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Global Citizenship Education in Finland

a Case Study

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Abstract

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The era of globalization and its multiple impacts around the world have affected the knowledge and skills that education should provide. This thesis examines global citizenship education (GCE) in the Finnish education context. The previous research of GCE in Finland revealed that there is a lack of understanding for what GCE is. This is the main reason for conducting this thesis. The thesis explains what is meant with GCE in the Finnish context, why it is considered important in the education field and how it is presented in the national compulsory education curriculum. I conducted three expert interviews and analyzed them by using Steinar Kvale and Svend Brinkmann's interpretation of meaning method, and used critical discourse analysis to analyze the relevant parts of the national compulsory education curriculum. The analysis revealed that GCE is considered as a multidisciplinary subject in Finland, which aims to increase students' capabilities and increase equality and sustainability. GCE was viewed as a vital subject because of changing world. Additionally, GCE was considered to have the possibility to change the world and make more meaningful connections in students' lives. GCE was presented in the curriculum as a multidisciplinary subject which follows through the values, aims and tasks of compulsory education. This study provides a clear starting point for future research of GCE and its implementation and impacts in Finland.

Descriptors: [Global citizenship education, Development Studies, Curriculum analysis, Expert Interviews, Equality, Sustainability]

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Abbreviations

CDA	Critical Discourse Analysis
GCE	Global Citizenship Education
GENE	Global Education Network Europe
EU	European Union
FNBE	Finnish National Board of Education
KEPA	Service Centre for Development Cooperation
NSE	The North-South center of the council of Europe
SDGs	Sustainable Development Goals
UN	United Nations
USSR	The Union of Soviet Socialist Republic
YYA-contract	A contract between Finland and the USSR of their friendship, cooperation and help

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Introductory

Education systems transmit the values of the society, and these systems are powerful institutions. The pupils and future decision makers are impacted by this system. The political forces and the current values and trends also take place in schools as part of the society's institutions (Malmsten, 2017). The aim what kind of citizens we wish to have by the end of each students' education is in the minds of curriculum planners and workers (ibid.). The globalization and the increasing inequality in world has become more relevant part of every students and citizen's life around the world (ibid). There is more international and national awareness towards the challenges and additionally, the United Nations (UN) Sustainable Development Goals (SDGs) that were established in 2015 enforce the awareness and global responsibility of every citizen. This is the case in Finland as well where global citizenship education (GCE) recently became more prominent part of the national Finnish National Core Curriculum for Basic Education, which includes the grades from 1 to 9.

Global citizenship education in short aims to open the eyes and minds of the students to understand the realities of the world and to bring justice and equality to world through more active citizens (NSE, 2002). In the development studies discussion, education is considered to be one of the driving forces of development (Cowen & Shenton, 1996, p. 35). GCE is therefore a part of the development discourse whose aim is to create more active citizens and global responsibility (Kepa, 2016a; Malmsten, 2017). This thesis also discusses about the impact that developed countries have on developing countries. The intertwined relation of developed countries citizens and developing countries citizens is relevant in the reasoning of GCE. Development study research in developed countries is often criticized. However, I consider that the global challenges and changes are connected, and the future citizens and decision makers of Finland will continue to impact the developing countries and their future (Malmsten, 2017).

The importance and power of education in development studies has led me to consider the education system in my home country, Finland, and the recent changes in it that relate to this discussion and the discussion of global development goals. This thesis will study the current state of GCE in Finland and how it is presented in the national compulsory educations curriculum. This study will as well outline the reasoning behind GCE in Finland. Additionally, I will be able to link the GCE and the development field more strongly together through this research. The aim of this research is to explain what GCE is in Finland, why it is important and how it is presented in the compulsory educations curriculums general guidelines for all the grades 1 to 9.

This thesis is constructed of chapters that explain more of the background and theory of this study as well of the methodologies used in this study and the analysis and results of the study. First I present the concept of GCE and then the theoretical foundations that are founded both

on development studies field and education field. I chose to use trusteeship theory and capabilities approach from the development studies field, and critical pedagogy and curriculum as process and development from the education field. Additionally, I will present the case of Finland and previous studies of GCE in Finland. Furthermore, I will present my research questions and the methodology of the study. Lastly I will conduct analysis of the interviews and curriculum, and answer to my research questions and conclude the research with a discussion.

Global citizenship education

Global citizenship education has evolved from the cosmopolitan theory and understanding of the world (Enslin & Tjiattas, 2008). Cosmopolitan theory argues for universal justice as it aims to ensure more equal world for all its citizens. Working towards an equal world requires work both in countries and areas of extensive injustice as well as work in the countries and areas with less injustice (ibid., 74). According to the cosmopolitan perspective there is a need for global duties to conquer the injustice (ibid., p. 71). From educational perspective, this will be achieved by enhancing the education possibilities of the deprived (ibid., p. 74). In addition, there is a need to educate the ones who already have access to education of the universal, civil and democratic rights and increase the respect towards these rights (ibid.).

To further understand the relevance of this study, it is significant to understand the concepts that relate to global citizenship education. The concepts of global and globalization have several dimensions. Humes has separated these dimensions into five categories: economy, politics, culture, technology and environment (2008, p.42-44). These dimensions are connected globally and they affect throughout the world (ibid., p. 44). Humes argues in his work, that people should acquire understanding of the current changes and challenges as the global questions and matters are more related to people's lives (ibid., p. 44). To further understand the meaning of global citizenship we need to examine the concept of citizenship. Humes explains citizenship in three dimensions: "*the development of social and moral responsibility, the promotion of political literacy and the encouragement of community involvement*" (Humes, 2008, p. 45). However, this typology excludes some dimensions that have arisen to be relevant in the democratic citizenship education. Dimensions such as injustice and inequality in global scale, migration and political activity for example have become important (Humes, 2008, p. 45). These dimensions aim to protect the rights of deprived and people in disadvantage, and together the concepts of globalization and citizenship attempt to protect the rights of less developed countries and their citizens (ibid., p. 46).

Global citizenship education has various titles in the history and it additionally has a fragmented history (Gene, 2017). However, in this research I will be presenting the European declaration and the definition of GCE of today. The European declaration of GCE was presented in the Netherlands in 2002. This declaration was conducted by the North-South center of the council of Europe under the direction of the European Union (NSE 2002). In this declaration, they use the global education term instead of global citizenship education. GCE was defined in Maastricht 2002 by the Europe's North South center in the following way:

Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship (p.2).

This definition and declaration has been building the GCE in its current form in Europe. GCE holds in itself multiple aspects and subjects as mentioned above (NSE 2002). GCE has been defined additionally by the United Nations (UN) and other international organizations. The current understanding of GCE however focuses on attaining knowledge and skills for the learners to manage in today's world and to work towards more sustainable and equal world (NSE 2002; UN 2015).

Vanessa de Oliveira Andreotti (2014) has divided GCE further into two categories. She examines the differences that soft GCE and critical GCE have and the problems that GCE has in the development discussion. It is vital for GCE that the students understand how the economic and cultural roots of inequalities are addressed (ibid., p. 22). If GCE fails to examine these power and wealth distribution inequalities in the world and the roots of these issues, it may promote the understanding of saving and civilizing the world instead of addressing and working to change the power relations that cause inequalities (ibid., p. 22). Understanding the chain reactions that globalization has, as the power of globalization are held in the hands of few while others are globalized, is central in the critical GCE (Dobson, 2005, p. 177; Andreotti, 2014, p. 25). Andreotti presents a table that defines the differences that soft GCE and the critical GCE share. Ultimately the soft GCE sees the moral responsibility and lack of development, but shifts towards the agenda of helping and responsibility for others, while the critical GCE sees the responsibility towards others and the understanding of the inequalities of the world while striving to educate active and critically thinking citizens (Andreotti, 2014, p. 28). The aim of critical GCE is to create spaces for the students to think, analyze and act (ibid., p. 29). Both traditions, soft and critical, are needed in the GCE, however the soft GCE will not work for the benefit GCE aims to achieve alone, as it needs more active and critical view of the world (ibid, p. 30). Andreottis (2014, p.28-29) categories are presented below:

Table 1
Soft versus critical GCE (Andreotti, 2014, p. 28-29).

	Soft Global Citizenship Education	Critical Global Citizenship Education
Problem	Poverty, helplessness	Inequality, injustice
Justification for positions of privilege	‘Development’, history, education, harder work, better organization, better use of resources, technology.	Benefit from and control over unjust and violent systems and structures.
Basis for caring	Common humanity/being good/sharing and caring. Responsibility for the other (or to teach the other).	Justice/complicity in harm. Responsibility towards the other (or to learn/decide with the other) – accountability.
Grounds for acting	Humanitarian/moral (based on normative principles for thought and action).	Political/ethical (based on normative principles for relationships).
What needs to change	Structures, institutions and individuals that are a barrier to development.	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships.
What for	So that everyone achieves development, harmony, tolerance and equality.	So that injustices are addressed, more equal grounds for dialogue are created, and people can have more autonomy to define their own development.
What individuals can do	Support campaigns to change structures, donate time, expertise and resources.	Analyse own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts.
How does change happen	From the outside to the inside (imposed change).	From the inside to the outside (negotiated change).
Goal of GCE	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world.	Empower individuals: to reflect critically on the legacies and processes of their cultures and contexts, to imagine different futures and to take responsibility for their decisions and actions.
Potential benefits of GCE	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel good factor.	Independent/critical thinking and more informed, responsible and ethical action.
Potential problems	Feeling of self-importance or self-righteousness and/or cultural supremacy, reinforcement of colonial assumptions and relations, reinforcements of privilege, partial alienation, uncritical action.	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness.

Global citizenship education faces critique as well. The subject might seem in some instances as politically charged topic (Humes, 2008, p. 49). Different actors in the school might find some topics that divide political opinions too strongly. Additionally, GCE faces critique if it can count as a dominant game-changer in the discussion of global inequality. Even if the students will be educated about these matters, it will not guarantee that they will change their actions (Humes, 2008, p. 50). GCE is charged in two ways, as it aims to inform cognitively the students and to create more morally aware and active citizens (ibid.). GCE faces challenges in its definition and legitimate status in the field, but it also provides eye-opening discussion and information in the changing world. Additionally, it can be argued that all education is politically charged. I will discuss more of these issues in the critical pedagogy section.

Theoretical considerations

The theoretical framework of this thesis will be partly based on the development studies fields discussion related to the trusteeship concept and the capability approach. In addition, I will use the critical pedagogy theory and the curriculum theory from the education field. The concluding factors for this collection of theories was conducted by personal interests towards how to create development in developed country and what kind of power relations GCE can transmit and cause. The topic, GCE, itself guided me towards critical pedagogy, which examines power relations from a critical perspective. The use of curriculum theory became relevant as I decided to analyze how GCE is presented in the Finnish national compulsory education curriculum. In this process, I did consider the sustainable development theories, but as I read about sustainable development theories I considered that I wanted to focus more on the power and capability aspects of GCE. These theoretical foundations will create the angles and tools for analyzing the interviews and curriculum of the study and to answer my research questions. I will start by presenting the trusteeship theory and then move on to capabilities approach and lastly present the critical pedagogy and the curriculum theory.

