based at the Faculty of Education at the University of Oulu in Finland that examines the multiple relationships between Education, Diversity, Globalisation and Ethics. EDGE is committed to ethical internationalism, epistemological pluralism, North-South-East-West dialogue, intellectual and theoretical rigor and research based (teacher) education.

EDGE hosts international, inter-disciplinary and cross-sectoral research collaborations and seminars in the areas of: global citizenship, ethical globalism, language and culture, global, intercultural, multicultural, indigenous, anti-racist and transformative education, critical and post-critical pedagogies, and pedagogies of difference.

EDGE also supports postgraduate students at the University of Oulu through research training. <http://www oulu fi/ktk/edge/>

NORWAY

The Norwegian UN Association has since it was established, had a special position as a DE-actor in Norway. For a number of years it was the dominant actor. Schools (teachers and students) were– and still is – the main target group for its activities. In the mid-1970ies it formed – together with the Norwegian Committee for UNICEF and their sister organizations in other Nordic countries – the so-called “Alternatives Group”. Based on a critical view of the official educational material produced by the UN itself, educationalists from these organizations joined to develop alternative educational material for primary and secondary education in the Nordic countries. This initiative played an important role in developing a broad and critical perspective on DE in Norway.³⁰

³⁰ Arnfinn Nygaard: Development Education in Norway in **The Development Education Journal** Vol. 8.3 June 2002, <http://www.rorg.no/Artikler/782.html>

UNA Norway offers information materials, courses and lectures, counseling and press services. The library services include background information on UN conferences, UN reports, Security Council Resolutions, and UN fact-based information. The educational system is one of the main important target areas of the UNA. **The UN School** arrangement has 800 schools as members which receive different kinds of educational tools and courses. The **www.Globalis.no** is a unique interactive web tool developed by the Norwegian UNA consisting of world atlas and the largest database on UN statistics in Norway. Globalis comes in all Nordic languages supported by Nordplus. www.fn.no

AT THE NORDIC LEVEL

Nordic DevCom stresses importance of GE in schools: Heads of DevCom (Aid agencies and ministries for foreign affairs) in the Nordic/Baltic countries focused on Global Education in the formal education sector at their meeting in Oslo 10-11. May 2012. Presentations were made by Sweden and Denmark. The presentation from Sweden presented The Global School (Globalskolan) and the recent review of NGO-activities in schools. The presentation from Finland presented the work done by NGOs and the cooperation between MFA and the FNBE (Finnish National Board on Education) on Global Education in the formal sector, focusing on competencies for global citizens, informing also the Hanasaari-symposium. The Aid agencies MFAs both in Sweden and Finland stressed the importance of working with educational authorities to take responsibility for Global Education. They also stressed the importance of integrating a global perspective in the school curriculum. The RORG-Network had been invited as observer and informed about the initiative to enhance Nordic Cooperation in the field and a possible first meeting later this year. Several participants welcomed the initiative.

Nordic MUN: The Un Associations in Finland, Norway and Sweden have for the second time organized Nordic MUN (Model United Nations Climate Change Conference). The first one was in Kalmar, Sweden in March 2011 with UNA Sweden as host. Nordic MUN 2012 was held in Nurmijärvi, Finland on the 23rd-26th of April, 2012, with UNA Finland as the conference host. The conferences mirror a UN conference with resolutions being voted on. There is both a student and a teacher learning sessions at the conferences. www.nordicmun.com/

Acronyms

AR Awareness Raising
DE Development Education
GE Global Education
NGDO Non Governmental Development Organization



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