

The Espoo- Hanasaari Conclusions on Global Education in Curriculum Change

Meeting in the Hanasaari Centre, outside Helsinki, Finland, in October 2011, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE),

*The Symposium “Becoming a Global Citizen” led to the **Espoo-Hanasaari Conclusions:***

Building on the Maastricht Congress and Declaration 2002, on GENE Peer Review processes, on the development of quality national strategies in global learning and education for sustainable development, and drawing on Finnish and other national experiences;

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 improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.
3. The conceptual development of Global Education has journeyed far in the past decade, and must travel further. Broader conceptual debates, a clearer ethical perspective, wider understandings of identity, and deeper philosophical foundations have emerged and continue to emerge, to provide stronger theoretical frameworks for Global Education.
4. Curriculum development or reform is best understood as a critical, participatory learning process. Global Education is at the heart of ongoing and forthcoming Finnish curriculum reform. Other national curriculum development processes, in learning from the Finnish model, might also consider putting Global Education at the heart of their endeavours.
5. Global Learning is primarily about the formation of key competencies for global citizens. Our understandings of the key competencies for global citizens should continue to be clarified, contested, debated and mainstreamed.
6. There are many examples in European countries of good practice in national, strategic, co-ordinating, sectoral, cross-sectoral, critical and integrative approaches. They are shared effectively at European level through coordination and cooperating networks such as GENE. There is also a need for greater European, and global networking of Ministries, Agencies, civil society, teacher educators and researchers in this field.
7. GENE and Finnish partners – Finnish National Board of Education, Ministry of Foreign Affairs, Ministry of Education and Culture and Hanasaari Cultural centre - along with other participating national Ministries and Agencies will take these conclusions to their Roundtables, and to the Maastricht +10 process, to promote learning among other European countries. GENE will also work with regional partners – the European Union, the Council of Europe and the OECD – and global partners to encourage consensus, dissensus and further debate on these conclusions.