Trusteeship theory

The will to improve can be described to be one of the driving forces of GCE. This will is one of the forces that the various stakeholders share and use in their trustee position. Trustees are chosen for their position because of their capabilities and skills that they have and they aim to enhance the capabilities of others through their actions (Li, 2007, p. 4,5; Cowen & Shenton, 1996, ix, 23). Trustees claim to know what is best for the population and how to achieve this (Li, 2007, p. 4). This trusteeship process takes places in various fields as it aims to intervene the destructive development patterns (Li, 2007, p. 6). This development doctrine has been implemented in the history as attempts and will to improve (Cowen & Shenton, 1996, ix). This doctrine has been Eurocentric, as we look back to the age of colonization, where the colonizers aimed to improve the colonized countries lives (Cowen & Shenton, 1996, p. 3). However, as Tanja Li describes, the trusteeship position is not to dominate others but to enhance others and their capabilities in action (Li, 2007, p. 5). Trustees justify their actions

through the 'greater good' (ibid.). Trusteeship position is relatable to the functioning of governments, as both aim for the greater good through enhancing the capabilities of the people (ibid. p. 5). From the Eurocentric era towards the globalized world, the doctrine of trusteeship has developed. This will to govern and shape people towards more successful future through intervention has continued in the shapes of governments, organizations, donors and religious groups (ibid., p.5). John Stuart Mill for example argued that trusteeship position is needed to create conditions for development (Cowen & Shenton, 1996, p. 39). This view of trusteeship positioning comes closer to this research understanding of trusteeship position in the GCE.

GCE can be argued to be an intervention that the trustees, international and national actors, use to address the global needs. Tanja Li explains that the trusteeship positions and the will to improve require two sets of programs, the problematization and rendering technical (Li, 2007, p. 7). Problematization step is conducted by identifying the problem at hand as the identification of the problem leads to the solution (ibid., p. 7). The second step and concept that Li created, rendering technical, describes the second step of intervening. This step is constructed of different practices that aim to tie together the trustees expertise, the subject of intervention and the identification of the problem (Li, 2007, p.7).

Trusteeship concept is argued to be part of the capitalist system, as it aims to improve and create profit through increasing individuals' capabilities, and this point of view is related what GCE is often conceived to aim and teach about. It is relevant to understand the underlying power and thinking systems prior to the improvement attempts. The problematization, what benefits and costs are included in the improvement thinking, is similar to the capitalist view (ibid., p. 20). By intervening to improve is additionally the capitalist way of increasing the profits (ibid., p. 20). Thirdly, related to the capitalism, trustees use the failure of people as their justification to intervene (ibid., p. 21). Li additionally argues that the trustees cannot understand all the forces that take place in the intention of improving (ibid., p. 21). Thus, trusteeship concept is fallible and flawed if the trustees do not distance themselves in the process from the subject (ibid.). This way the trustees can examine the subject in a way that would bring development (ibid.). To connect this more relevantly to the research topic, GCE aims to create critically thinking and acting citizens, who would be able to measure the weight of their actions and consequences of them in the international context. In this paradigm, the students aim to distance themselves in the process by examining the power relations from distance to create improvement. These four aspects of trusteeship concept and their relations to the capitalist system and thinking helps us to question the imposing attempts to improve from the capability enhancing attempts.

The concept of trusteeship has been criticized. In order to develop and bring development to the subject, it is necessary to include the subject in the improvement process (ibid., p. 279). Additionally, it is questioned when the intervention of the trustee is needed, if the ones who would receive these improvements are content with their current state (ibid.). However, the need of trusteeship positions in development and improvement agendas are necessary, as Cowen and Shenton state, there is no development without trusteeship doctrine (1996, p. 54). The partnership of the trustee and the improvement subject is crucial in the process as well

(ibid. p. 279) This trusteeship position that GCE creates in this context needs both the soft and the critical GCE as mentioned earlier to not recreate the destructive power relations and individual behavior. Mistakenly understood the positioning of this trusteeship position can recreate the unequal power relations that Andreotti and Dobson warn of (Andreotti, 2014; Dobson 2005). I also argue that by letting the world continue its course as it is now without educating and enhancing the capabilities of the students of GCE, the unequal power relations will further create inequality and environment issues. For that reason, I will use this theory of trusteeship to analyze empirical data of this study besides the other theories. However, it is relevant to examine critically the trusteeship positioning that GCE promotes and acts for, as it can be used with various agendas. GCE is also a wide subject with many aspects, as it aims to create sustainability and equality. The partnership with the different aspects of GCE needs to be examined also in the analysis process. These critical aspects will be reviewed in the analysis and conclusion of this thesis.

Capabilities approach

Capability approach, or capabilities approach as I chose to use in this research, ultimately examines “*what is each person able to do and be*” (Nussbaum, 2011, p. 18). This approach uses the notion of moral agency as starting point, so that all the people have the possibilities and starting points, and that they have the choice to use these possibilities and starting points as they desire (ibid, p. 18). The definition of what a capability is and what is not can be discussed, and Amartya Sen proposes five types of freedoms that can be considered as instruments for expanding capabilities. These freedoms are; political freedom, economic facilities, social opportunities, transparency guarantees and protective security (Sen, 2001, p. 38). The political freedoms refer to citizens’ possibilities to decide who governs and how (ibid, p. 38). It is vital to have possibility to express political thoughts and actions in society. Furthermore, the economic facilities refer towards the economic resources that each individual has to use (ibid, p. 39). The possibilities of economic possessions depend on the availability and resources owned (ibid, p. 39). The third freedom, social opportunities are education and health care for example. The social opportunities have effects on individual and national level. As the capabilities of individuals increase, the nation’s welfare increases (ibid., p. 39). Fourth, the transparency guarantee freedom focuses on the openness of society (ibid., p. 39). Access to objective information and trust towards the nations stakeholders are key factors in this category. Lastly the fifth freedom, protective security, aims to provide social security for each citizen (ibid., p. 40). This is done by creating institutional arrangements, such as different kind of benefits (ibid., p. 40). By enhancing these freedoms described above, Sen believes that the capabilities can be increased (ibid., p. 38). In order to increase the capabilities in a nation, the nation needs to create and implement well thought through policies that are implemented in people’s lives (Nussbaum, p. xi).

This approach can be linked into the GCE discussion as a tool to enhance capabilities of the students. As Nussbaum explained, it is vital to give the same possibilities and tools for every person, and it is up to them to decide how to use these capabilities (2011, p. 18). GCE can be argued to enhance thinking, increase students’ knowledge and action capabilities (cf. NSE, 2002). The increase in the individuals’ freedoms as well increases their responsibility (Sen,

2001, p. 284). The freedoms and capabilities that the GCE can increase among the students, increases additionally the responsibility of the students. As Sen describes, freedom is necessary and sufficient for responsibility (ibid., p. 284). Additionally, it is assumed that GCE will not only have an impact on the students who receive this education, but to a wider population as GCE aims to create more equality and justice in the world through policy changes and active citizens who choose to create more equal world (Andreotti, 2014). All the five instrumental freedoms are somewhat intertwined with the possibilities that education and GCE offers, but the social opportunities and transparency guarantees come closest to GCEs agenda. As the students' freedoms are increased through education, they have more freedom to make decisions that are taken by critically thinking students, and these decisions will impact the global scale of population and nature (cf. Sen, 2001, 3). Besides the direct impact towards the students increased capabilities, increases in human capital additionally increases the well-being directly (ibid., p. 296). Further, the increases of capabilities affect indirectly to social change and economic production (ibid., p. 296). In this context, the social change can be part of the individuals changing behavior that further affects the economic production of goods, and these aspects affect the daily lives of population around the world and the nature and sustainability of the world.

Capabilities approach has been criticized because of its assumption that freedom brings development. An example of this is the free international trade (Northover, 2008, p. 37). Additionally, this theory has been criticized that under the current capitalist system, it is impossible to create freedom without the existing unequal power relations (ibid., p. 37). Amartya Sen, one of the main advocates of this approach, argues for example that famines are caused by lack of democratic freedoms instead of liberal trade (ibid, p. 37). Expanding the freedoms will therefore cause increase in capabilities and in development. Additionally, this research aims to investigate the conception, presentation and reasoning of GCE in Finland, and as one of the aims of GCE is to create critically thinking citizens who will be liberated from the unequal understanding of the world. The active citizens would therefore act to work towards equal power relations. However, this research will not be able to answer if GCE creates freedom in a wider context, as it aims to examine GCE in the Finnish context. The main assumption of GCE lies anyhow in the agenda, that small, sustainable and equal acts will create change (Andreotti, 2014). The expansion of students' capabilities and freedoms are therefore considered to bring development in the country context and increase students' responsibility of global matters. This study will elaborate the freedoms and capabilities that GCE aims for, but will not unfortunately be able to answer if these freedoms will create change.

Critical pedagogy

Critical pedagogy aligns with the critical GCE as it implies to expose both power and inequality relations (Apple, Au & Gandin, 2009, p. 3). According to Paulo Freire, (as cited in Au, 2009) this pedagogy desires to achieve critical understanding and consciousness of the relationships in the world (Au, 2009, p. 222). In addition, it aims to develop consciousness and awareness of the individuals' choices, as well of their context and their condition (Au, 2009, p. 222). Further this pedagogical tradition approaches the inquiries through problem

posing, while the students have the active role to think critically (Freire, 1972, p. 56). This way the students can use their thinking skills and creativity in the learning process and in discussion. Additionally, this approach engages the students to act and create transformation (ibid.). The importance of dialogue in critical pedagogy is central as it activates the students to reflect and relate to other individuals and nations (Au, 2009, p. 222-223). As the students see the world through dialogue, they begin to understand the multiple layers of the world (ibid.).

Critical pedagogy is grounded on social commitments that create social transformation (ibid.). This pedagogy challenges the understanding and positioning of the current politics of redistribution and recognition and aims to engage in the process of repositioning (Apple, Au & Gandin, 2009, p. 3). This repositioning is conducted by opening our eyes into the ideological and institutional processes that reproduce oppressive conditions (ibid., p. 3). By understanding that multiple factors and dynamics equate in these oppression processes is important (ibid, p. 3). The critical pedagogy can be linked into the critical GCE that was earlier introduced in this research. Critical pedagogy and critical GCE aim to give tools for critical thinking and questioning the power relations and inequalities in the world. Using critical pedagogy in this research will help us to understand the quality and change that GCE has in Finland and to analyze the desired outcomes of GCE in relations to the aims that GCE, critical GCE and critical pedagogy have. Moreover, we can analyze the interviews and the curriculum findings through critical pedagogy and critical GCE.

However, the critical pedagogy and Paulo Freire's legacy has been criticized to be focusing on individualism (Au, 2009, p.225). As the individuals' role as critical thinkers and subjects of actions is raised, the critics miss the dialogic concept between individual and the world (ibid.). Additionally, this pedagogy is used in multiple settings by different teachers, which creates tension between the practitioners as they perceive the approach from different angles and cultures (ibid.). The last criticism to present in this work, is towards critical thinking and the activism that critical pedagogy, and GCE in this case, are considered to create in the aims of both pedagogies (ibid.). The knowledge and abilities about GCE will not necessarily create students and citizens who will act for the 'greater good'. Even though the critical education might increase the students understanding of the reality, it will not necessarily create citizens who will actively participate in the creation of societal change towards more equal world. However, the empowered students have abilities to create change and be active, whereas in the scenario where critical pedagogy is not implemented this would be impossible (ibid.). This set of criticism fights additionally against all understanding of education. If a student is taught about the dangers of substance use, for example, it will not guarantee that actions are according to what is taught. However, it will empower the individual to make a conscious choice and possibly other students can support the individual to make more healthy choices. This set of critique also does not seem to fulfil in a context where the freedom to act and speak is built in the constitution. The aim of this pedagogy is not to force, but to direct. The critical pedagogy aims to create liberation through education (Au, 2009, p. 226), and this aim is central in this research. The critique of tension and various implementation possibilities that the practitioners have, is related to the issues that GCE is often conceived to have. I will discuss more of this piece of critique in the analysis and in the concluding chapter, but the

issues of implementation will not be researched in this study, as the focus is on the concept. Furthermore, I will not only use Paulo Freire's understanding of critical pedagogy, but I will also use other researchers and practitioners understanding. Freire's work is central in the critical pedagogy, but in this study his work is only a starting point. Critical pedagogy and GCE have the individualistic foundation, but as the aims of both pedagogies are founded on creating equality for all, it can be argued that the individualistic foundation is connected to a community aspect. The kind of relation that the world and the individual have, can be impacted through GCE. The issues of differing aspects of implementation of critical pedagogy and GCE are brought up in the analysis further in this thesis.

Curriculum as process and development

As this research studies, how GCE is presented in the national compulsory educations curriculum, the use of a curriculum theory was suitable to include in the theoretical framework. Curriculum is an interesting document to research, as it includes both theoretical and practical aspects (Kelly, 2004, p. 18). Curriculums are documents that lead to the question what ought to be done in schools (ibid., p. 19). They hold the position of policy guiding document that will be implemented. Researching the curriculum enables us to examine what is taught, why it is taught and how it is taught, and further what is the intended outcome of teaching and curriculum implementation (ibid., p. 20-21).

Curriculum is a concept that has multiple dimensions. We can discuss of the educational, total, hidden, planned, received, formal and informal curriculum (ibid., p. 2-7). The understanding on curriculum as educational curriculum, will be used in this research as this understanding relates to the research questions. Educational curriculum considers the factors on how to plan a curriculum and to ensure an educationally justified curriculum (ibid., p. 3). Furthermore, one can research curriculum in various ways. The starting point of curriculum as process and development is based on the understanding of democratic society, individual freedom and equality and education as a tool to empower (ibid., p. 77), and this understanding relates to the themes that GCE carries. Curriculum as process and development promotes the individual and human society's development (ibid. p. 79). Curriculum should have, in the light of this understanding, clear aims and objectives and these aims and objectives should be based on the understanding of human learning and development (as cited in Kelly, 2004, p. 79). Through clear aims and objectives, we can examine the principles that the curriculum is built upon (ibid., p. 80). This understanding of curriculum, will enable the practitioners to use various routes to achieve the goals (ibid., p. 81). The goals and aims of curriculum strive to cause development, as education is development (ibid., p. 84). Curriculum that is conceived to be a process which creates development further links into the discussion of development studies and educations importance. As we see education as development, our understanding of human nature tends to be based on the same assumption, where the learners are active beings (ibid., p. 84). Theorists, such as Lev Vygostky and Jean Piaget, portray the students as individuals whose competence grow through suitable stimulation for their development (ibid., p. 86). The curriculum should therefore guide towards right kind of stimulation (ibid., p. 86). As the emphasis is on the underlying principles of the curriculum, this research will try to disclose the underlying principles of GCE in the national compulsory educations curriculum

and how the principles are presented in the curriculum. However, the aspect of human development in the curriculum process will not be analyzed as I will use in this research the general guidelines for all the grades in compulsory school instead of focusing in one grade and age where I could analyze the human development angle.

Global citizenship education study in the development study field

Hermeneutic philosophy that I will use in this research and present later, questions the possibility to keep the object and subject apart in research (Kögler, 2014, p. 3). This philosophical foundation argues for the research of GCE in Finland, as the object, global issues and matters, are connected to the subject, the student. Development studies claim to research the inequalities and poverty of the world and GCE claims to understand and attain a moral and positive conception of the global relationships and matters and to create citizens who strive for equality through their knowledge and skills (Potter, 2014, p. 49; Golmohamad, 2008, p. 519). In this understanding, GCE continues the legacy of development studies in the form of ethical and knowledge attaining subject. Further, it is argued that all countries are ‘developing’, not only the poor countries, as all the countries face inequalities among the citizens as well (Nussbaum, 2011, p. ix). Nussbaum explains that in every nation there is some inequality and injustice as all nations work with the issues of human development (ibid., p. 16). In a welfare country, such as Finland, the provision of education aims that all individuals are given the same opportunity. The possibility for all the Finnish students to learn and understand of the global matters and how their actions are intertwined with others’ lives, increases their capabilities. The increase in capabilities create freedom, and thus development, as presented earlier in the capabilities approach section (Sen, 2001). The United Nations Sustainable Development Goals (SDGs) define what kind of development countries all around the world should aim for the 13 years to come. They have created 17 goals towards more equal and sustainable world, and one of the goals is quality education. This goal is divided in itself into multiple targets, where the target 4.7 relates to this research. The following target, 4.7, is presented in the SDGs in this way (UN, 2015):

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment (UN, 2015).

These targets that the UN has set for quality education and GCE are to be implemented in the countries who have ratified this agreement. Finland, being part of the UN, has ratified these goals and aims to achieve them. As earlier discussed, the common misunderstanding of the status and the placement of development studies in the developed countries context, can be

seen shifting towards broader understanding through the SDGs. The role of each country's actions, not only in the developing countries but also in the developed countries, are in the spotlight. The individual choices are argued to impact the other end of the chain, for example in the globalized trade system (Dobson, 2005, p. 178). The understanding of intertwined worldly relations and individual actions take place in this new agenda and in the theories provided in this study.

Finland as a case

Finland is situated in the northern Europe with neighboring countries of Russia, Sweden and Norway. Finland gained its independence in 1917, so this year of 2017 marks the 100th year of independence. Prior to the time of independence, Finland was part of the Swedish kingdom and Russian federation. During the 100 years of independence Finland has been torn by war three times. First, in the civil war 1918, then in the second world war twice with the Soviet Union (USSR) in 1939-1940 and in 1941-1944 (Kohi, Palo, Päivärinta & Vihervä, 2009, p. 164). To mention one of the consequences with the wars with the USSR, Finland lost its eastern and northern parts to the USSR. After the wars Finland was practicing the impartiality politics, and during the cold war Finland aimed to maintain a trusty relationship with the USSR through a contract called YYA-contract (ibid., p. 172). The YYA-contract, signed in 1948, meant a contract between Finland and the USSR of their friendship, cooperation and help (ibid.). In the national politics Finland was striving to create a welfare state by eradicating poverty through income distribution and by developing the health and education systems (ibid., p. 183). The shift from agricultural society towards industrial society brought affluence and welfare to further develop the country (ibid.). As the USSR collapsed in 1991, Finland soon sent its application to the EU and was officially accepted as a member state in 1995 (ibid., p. 178). Between the power relations and wars, Finland has created a strong sense of nationalism and appreciation towards its Finnish roots, culture and language. This is one of the factors, why Finland is an interesting research country within the GCE. The history might conclude towards more nationalist perspective towards foreign nations, cultures and globalization. However, the educational shift towards GCE creates an interesting dimension into this historical development. In the current politics, the nationalism, liberalism and the 'central' view of politics are competing.

The history of public education of Finland started prior to the independence already in 1860s (Oph 2017a). The first national system was created by the Lutheran church, and the separated national system was created in 1866 (ibid.). This education was first vocational, but the free compulsory basic education law was enforced in 1921 (Oph 2017b). The current 9-year compulsory basic education system and law was enforced in 1970 (ibid.). The 9-year basic compulsory education is provided for each student from age 7 to 16 in their nearby school (Oph 2017c). The right to gain and to receive a free of charge education is part of the Finnish constitution, and the focus of education is to provide quality, equity, efficiency and internationalization (Oph 2017d).

Global citizenship education research in Finland

Global citizenship education has been researched earlier in the Finnish context, with various research agendas. The North-South center of the council of Europe (NSE) conducted a peer review research of GCE in Finland 2004 and in 2010-2011. The review in 2004 examined the context, actors and formal education (NSE, 2004). The main actors to fund and encourage GCE implementation in Finland are the Ministries of Foreign Affairs, Education, Environment and Trade and Industry according to 2004 review (ibid., p. 10). The 2004 review encouraged for a stronger co-operation between these actors to enforce the status of GCE (ibid.). The review also researched the curriculum and the state of it in 2004. GCE has been the part of national curriculum in some form from the 1970s, but schools and teachers have had the power to decide what subjects are taken into the teaching (ibid., p. 28). The implementation of GCE is relies on the commitment of individual teachers and schools and there is a need for teacher training and general curriculum demands to further secure the quality of GCE in Finnish schools (ibid., p. 36). The 2004 review revealed as well that the third sector, organization sector, works effectively for GCE in Finland (ibid., p. 11). They provide projects, material and enforcement but the financial aid provided by the government is decreasing (ibid., p. 10-11).

The review from 2011, called as follow-up report, was not as extensive as the earlier. In the follow-up report, Finland had increased the financing of GCE in Finland between the years 2004 and 2010 (Gene, 2011, p. 10). Besides the financial support a chair for GCE in university level was created in Oulu University and the Development of a National Strategy for GCE improved their preparatory processes (ibid., p. 10). Additionally, according to this report GCE was reinforced both in the education system and at the Global Education Network Europe (GENE) in Finland and in Europe (ibid.). The report represented additional positive development for example within the organization level, and initiatives to develop the teacher education (ibid., p. 11). The review presented as well the challenges that Finland has with GCE. The improvement and engagement of the development of a national strategy for GCE missed the implementation, evaluation and monitoring aspects (ibid., p. 15). Even though the funding was increased, it did not increase funding of the non-governmental development organizations that work with GCE (ibid., p. 15). Additionally, the follow-up presented that the steering process and roles of different stakeholders were considered unclear (ibid., p.15). The report further pointed that there is a need of improvement in co-operation and coordination between different NGOs (ibid.). The 2004 and 2011 reviews of GCE in Finland are extensive and provide background information for this research and further research.

In addition to NSE's research, Anna-Kaisa Pudas researched how GCE is implemented in the Finnish compulsory primary education. In her PhD research, she studied the GCE position in schools and the previous curriculum (Pudas, 2015, p. 6). The main results were that the implementation of GCE is not systematic and it is considered as a burden (ibid.). GCE faced lack of resources, and understanding of what GCE is and how it can be implemented (ibid.). In her research, Pudas suggests that increasing understanding of GCE and making GCE more substantive part of the national and local curriculums, would help with the implementation (ibid.) In addition, the goals of GCE should be clearer and teachers should receive training of

GCE (ibid.). In addition to Pudas' research, Pia Mikander studied in her PhD the Finnish compulsory education textbooks. She studied what kind of understanding the textbooks create of the west and others (2016, p. 3). She uses the postcolonial theory in her research and suggests through her textbook analysis that the current era of globalization re-creates colonial power relations (ibid., p. 3;4).

The previous studies have led me to my research and research questions. These studies expose the aspects of education material and teachers understanding, and trigger the question of what GCE means in Finland and how it is currently presented in the national core curriculum for compulsory education that should guide the work of the teachers in all compulsory education schools. Additionally, the doctoral research of Pudas stated that it was unclear for the teachers what GCE is. For that reason, I wanted to research the reasoning behind GCE as well and what GCE is explained to be according to the field's experts and newest national curriculum of Finland. The new national core curriculum for compulsory education, published in 2014 and put in force from 2016, has not been researched earlier and the mixed understanding of what GCE is in the previous research and why it is important has led me to conduct this research. In addition, Mikanders research of the textbooks and the values and positioning that the books transfer made it relevant to research if these aspects are already presented in the national curriculum or fields experts reasoning. This research aims to give current understanding and analysis of GCE in Finland.

Research Question

In this research, I will analyze the national core curriculum for nine-year compulsory education in Finland and interview some of the fields experts to understand the position GCE that has. The purpose of this study is to explain what is meant with global citizenship education in the eyes of national compulsory educations curriculum and the field's experts and further to analyze the reasoning behind GCE and how it is presented in the national curriculum. This study will link more relevantly the development studies field and the GCE in developed countries, and why GCE can be considered as part of the development studies.

What is meant with global citizenship education in the Finnish education context?

Sub-questions:

- 1. Why is global citizenship education considered as a vital subject by the experts and national curriculum?*
- 2. How is global citizenship education presented in the general guidelines in the Finnish National Core Curriculum for nine-year compulsory education?*

Methodology

This research aims to investigate the concept of GCE in Finland, and its reasoning and presentation. The research questions guided me towards the selection of following methodology, so that I could find the answers for my questions. I collected the data for this study by using qualitative methods and based my research on the hermeneutic approach. At first, I conducted three expert interviews to get a deeper understanding of the agendas driving for and against GCE. Two of the interviews were done at the Finnish National Education Board (FNBE) and one interview was conducted with the main provider of GCE material and support for civil society organizations, schools and teachers at Service Centre for Development Cooperation (KEPA). I will present FNBE and KEPA later in the research more thoroughly. Secondly, I conducted a discourse analysis of the parts that relate to GCE in the Finnish national compulsory education curriculum in the curriculum's general instruction part. To be more exact, I used the critical discourse analysis method for the curriculum analysis. I will disclose the use of methods and cases more thoroughly in each section.

Philosophical foundations

In defining this research, I needed to state the philosophy for this study. This research is founded on the hermeneutic approach, which means interpretation, and interpretation strives to understand the world around us (Zimmerman, 2015, p. 1, 3). This research aims to interpret GCE through two research methodologies, and the hermeneutic philosophy will support this aim. As humans, we interpret the world around us (*ibid.*, p. 35). By explaining and understanding the world, the hermeneutic philosophy aims to make this process and the meaning visible (*ibid.*, p. 35). Hermeneutic approach acknowledges the cultural and historical setting and their affect in the research (Agrey, 2014, p. 396). This philosophical approach and foundation acknowledges the researchers part in the study and questions the possibility for researcher to research the object and not affect the study (Zimmerman, 2015, p. 339). It can be stated that this tradition studies the mutual relations we create and the positioning of the researcher and his or her historical and cultural background (Agrey, 2014, p. 396). The understanding of the world is created through language according to Gadamer (as cited by Zimmerman, 2015, p. 42). Hermeneutic philosophy strives to study via conversation and communication, as the language is the key element (Agrey, 2014, p. 397). As education and further GCE transmit communication and language, the study of GCE concept, the reasoning and presentation of this subject can be studied by the support of this philosophy.

The use of hermeneutics in research is often accounted for in terms of the hermeneutic circle. The hermeneutic circle is constructed of the interpreter, the object and the continuous dialogues between these two. The interpretation of the object is affected by the interpreters' experiences and prejudices, while the object additionally affects to the interpreter's experiences and prejudices and that to the interpretation (Kögler, 2014, 449). The interpreters' experiences first create the prior understanding of the object, while the object itself further affects the interpreter. This prior understanding can be seen also in this research, as the research develops. The researcher must acknowledge the previous knowledge that she or he

carries with in the analysis and to use linguistic sensitivity in the process (Zimmerman, 2015, p. 26-27). In the analysis of the textual material of this thesis and the relations to research questions that focus on textual understanding, the dialogue and language are central. The central role of language and thought that are intertwined with each other, will create the interpretations of the object (ibid., p. 27). This dialogue between the object of study and the interpreter is the foundation of this study, as it enables me to interpret and understand the GCE concept in the Finnish context.

This philosophical understanding and method and the hermeneutic circle has been criticized. The assumption that the interpreter can investigate in objective manner is questioned (Zimmerman, 2015, p. 29). According to Heidegger and Gadamer objective investigation is possible if the researcher allows the research object to disclose through the appearing of meaningful relations (as cited in Zimmerman, 2015, p. 40). This understanding of knowledge is linked into the understanding that we as researchers are part of it (ibid., p. 40). Knowledge is not something that we can or cannot partake, as we are part of the knowledge itself (ibid., p. 40). The hermeneutic philosophy acknowledges the researchers and environments impact and therefore is argued from differing philosophies to not obtain objectivity in the research. Research is always a product of its time, but the objectivity of the research needs to be obtained and aimed in the research process. This research includes the critical aspects of the chosen theories and analysis, and these critical aspects are discussed in the concluding chapter more thoroughly. However, this philosophical foundation will guide us through this study by acknowledging that I as researcher am part of the knowledge and that through language and interpretation I can explain and understand the GCE in Finland and make its meanings visible to the reader. Being able to understand the Finnish language, culture and education system will create a starting point for this study that another researcher from a different background might not have. This is a point that is taken in account as this research was planned, conducted and documented.

Qualitative research

Qualitative science focuses on the qualitative aspects as it relies on understanding and human perception (Stake, 2010, p. 11). As this study desires to understand and explain this specific case in a specific setting, it was reasonable to use a qualitative methodology. Using case study methodology, interviews and discourse analysis will expand the understanding of GCE phenomenon in the Finnish setting. The methodology is therefore based on the qualitative tradition, where the understanding of this specific topic in this situation is central. Stake has expanded the key elements of qualitative study further (2010). He considers that qualitative research is interpretative and explanatory, as it aims to understand the meanings and because it is more in tune with the human perception of the world (ibid., p. 15). He argues that qualitative studies are situational as they research specific situations in a specific context and as they seek to understand individual perceptions of the world (ibid.). These different elements guided me as a researcher to choose qualitative methods to unfold the research questions for this study.

Case study

Case studies have become more popular among the social sciences research and in educational research (deVaus, 2001, p. 219). Case study research gives varieties depending on the case and cases and the aim of the study. This case study will not aim to generalize GCE in a wider context, as the aim of the study is to research GCE in this specific context by using only this specific kind of data. It is relevant for this study to understand the case itself instead of creating patterns to generalize the results from this research.

Case study methods allow the researcher to achieve high levels of conceptual validity and they allow to measure and identify indicators that present the concepts that are intended to be measured (George & Bennett, 2005, p. 19). Additionally, case studies help to create new hypotheses of the subject as the data collection enables the researcher to use methods, such as interview, and to access information that was not considered in the planning process (ibid., p. 20). This can be linked into the hermeneutic circle, where the information guides the researcher onwards and where the theories used in the research are a starting point and determined facts (ibid, p. 21). Case studies however can create a selection bias (ibid., p. 22). Self-selection of the cases in case study research can create these biases and this selection might be biased by the researchers' earlier knowledge, interest or other factors (ibid. p. 22, 23). This is a critique that is elaborated in the analysis and concluding chapter. Case studies however enable the researcher to answer questions such as how and whether the variables mattered in the outcome, but are very limited to answer how much the outcome mattered (ibid., p. 25). Additionally, the generalization of the case study results is difficult, since there is a lack of representatives (ibid., p. 30). The use of single case or small amount of cases as well creates possible errors, as the observation and analyzing is focused on single cases (ibid., p. 32).

Using case study as a research method will help me to study the case of Finland. Case studies can be either explanatory studies or descriptive studies depending on the aim (de Vaus, 2001, p. 221, 224). I will be conducting a case study that is explanatory, as explanatory study aims to explain rather than describe. This study aims to explain the GCE phenomena in the Finnish setting. Using case study will enable me to use two different data collection methods to get access to the wanted information (deVaus, 2001, p.221). I chose to use the expert interviews along with the critical discourse analysis of the national curriculum. This study will not have a control group or variable to compare the results of the analysis, as it is conducted as a single case study. However, there is a possibility for future research to continue this research.

In the beginning of each case study, the researcher must identify the class or events, meaning that the research case is from one phenomenon (George & Bennett, 2005, p.69). The phenomenon of this research is the GCE in Finland. Finland, as presented earlier, offers an interesting context for GCE studies and as the recent changes in the national compulsory educations curriculum evolved, it seems fitting to research this country. Additionally, personal relations, cultural knowledge and language skills guided towards a research in my home country. Besides the identifying step, it is necessary to define the research objective and strategy for the study (ibid.). The objective of this study is to explain what GCE means in the

Finnish context, why it is important and how it is presented in the national curriculum. The research objective is presented more precisely in this study in the chapter of research questions and the strategy is presented in this methodology chapter. I used two strategies to collect and analyze the data. Both the strategies provided a tool to access various kind of information. Firstly, I used the expert interviews as a collecting method and analyzed the interviews by using hermeneutic interpretation of meaning method to analyze the interviews. Additionally, I wanted to analyze the national compulsory education curriculum and for this analysis I chose to use the critical discourse analysis tool as a method. I will present these methods and the reasoning for their use in the following sections. Last, it is needed that the case studies use theoretical understanding and variables in the explanation and analysis of the research (ibid.). This part of the research will be conducted in the analysis and conclusion chapters.

Expert interviews

I conducted three expert interviews for this study. Using expert interviews as a research method is an efficient and a focused way to gather information compared to other interview methods (Bogner, Littig & Menz, 2009, p. 2). It is an economic and rapid tool as well (ibid.). The interviewee and the interviewer often share similar scientific background, which can ease the interview process and the interviewees often hold a position that gives access to different organizations and gives more expertized information on the topic at hand (ibid.). In this research, the interviewees and I shared some similar background in the education context, but even more with interest towards GCE. As Michaela Pfadenhauer explains, expert interviews are a method to receive explicit knowledge of the research subject (as cited in Bogner, Littig & Menz, 2009, p. 8). The benefits that expert interviews provide, such as it is a rapid method, easy to access, economic and it will provide deeper understanding of the topic, helped me to choose this method.

As efficient and accessible way of researching expert interviews seem, they face many dilemmas to consider. Who is an expert and is his or her knowledge more valuable than that of others? Expert interviews face many questions of quality and standard, as the methodological ways of interviewing varies (Bogner & Menz, 2009, p. 44). However, as Bogner and Menz explain, the critique expert interviews face as a research tool can be conquered by strategized and systematic research design (ibid., 44). Bogner and Menz present three possible ways to use expert interviews, and in the light of this study's agenda, the systemizing expert interview approach is suitable (ibid., p. 46). Systemizing expert interviews aim to obtain both systematic and complete information of the subject itself (ibid., p. 47). The interviewees are referred to a guide towards the subject at hand, and their practical experience and knowledge are considered valuable in the research process (ibid., p. 47). This method sees experts as persons with both practical and subject knowledge, and as informants with possible knowledge about the research topic (ibid., p. 47). The function of the expert interviews in this research, is to treat the interviewees as informants of the knowledge that I desire to research rather than treating them as experts of some sort (ibid., p. 47). The interviewees will help to inform of the current position GCE has in Finland through their expertise and employment position. In this research the interviewees hold an employment position in an organization or

in an institution that holds a valid position in the field of GCE in Finland. Additionally, I am aware that the interviewees have their subjective understanding and opinions which can affect the results of this research (Bogner, Littig & Menz, 2009, p.5). According to Bogner et al., it is important to use increased reflection, theory and methods that encourage for objective analyzing of the results (ibid., p. 5). By reflecting I was able to increase the objectivity and take distance to interpret GCE. To systematize and increase the validity of the expert interview process and analysis, it is also important to review the impact of expert interviews in the analyzing process (Bogner & Menz, 2009, p. 45). The selection of the experts for this research and how the process was conducted are presented in the following chapter.

The interview guide and the interview process

As I designed the interview guide for these three expert interviews, I started the process by thematizing the research subject; what is the purpose and what it is and why, as Steinar Kvale and Svend Brinkmann present (2011, p. 4). I formed the interview questions based on the research questions so that I could get relevant data for this study. I chose to interview three experts on the field, to receive information from two different sources, the FNBE and KEPA to understand the concept of GCE more deeply in the Finnish context. Prior to the actual interviews, all the interviewees signed an interview consent where I explained again the purpose of this study and the interviews aim. Additionally, the consent included the time, place and other logistical facts. In the consent the interviewees could decide if the interview would be anonymous or if their names could be presented in the study. All the interviewees decided to present their names in this study. I decided to present the names of each expert, as they agreed to be identified, to show the position and employment these persons hold but to not state the names in the analyzing process to protect each interviewee's exact statements. The names of each interview could have been presented in the analysis process, however I considered that the mentioning of the interviewees and their current employment positioning in the beginning provided already the needed information for the readers of the interviews. This decision was based on ethical and moral personal perception of research ethics. The consent form for the interviewees is presented in the appendix.

The process of creating interview guide started in January 2017, as I approached the interviewees. I created the interview questions that would support the research. I aimed to receive answers to what, what way, why and how. Prior to the actual interview questions, I had three warm-up questions to create a flow in the interview process and after the actual interview questions I had a few concluding questions. The interview guide is attached in appendix 2.

The selection of the interviewees was a rather rapid process. As I got acquainted with the Finnish sector, I considered the different actors whose understanding and knowledge of GCE would benefit the research by giving deeper understanding of the current Finnish situation. As the FNBE is the institution which creates the national curriculum, I found it reasonable to interview a GCE specialist from this institution. As I researched the FNBE's website and the personnel working there, Satu Elo had the GCE position, which made it natural to contact her.

As I considered the second interview I wanted to contact a different actor, and as KEPA is the main actor in the organization field to provide GCE material, guidance and help, it was logical to contact them. KEPA maintains the global citizenship education webpage for teachers, organizations and other actors, and from there I was able to attain the contact information for Sanna Rekola, who is the GCE expert at KEPA. After I had received two consents for the interviews, I still felt that it would give even more understanding of GCE if I would attain three interviews instead of two. I contacted Satu Elo at the FNBE for referrals and contacted one national GCE project and an additional organization, but the national project and an additional organization never responded. Satu Elo however provided me with a list of names whose knowledge of GCE field would be useful and I contacted the first name on the list, Paula Mattila, who is the international education expert at FNBE. She holds a slightly different angle to the study because of the employment position she has, but I considered that the accessibility and varying understanding would benefit the research. It can be argued that this selection of interviews can create a bias that two interviewees are from the same institution, however I considered that these two interviewees from FNBE share the same working environment but do not share the individual and personal expertise of GCE. Another issue that can be considered related to the selection is that all the interviewees are females and there is no male representation. As I described the interview selection process was based on the title that these interviewees shared rather than gender. However, I am aware that a male representation could have brought additional insight for the interview that I will not have access through these interviews. Additionally, all the interviews were based in the capital city of Finland, Helsinki, which might as well affect the research. The accessibility of the interviews, time management and economic aspect impacted the selection, however the main factor why all these interviewees were from the capital area was because of the institution and organization are based in the capital city area. These are factors that could be considered in the future research.

The interviews were conducted in the beginning of February 2017 in Helsinki, Finland. All the three interviews were conducted during the same period face to face. I approached the interviewees via email and after their response we agreed on a time and date for the interview. The interviewees received an interview consent as earlier presented, see appendix 1. The interviewees gave the consent agreement back and the interviews took 30 to 60 minutes varying with each interview. Each interview had the same questions, but I made questions relating to the interviewees answers during the interview. The interviews were recorded and the consent for recording was included in the agreement form.

The interviewees in this research were:

Satu Elo – FNBE’s global citizenship education expert

Paula Mattila – FNBE’s international education expert

Sanna Rekola – KEPA’s global citizenship education expert

FNBE is the responsible institute that develops education, early childhood education and life-long learning and the internationalizing (Oph, 2017e). The main responsibility of FNBE is to

create the national curriculum for early childhood education, compulsory education, high school and vocational school (ibid.). Additionally, this institute supports the international projects and programs that Finland or the Finnish actors are taking part of. Furthermore, the FNBE coordinates information services and networks, creates indicators for education and creates educational guides (ibid.). Lastly the board maintains the education registry, finances different education services for further education, develops and creates learning materials and acknowledges the foreign education certificates (ibid.). FNBE is the institute that works under the education and culture ministry, and the ministry decides the education politics and policies under the coordination of parliament and council of state (ibid.). All the municipalities in Finland need to follow the national curriculum and create municipality's curriculum based on the national curriculum (ibid.). The significant role of FNBE in the Finnish national education and the national curriculum made it reasonable and logical to interview some of the GCE experts at this institute.

KEPA is the Finnish platform organization for all the civil organizations in Finland. Additionally, KEPA is financed mostly by the Finnish government (Kepa, 2016a; Kepa, 2015). KEPA aims to eliminate the inequality and poverty in Finland and in global context by influencing political decision-making, public opinion and by strengthening the members' possibilities to act (Kepa, 2016b). KEPA has a GCE network, where they provide education, advising, groups and seminars for the participants (Kepa, 2017). This channel provides possibilities to work together with different actors and participants (ibid.) Additionally, KEPA provides different kind of material for teachers, students, organizations and other interested participants (ibid.) KEPA's role in GCE in Finland is therefore significant, and that is why one interview was conducted at KEPA, as it provided another angle to the positioning that GCE has in Finland and in the Finnish schools. The interviewee, Sanna Rekola, is the current GCE expert at KEPA.

Interview data interpretation procedures

Prior to the analysis I transcribed the three interviews that I conducted and recorded. By transcribing the material specifically helped in the analysis (cf. Kvale & Birkmann, 2009, p. 216). I used Steinar Kvale and Svend Brinkmanns (2009) hermeneutical interpretation of meaning in the interview analysis. The analysis stages of the interviews are divided into three categories: self-understanding, critical commonsense and theoretical understanding (ibid., p. 214). The three analyzing categories follow the hermeneutic circle and understanding, as the analysis attains a deeper stage after the self-understanding stage (ibid., 2009, p. 210). Firstly, I will start the analysis by formulating a form, where I will write what the interviewees understand to be their statements meaning (ibid., p. 214). These statements are collected by the researcher (ibid.). The second stage, critical commonsense understanding, will go further the self-understanding as it includes a broader understanding of what was said in the interview by focusing on the content and the critical aspects of the statements (ibid., p. 215). The second stage strives to understand the GCE phenomena more completely and use general knowledge and not to include the interviewees understanding of the statements as in the first stage (ibid.). The last stage, theoretical understanding, will use the theoretical framework for this

thesis for interpreting the meaning of the statements (ibid., p. 215). This stage goes beyond the interviewees self-understanding and the critical commonsense and links the theoretical understanding to the analysis process (ibid., p. 215). The theories used in the theoretical understanding stage are trusteeship theory, capabilities approach and critical pedagogy. The curriculum theory will be used in the curriculum analysis process. Using this analyzing method will give three perspectives to the interviews and GCE, and it is also founded upon the assumptions of hermeneutic philosophy. These perspectives result to different types of interpretation of the interviews and answer to the two research questions in this research that relate to expert interviews, as Kvale and Brinkmann propose (ibid., p. 216). Besides Kvale's method for the analysis, I additionally need to analyze the impact of the three expert interviews, as they are divided into two different institutions with different social construction (Meuser & Nagel, 2009, p. 29). I need to examine the social construction of the expert knowledge between the different interviewees to fully analyze the results and possible side effects (ibid., p.29).

Analytic procedures in relation to the national curriculum

The National Core Curriculum for the Nine-year Compulsory Education has been renewed and is implemented between 2016 and 2018, and is created by the FNBE. The FNBE must follow the legislation that the government set for this curriculum in 2012 (Oph, 2016). This legislation describes the goals, division of teaching hours by subject and when this new curriculum should be in use (L 422/2012 §1, 2012). Based on this legislation the FNBE has created the new curriculum that all the municipalities will use and the municipalities will create their own curriculums based on the national curriculum. The curriculums of each municipality are not published yet, as the new curriculum was implemented in 2016, and this research will focus only on the national curriculum. Curriculum is a policy document, as presented in the theory chapter, which aims to guide education work in the implementation destination. In the Finnish case, the national curriculum is bounded by legislation and political forces, and the municipalities and school are obligated to implement the national curriculum in their work (Oph, 2014). Therefore, curriculum is a formal policy document that has a specific role as a transmitter of wanted policy development. The aspect of curriculum as a policy document will be part of the analysis process.

The national curriculum includes all the compulsory education stages in it, which in Finland are from grade 1 to 9. Prior to each grade's individual goals and description, the national curriculum describes the general foundation, goals, action culture, evaluation and other general aspects for all grades. These general guidelines include following chapters:

- 1) Creation of the local curriculum and the importance of local the curriculum
- 2) The foundation of compulsory education
- 3) The aims and tasks of compulsory education
- 4) The culture of compulsory education

- 5) School culture that supports well-being and learning
- 6) Evaluation
- 7) Educational support strategies
- 8) Student welfare services
- 9) Language and culture
- 10) Bi-lingual teaching
- 11) Ethics and religion
- 12) Optional subjects

After that, the curriculum is divided into instructions for grades 1 to 2, 3 to 6, and 7 to 9. In this research, I analyzed the general parts that indicated towards GCE. By focusing on the general aspects of the curriculum, I could manage this research in the time frame and in the extension master's thesis should have. Additionally, all the text written in the national curriculums general part is not relevant for this study's research question, and I selected the relevant parts of the text that relate to the discourse around GCE and themes that across this topic. The chapters that I analyzed for this research from the curriculum were: the foundation of compulsory education (Ch. 2), the aims and tasks of compulsory education (Ch. 3) and the culture of compulsory education (Ch. 4). The choice of using these chapters in the analysis was based on the prior analysis, as I read the curriculum. The chapters 2, 3 and 4 discuss of the GCE themes and aims, reason why GCE is relevant and present the needed information for this research. The chapters that will not be analyzed do not elaborate the topics and themes that relate to GCE and this research. Analyzing the chapter 1, 5, 6, 7, 8, 9, 10, 11 and 12 would only expand the material and content of this research, but these chapter would not expand the concept of GCE or how it is presented in the general parts of the curriculum. The original numbering of the chapters is included in this research, so that it will be easier to relate back to the curriculum. The chapter numbers that will be analyzed therefore are: 2, 3 and 4.

Critical discourse analysis

The language and text that we use are communication tools, but not only that. The language is part of the social practice and the language we use fashions the way we receive the world around us (Wood & Kroger, 2000, p. 4). The way we discuss for example about themes of equality and sustainability transmit the values and conceptions of the world that we share. Discourse analysis aims to understand the function the language has and the content as well (ibid., p. 6). This theory and method analyses the language, texts and talk we produce, what it is and more importantly how these events are constructed in the social world around us (ibid., p. 9). I chose to use critical discourse analysis (CDA) as the method for analyzing the general parts of national compulsory education curriculum. This method aims to analyze the cultural and social phenomena and the process as well as the linguistic-discursive dimension of the

research topic (Jørgensen & Philips, 2002, p. 62-63). It further aims to reveal the role of discursive practices of the social world (ibid., p. 64; Wood & Kroger, 2000, p. 21). This approach analyses concretely the use of language in social interaction (Jørgensen & Philips, 2002, p. 4). Critical discourse analysis is founded upon the assumption that our discourse practices are part of the factors that create or reproduce unequal power relations between societal groups (ibid., p. 4), and therefore relates to GCE and critical pedagogy. Through this understanding, critical discourse analysis focuses on the discursive practices that construct representations and on the role, these practices have in the particular social groups (ibid., p. 4). Besides the analyzing goals, this method desires to create change for the oppressed, as it uncovers the unequal power relations of discursive practices (ibid., p. 5). The aims of this analyzing method therefore relate to the research topic that aims to increase equality and sustainability through critically thinking students.

CDA has been used by multiple theorists, and in this research, I will use the sociocultural change and the change in discourse as my starting point as the discourse of GCE has changed in the Finnish education context presented in the previous research chapter. Norman Fairclough's three-dimensional critical discourse analysis method, called the sociocultural change and change in discourse, is divided into three sections that analyze the text, discursive practices and social practices (Fairclough, 1995, p. 97; Jørgensen & Philips, 2002, p. 68; Wood & Kroger, 2000, p. 205). The first stage of the analysis examines the text and its form. Fairclough (as cited in Jørgensen & Philips, 2002, p. 83) uses linguistic features such as the structure and organization of the text, grammar, wording, metaphors, ethos and the interactional control to analyze the text and its form (Wood & Kroger, 2000, p. 206). Concepts such as transitivity and modality are central in this stage of analysis, and will be used in this research (Jørgensen & Philips, 2011, p. 83-84). The transitivity of the text is examined through how the events and processes are connected (ibid., p. 83). The modality examines the affinity of the text, how a matter is expressed (ibid., p. 84). Through examining these features the researcher will acquire more understanding of the description of the language (Fairclough, 1995, p. 97) and in this research, how GCE is described and explained. The second dimension, discursive practice analyses, examines how the text is produced and consumed (Jørgensen & Philips, 2002, p. 83-84). This dimension gives insight to understand the discursive practices and it gives the possibility to interpret the relation of the discursive practices (Fairclough, 1995, p. 97). The last dimension of this method, the social practices, analyses two aspects. Firstly, the order of the discursive and the relationship between discursive practices of GCE (cf. ibid., p. 83-84). Secondly it aims to discover the non-discursive, social and cultural relations and the structures that create the broader context of GCE (cf. ibid., p. 86-87). The last form of analysis examines ultimately the power relations at different levels as Fairclough presents (as cited in Wood & Kroger, 2000, p. 206). The three dimensions are used in this research for the analysis.

CDA has been criticized for its lack to create empirical dialectic relations between the discursive and non-discursive (Jørgensen & Philips, 2002, p. 89). The lack to be able analyze the outside factors of the discourse is considered as well as the main critiques towards CDA (ibid., p. 90). It is difficult to show the relations and count the additional factors that might

affect the relations in this research as well. However, it is proposed that this distinction of relation should be examined analytically instead of empirically (ibid., p. 89). As described in the Fairclough's three stage analysis, I will conduct the third part and examine the social practices and their relationship between the discursive and I will examine the non-discursive practices, which in this research are the factors that are outside the discourse presented in the curriculum. Such factors are, social and cultural relations that relate to the discourse practice (Fairclough, 1995, p. 86-87). In addition, in this research we aim to unfold the concept of GCE and how it is presented. The question of why, must be considered while analyzing as there are multiple factors that relate to this equation. It is suggested that the researcher would create a logic based on theoretical and analytical choice to draw boundaries between the discursive practices (ibid., p. 90). Fairclough's theory has been criticized, but it is considered as the most sophisticated and systematized CDA methodology that is existing (ibid., p. 89).

Curriculum analysis process

The curriculum that I analyzed was in the Finnish language. I did not consider the translation issues in the analysis in the beginning, but realized after the analysis that the national curriculum was as well provided in English. The English version is not used in this analysis, but is available for the reader to purchase from the FNBE's internet page in English. The analysis process of the curriculum started by defining the chapters to be analyzed. I read all the chapters of the general parts of the curriculum and considered that the themes that relate values, aims and tasks would benefit the research. The chapters that were not included focused on the local implementation of the curricula, evaluation, support systems, organization of the compulsory education, minorities in the compulsory education and optional subjects. The number of chapters that are part of the general guidelines in the curriculum and would not be analyzed surprised me, as my first thought was that many of the chapters would deal the themes of GCE. The selection process was therefore difficult, as I wanted to include as many chapters as possible but to also narrow the chapters down depending on their content. After the data selection, I analyzed the three chapters individually by using the CDA approach. The analysis process was clear to conduct, as the three stages provided a template how to analyze the information. However, examining and analyzing the different concepts and discourses was challenging, as it required me to combine many aspects at the same time and further relate these aspects to GCE and the research questions. Prior to the analysis I described the main content of the chapter and then continued to with the analysis by using the three stages Fairclough has defined. I chose to focus on transitivity, modality, discursive practices and discursive relations. After the individual chapter analysis, I collected the analysis and referred it to the theoretical framework of the thesis and summarized the analysis and results. The use of the theoretical framework in the analysis process was useful, and brought even more depth into the analysis process.

Analysis

This chapter will present the analysis from the empirical data. I will first present the results from the two methods that I used, expert interviews and curriculum analysis, and then present summary of my answers to the research questions presented in this study.

Analysis of the expert interviews

I have created a table to present the key results from the interviews, and individual tables from each interview are inserted in the appendix 3. The table is created based on Steinar Kvale's and Svend Brinkmaan's (2011) hermeneutic interpretation of meaning method. I will present the results of each interview in a random order and will not disclose the names of the interviewees in the results. As mentioned earlier in the methodology, the interviewees current employment and expertise were the factors I wanted to disclose with the readers of this study. Each interview will be analyzed by using the three stages of hermeneutic interpretation of meaning method: self-understanding, critical commonsense and theoretical understanding. I will start from the self-understanding stage and move towards the theoretical understanding. After all the three analysis stages, I will compare the results from the three interviews in a table to create more general overview of the interviews and present the key analysis results in a table that is included in the section. The transcribed interviews are analyzed by using questions that are derived from the research questions and the interview questions. The analysis questions were the following:

What GCE means?

The aims of GCE

The possibilities that GCE creates

The threats that GCE creates

Why is GCE important?

How is GCE implemented in Finland?

Criticism towards GCE

Self-understanding

The interviewee number one defined GCE according to the Maastricht declaration, which was presented earlier in this thesis in the chapter of global citizenship education. The interviewee pointed out the role of active citizenship. The main goals of GCE were according to her: world citizenship identity, understanding of how the world works and how to affect it and encouragement to act. Additionally, the use of critical GCE was one of the goals. The interviewee described GCE to be important as it is a key to sustainable and equal future. GCE creates possibilities to include GCE in several aspects of the society and to create active citizens who think critically, prepare for changes in world and find solutions to develop more

sustainable and equal world, according to her. She further explained that GCE is often considered as a wide range of subjects and no one has the responsibility of it in society or in schools, and these aspects are the threats that GCE creates. There is also a threat towards the quality of GCE, how the global aspects are presented in GCE and how GCE is taught, as the understanding of what GCE can be misunderstood if the critical aspects are not included. According to this interview GCE is implemented in Finland in organizations, projects, schools and on individual level. The criticism towards GCE in Finland, according to the first interview, comes from the polarized groups who question the relevance of the subject and even consider it as a dangerous or misleading subject.

GCE means, according to the second interviewee, knowledges, skills, abilities and acquirements that are needed in today's world. Her understanding is founded upon the United Nations definition and in the Maastricht definition. GCE has goals that are from the SDG's section 4.7 and aims to achieve these goals besides teaching of equality, sustainable development and cultural justice. According to interview two, GCE is important as it prepares the students for the current world where global aspects are impossible to shut away as part of education. The possibilities that GCE creates are to change the culture of schools, develop thinking, encountering and democracy skills, forwards the SDG goals and have more active citizens. The threats that GCE can create are that teaching narrows down into some topics within the GCE field. The interviewee explained that there are criticisms towards GCE from groups who consider that GCE diminishes the Finnish culture and it increases overdriven tolerance. Additionally, GCE is criticized by arguing that there are more relevant subjects to teach than GCE, and some religious groups argue that GCE has mixed the right and wrong values. The interviewee explains further that GCE is implemented in Finland in the curriculum as overall goals and subject goals and that the organizations provide material for teaching and learning. She explains that GCE is taught through phenomena for example.

The third interviewee explained that GCE means learning about ethics, interculturality, languages and communication, and sustainable consuming. Global citizens can communicate with each other in a dialogue. The aims that rose during this interview were the SDG 2030 goals and possibility to save the world. Similarly, GCE was considered important according to this interview, through its ability to change the world and create well-being and peace. Among other possibilities that GCE creates were the following: increases communication between teacher and the student, changes the working culture, builds the identity of the students and increases the appreciation towards other cultures and languages. Additionally, GCE can affect to the students in a way that the students will find the aims of GCE important. The threats that GCE can create is that all the teachers will not engage in GCE and will not use GCE in their teaching. GCE is criticized because its importance and legitimacy is questioned. Lastly, GCE is implemented in Finland in the curriculum, municipalities, organizations and in individual lives.

Critical commonsense

In the second stage of the analysis I used the critical commonsense. In the first interview, the understanding what GCE means was based on the European Maastricht declaration document.

The role of the student was central as well. The aims of GCE focused on identity building, knowledge accumulation and critical thinking and action skills. GCE was considered as important because of its possibility to change the world and GCE was considered to be a cross cut subject in different sectors and to create activism towards equal and sustainable world. The threats that GCE can create are that it can be implemented to promote already existing inequality, if the GCE lacks quality in the teaching. GCE is implemented in Finland by 3rd sector actors, such as the organizations, 2nd sector actors of public services, such as schools, and by individuals. GCE is criticized by people with differing political and philosophical understanding and the importance of the subject is questioned as well.

The second interviewee used the European and organizational (UN) definition of GCE. Besides these definitions, the individual skills acquirement was highlighted. GCE aimed to achieve the UN's SDG goals and to create more equal and sustainable world. GCE was considered as an important subject because of its global relevance in today's society. The possibilities that GCE creates are activism and cultural change, increase in communication and critical thinking skills, and the possibilities to achieve the SDGs. The threats towards GCE considered the possible decrease in the quality of teaching and the criticism was mainly derived from differing philosophical, political and religious views as the importance of the subject was questioned as well. GCE is implemented by the 2nd sector, education system and by the 3rd sector, organization sector, as material provider.

As I analyzed the results from the third interview by using critical commonsense, I came to these forms of analysis. GCE was described to be knowledge accumulation subject of the world and the communication skills were part of this subject. GCE is considered to have the ability to change the world, which is why it is important and should be taught. The possibilities that GCE creates are the increase in students' skills, for example in communication an empathy, but as well changes in the school and nation culture and in individuals' identity. The threats that GCE poses were described to be, in the teaching staff who might not consider this subject relevant, and therefore cause issues in the quality of teaching and equality for students to be taught about this subject. Similarly, the criticism towards GCE in general was about the legitimacy and importance of the subject. Lastly, GCE was implemented in Finland in 2nd sector, schools and municipalities, 3rd sector, the organizations and in the individual level.

Theoretical understanding

The third stage of analysis, theoretical understanding, adds the theories used in this research to the analysis. According to the first interviewee, GCE is claimed to have a rightful trusteeship position, if it is implemented in critical way. GCE increases the capabilities, critical thinking skills, and acting towards a societal change. GCE's trusteeship position is claimed to benefit others as the world can be changed through GCE. GCE aims to create a trusteeship identity, increase the students' capabilities within GCE field and it aims for the students to become critically thinking individuals who act for societal change. GCE creates possibilities for the students to increase their capabilities, however GCE creates threats of avoidance of the trusteeship position or enforcing the trusteeship position that does not

increase equality. Additionally, the criticism towards GCE in Finland is from groups with alternative trusteeship aims who consider that the increase of this kind of teaching will create unwanted capabilities, criticism and actions. GCE is implemented in Finland by different trustees, from governmental level, organizational level, school level and individual level. The trusteeship positions are divided by these different actors.

As I used the theoretical framework in the analysis of the second interview, the GCE focused on increasing capabilities, and to create more active citizens to create societal change in schools and in global level. GCE aims to increase the capabilities which will increase the use of trusteeship position in world to create a societal change. Additionally, GCE creates possibilities to use the trusteeship position towards sustainable development. GCE's importance was described through the historical aspect. Further GCE implementation used different levels of trustees, both in governmental and organizational level. The threats that GCE creates, according to this analysis, are towards the ability to teach a subject with various aspects in schools. The variety might in some cases be narrowed down into some themes, which would affect the quality of teaching. The criticism towards GCE was from different trusteeship positions, with varying understanding of the world and what capabilities should be increased.

In the last interview, GCE was mainly described as a capability increasing subject that had a trusteeship duty, however the capabilities were brought up more prominently. The aim of GCE anyhow was to create change, through the use of trusteeship position as GCE has the will to improve. Similarly, GCE was considered important because of the trusteeship position to change the current world and because it increased the students' capabilities. The possibilities that GCE creates were as well to increase the capabilities and to accept the trusteeship position and responsibility of change, and to create change in the schools. GCE was implemented in Finland again through different trustees, as the earlier interviewees explained. Lastly, the threat that GCE can cause is that all the teachers will not take the trusteeship position to forward GCE and the criticism was focused on the legitimacy of GCE.

Summary of the results from the interviews

GCE was conceived similarly among the interviewees, with additional emphasis on different aspects. The increase in each students' capabilities to live in the current world was similar to all interviewees. Interviewee 1 and 2 mentioned documents, such as the Maastricht declaration and the UN declaration of GCE, in the conception of GCE. The trusteeship position that GCE creates was more or less evident for all the interviewees, as there was the will to improve. Interviewee 1 considered the role of the student as an active trustee to create social commitment to be important. The aims of GCE were focused on individual and global level, as two the interviewees, 2 and 3, mentioned as aims to achieve the SDG's and to have more equal and sustainable world. Two of the interviewees, 1 and 2, focused on the individual skill accumulation of knowledge and critical thinking and acting skills and the skills that the SDG 4.7 section points out. The increase of capabilities and the ability to create societal and global change were the prominent aims of all the interviewees.

GCE was described to be important because of its possibility to change the world, as the will was to improve by interviewee 1 and 3. Interviewee 2 considered GCE important because of its legitimacy in today's world. Possibilities that GCE creates were focused on the increase of capabilities and societal change. In interview 2, the trusteeship position towards sustainable development was brought up as well. GCE was implemented by different trustees according to interviewees 1 and 3, as the schools, municipalities, organizations and individuals were implementing GCE in their surroundings. The interviewee 2 focused on the curriculum and schools as well on the organizations, who provide the GCE material.

Threats that GCE creates were perceived differently among the interviewees. The interviewee 1 considered the avoidance of responsibility as the threat, as the trusteeship position of who takes the responsibility in GCE in official level was unclear, as well on the school level. Interviewee 3 also considered that the teachers will not engage in GCE similarly and accept the trusteeship position to teach it. The issue of the quality of GCE came important in all the interviews from different angles. Interviewee 1 pointed out the lack of critical GCE, as the interviewee 2 pointed out the narrowing of the subject into few categories and the interviewee 3 was worried if all the students will be taught about GCE. The criticism that GCE faced according to all the interviewees was its legitimacy which was questioned by trustees who have differing philosophical, political or religious understanding.

Table 2

Results from the interviews

Analysis questions	Interview 1	Interview 2	Interview 3
What GCE means?	Capability increase to create active citizens. European guiding document. The use of trusteeship position.	Capability increase. Both European and the UN document. The use of trusteeship position.	Capability increase. The use of trusteeship position.
The aims of GCE	Global change through trusteeship position.	Increase in students' capabilities to manage in the world.	Global change through trusteeship position.
Why is GCE important?	It can create an equal and sustainable world.	GCE creates positive change.	It can save the world; it creates well-being and peace.
Possibilities that GCE creates	Capability increase and societal change.	Capability increase and societal change.	Capability increase and societal change.

Threats that GCE creates	Quality issues if the critical understanding is not included.	Quality issues if the teaching narrows down.	Quality issues if the implementation is not equal.
How GCE is implemented in Finland?	Trustees in different levels.	Trustees in different levels.	Trustees in different levels.
Criticism towards GCE	Relevance questioned.	Relevance questioned.	Relevance questioned.

Analysis of global citizenship education in The National Core Curriculum for The Compulsory Education

The chapters that I analyzed for this research from the curriculum were: the foundation of compulsory education (Ch. 2), the aims and tasks of compulsory education (Ch. 3) and the culture of compulsory education (Ch. 4). The analysis of these chapters will help to understand how GCE is presented in the compulsory education curriculum. The content of each curriculum chapter is shortly described in the beginning of each chapter. After the description, I analyze more of the text and GCE in the text, and use transitivity and modality as part of my analyzing tools. After I have analyzed the text, I analyzed more of the discursive practices of the text, and more particularly how the text is produced and how it is consumed and what other discourses the chapter draws on. Lastly I analyzed the relationship of the text towards the different discursive practices and forces that affect the curriculum. In this stage I will examine the relations and power structures that the chapter relates to. In addition, I will analyze what kind of order of discourse the chapter produces in relation to GCE. At the end of this chapter I will summarize the analysis and further analyze the results towards the theoretical framework. The curriculum is accessible through internet and referred in this research as Oph 2014.

The foundation of compulsory education (Chapter 2)

The chapter two explains the obligations that guide the compulsory education, the value principles which the compulsory education is built upon, the understanding of learning and locally decided matters (Oph, 2014, p. 14-17). The locally decided matters will not be analyzed, as the shift of this study is on the national implementation. The chapter is divided into four sections and the length of this chapter is 4 pages. The chapter explains in the beginning how the Finnish compulsory education is organized from the Finnish constitution, laws and regulations and from the international agreements that Finland has ratified (ibid., p. 14). In the first section, the chapter describes the obligations that are the laws and agreements mentioned above. The chapter then continues to elaborate the values and the understanding of

learning that compulsory education in Finland has. The values are presented in a table 2 below, and the values that refer to GCE are highlighted. The current view of what learning is founded on active learner's role, who uses new abilities and knowledge to reflect. This view also considers that students are responsible and use creative and critical thinking to learn together. I will present the values in the table and quote some of the main aspects that relate to GCE below. These quotations are translated by me, as the original version is in Finnish. The following quotations are from pages 15 and 16 in the curriculum.

The foundation of compulsory education are drawn from the following value foundation: ...As the student learns, the student build his or her identity, idea of human being, worldview and his or her place in the world...

...Value discussions with the students will help the students to recognize and name values that they face, and ponder them critically...

...Compulsory education is founded upon the respect of life and human rights...Compulsory education forwards welfare, democracy and active operation in the civil society...

... Learning together across language, culture, religion and worldview differences creates conditions for authentic interaction and communality...

... Humans are part of nature and completely dependable on the ecosystem's vitality...

... The dimensions of sustainable development and sustainable living are ecological, economic, social and cultural...

...Compulsory education opens the view for global responsibility across generations... (Oph, 2014, p.15-16).

As the first phase of analysis consist of studying the text and its form through the modality and transitivity, I will analyze these factors in this stage. The chapter is constructed upon the obligations and legal requirements of the compulsory education (ibid., p. 14). Transitivity of the text, how processes and events are connected, is built upon the obligations, and then further on the values and understanding of what learning is. The text starts from the legal and institutional structures that guide the compulsory education and moves towards values that are also derived partly from the legislation and agreements, but also from the current societal era. The laws and values are related to the different dimensions that GCE is conceived to consist of. The pedagogic understanding of what learning is, is founded upon the current pedagogical understanding. The language and expressions used in this chapter and in the curriculum in general are professional and institutional. The language that is used implies to the content as if it is the truth. The chapter refers to the Finnish legislation and international agreements of human rights and indigenous peoples' rights, children's rights, the TSS-agreement (financial, social and civilizing rights agreement), European human rights agreement and disabled persons' rights (ibid., p. 14-15). GCE is in addition founded upon these agreements. Based on these laws and agreements, the following section describes the values upon which compulsory education is built on. The values are expressed from individual perspectives towards more

global perspective, as the section starts from the values that consider the individual development towards more global understanding. The values are expressed in four categories and each category is elaborated in the text. The third section expresses the understanding of what learning is. The learner is described to have an active and reflective role in the learning process and the learning is to be conducted in interaction (ibid., p. 17). The last and fourth section will not be analyzed as it elaborates the local perspective of making compulsory education decisions, which is not relevant for this study. The chapter in overall is clear and structured.

Table 3

The values of compulsory education (ibid., p. 15-16).

Uniqueness of student and the right for good education:	Humanity, civilization, equality and democracy:	Cultural diversity is a richness:	The necessity of sustainable lifestyle:
Participation Building of individual values and critical thinking of values <i>Building individual identity, worldview, human understanding and individual place in world</i> <i>Respect and openness</i> Lifelong learning	Growing into humanity <i>Ability to cooperate with others and defend good</i> <i>Ability to make decisions based on ethics, knowledge and understanding of others</i> Ability to control oneself and take responsibility <i>Respect of life, human rights and democracy</i> <i>Equality between people</i>	Building cultural identity and respect towards other cultures, languages and religions Sustainable cultural development <i>Learning together as world citizens to act for positive change.</i>	<i>Our dependency of nature</i> <i>Sustainable lifestyle</i> <i>Eco social development</i> <i>Global responsibility</i>

The second stage of analysis examines the discursive practices of how the text is produced and consumed (Jørgensen & Philips, 2002, p. 83-84). This chapter is produced to explain the foundation for the compulsory education and the curriculum. The main consumers of this text, municipalities and teachers mainly, will use this curriculum as a foundation for their work (Oph, 2014, p. 9). This chapter is produced to give the foundation of obligations, values and learning, and aimed to be consumed as guidelines for implementation. The consumer of this chapter further affects the students of the compulsory education who further will create their values and worldview during their education, and the values especially in italics in table 3 are related to GCE. The curriculum therefore is produced of values that relate to GCE. This

foundation of the compulsory education and curriculum is in a discursive dialectic relation to the society, laws, agreements and scientific knowledge, as this chapter uses the law, international agreements and pedagogic understanding to form the text. These forces come from the government and international organizations and actors, but also from the individuals. These discursive practices aim to increase learners' knowledge and to increase the equality of students, as the laws, agreements, values and understanding of learning base on equality. The text of this chapter also refers to the discourses that are currently important in the Finnish society, for example equality, future and environment, cultural diversity and immigration (Kärki, 2017). The content refers additionally to many of the themes that GCE deals, such as critical thinking, openness, sustainable development and cultural diversity (Andreotti, 2014).

The discourses that this chapter's content relates to are the national and international laws and agreements. Besides these linkages, the text relates to the current pedagogical understanding of what is learning and how students learn. The values section refer to GCE and what is meant by GCE. The values are also part of the aims that GCE can be considered to have. In a broader context, the laws and agreements are conducted in the political discourse, which in a broader context is a discourse of the citizens and the current trends. The relationship with the laws and agreements is rather binding, as they guide the production and content of the curriculum. The relationship towards the pedagogical understanding is however more equal, as it bases on current scientific understanding. The values are impacted by the laws, agreements and pedagogical understanding, but also from the current discourses and trends in the society. These trends and discourses are part of the non-discursive relations of the text. As mentioned in the second stage of the analysis of this chapter, the content of this chapter relates to themes that are discussed widely in the Finnish political field (Kärki, 2017). The relationship between the curriculum and the current political discussion is dialectic from this analysis, as the themes are elaborated in the curriculum and as they are currently discussed in the society. Additionally, the current financial state of Finland is in non-discursive relation to this chapter, as the values are related to an era of peace, well-being and future thinking. The institutional structure of the society is in discursive relation with the content of this curriculum through the citations to the national documents. The chapter itself promotes equal power relations among the students and others, and active students who will use their knowledge and moral understanding to take responsibility and defend the good. The chapter and the curriculum however hold the power over the consumers of this curriculum, as they are obligated to implement it and this way the curriculum reinforces the top-down institutional structure of the society.

The aim and tasks of compulsory education (Chapter 3)

Chapter 3 consist of 8 pages. It is further divided into four sections: the tasks of compulsory education, the national goals of compulsory education, multidisciplinary knowledge and abilities, and matters to be decided locally. The last section, matters to be decided locally, will not be analyzed, as the content is not applicable for this study. The first section, the tasks of compulsory education, states four tasks that the compulsory education has: teaching and education task, society task, cultural task and future task. The aims of each task are then elaborated and are presented below in a table 4 (Oph, 2014, p.18). The second section, the

national goals of compulsory education, portrays the three main goals: needed knowledges and abilities, growing into humanity and growing into a citizen to promote respect and knowledge towards different understanding of world and civilization, equality and lifelong learning (ibid., p. 19). The third section of this chapter elaborates the multidisciplinary knowledge and abilities that should be attained during compulsory education. The need for multidisciplinary knowledge and abilities are explained to come from the current world, which faces global changes and from the future society that needs more multidisciplinary knowledge (ibid., p. 20). The aim of multidisciplinary teaching is to support students in their growth and further forward the growth into a democratic citizenship and sustainable lifestyle. The multidisciplinary teaching has seven modules. The modules are: thinking and learning skills, cultural knowledge and interaction skills, taking care of oneself, ability to read multiple texts, knowledge and communication skills, work life abilities and entrepreneurship and lastly participation and building a sustainable future (ibid., p.20-24). These modules are motivated and described extensively under each title.

Table 4

Compulsory education's tasks (Oph, 2014, p. 20-24).

Teaching and education tasks	Society tasks	Cultural tasks	Future tasks
<i>Development of multidisciplinary knowledge</i>	<i>Forward equality and justice</i>	<i>Forward versatile abilities and knowledge of culture</i>	<i>Encountering and evaluating change openly and critically</i>
<i>Positive identity building</i>	<i>Accumulate social capital and human capital</i>	<i>Appreciation of cultural heritage</i>	<i>Take responsibility of choices that impact future</i>
<i>Active and sustainable lifestyle</i>	<i>Prevent marginalization and inequality</i>	<i>Support the cultural identity building and increase of cultural capital</i>	<i>Forward SDG's</i>
<i>Democratic citizenship</i>	<i>Forward gender equality</i>		<i>Positive and society building force</i>
<i>Knowledge, appreciation and defense of human rights</i>			

The transitivity of this chapter is related to the title of the chapter. It describes the tasks and goals of compulsory education, by starting from the tasks moving towards the national and multidisciplinary goals. The goals and tasks refer to a more multidisciplinary abilities and knowledge and this is motivated by the current changes in the society and in world, which are not elaborated further in the text. This reasoning can be linked into why GCE is considered as

a vital subject according to the curriculum. Furthermore, these abilities and knowledges refer to GCE, and the ones that refer especially according to this research are in italics in table 4. The transitivity of the text follows the pattern from general to specific. The modality of the text, how the content is expressed, follows the similar style as in chapter 2, expressing the content in professional and institutional way. The chapter refers to the laws and documents, and states matters clearly. First the tasks are presented, what the students need to be taught of and then the chapter continues to the goals that the compulsory education has in a national scale and in multidisciplinary scale. In addition, the tasks and aims are described specifically in a title and then elaborated in the text.

This chapter is produced, as the whole curriculum is produced, mainly for the municipalities and teachers to consume. This chapter however gives practical goals and implementation suggestions for the teachers and schools. The tasks and goals give more detailed instructions how the curriculum should be implemented and why these tasks and goals are important. The goals are broad and multidisciplinary and use the GCE themes, which gives the interpreter more room to implement the curriculum. The discursive practices of this chapter are related to the values, knowledges and understanding of the current Finnish society. The chapter uses Finnish society values, Finnish law, United Nations Sustainable Development Goals and pedagogical understanding in the production process. The laws and UN's SDGs have more controlling discursive relation in this practice, as the other aspects, pedagogy and values, more dialectic relation. The content of this chapter relates as well towards the political discussion that Finland has been having, as presented in the analysis of the chapter 2. Below I present a quotation that refers clearly towards the need and impact of GCE and the discursive relation that the SDGs and the UN have in the curriculum.

The surrounding changes in the world impact inevitably students' development, welfare and functioning of schools. During compulsory education students learn to face the change demands openly, evaluate them critically and take responsibility for choices that build the future. Global citizenship education during compulsory education creates conditions for just and sustainable development according to UN's sustainable development goals. (Oph, 2014, p.18).

The chapter is part of the institutional documents that guide institutions functioning. This chain of discursive practices relate to the national laws, values and discourse of what is to be taught in schools and what tasks schools have. The relationship with the consumers of this text, municipalities and teachers, is more unclear. It is hard to analyze what kind of role the teachers and education field in municipalities have had to the production of the aims and tasks of the curriculum by only analyzing the national curriculum. However, the way this chapter is written forwards towards more practical use of the document and it gives more implementation tools and reasoning for the consumer, and therefore the relationship between the consumer and producer becomes more equal. The non-discursive, social and cultural, relations of this chapter link again to the national laws and the UN's goals but also to other discussions. The cultural relations link towards values of humanity, equality and lifelong learning. The social relation is linked into the aim of what kind of citizens Finland wishes to have by the end of compulsory education. The discourse links into the current needs of the

society and the historical aspect of society's change and globalization. In addition, the challenges and changes of global world are considered in production process. The discourse of global challenges and changing world impacts the content of the curriculum and the tasks and aims that the curriculum has. This discourse is part of the globalization and GCE discourse, and GCE is therefore presented through the tasks and aims in this chapter. The tasks and aims of this chapter strive to create a change for equality, justice and sustainability. The aims and tasks are derived from the need that the society has (Oph, 2014, p. 18). The text therefore can be seen to challenge the power structures and to create change through the education. The consumer however is still under the obligation to implement this content as it is.

Culture of compulsory education (Chapter 4)

Chapter 4 elaborates compulsory education's culture, and the length of this chapter is 8 pages. The chapter is divided into five sections: significance and development of working culture, guiding principles of the culture, learning environments and learning methods, multidisciplinary teaching and learning, and lastly matters to be decided locally. As in the previous chapters, the last section of local decision making, will not be analyzed in this research as the aim shifts from the national to local and it does not consider matters relevant for this study.

The first section elaborates the significance and development of school's working culture. Compulsory education is divided by the law into three stages from grade 1 to 2, from grade 3 to 6 and from grade 7 to 9 (ibid., p. 26). It is relevant for the students' well-being that the stages and grades create a continuum, and this is to be attained through cooperation (ibid.). The co-operative culture is described to be built upon the historical and cultural ways of doing (ibid.). The way how the personnel at school act, will impact the students' values, attitudes and habits (ibid.). The culture of each school comes more visible through the community's ways of doing things. The principles that guide the culture need co-operation between different actors and the principles are divided into seven categories. The categories are presented below in the following table and the categories that relate mostly to GCE are in italics. In the third section the learning environments and learning methods are explained. The variety, pedagogy, students' positive learning experiences and creating wholesome learning experiences are expressed to be central for the optimal learning environments and methods (ibid., p. 29-30). The fourth section, multidisciplinary teaching and learning described the requirements, aims and reasoning for this type of teaching. The reasoning for multidisciplinary teaching is explained to make learning more meaningful for individuals, society and humanity and to expand students' worldview (ibid., p.31-32). This method of teaching and learning needs cooperation between different actors and the document sets a national goal that there should be one multidisciplinary learning entity each year (ibid., p. 31).

The transitivity of this chapter follows the previous patterns from more general outline towards more specific outline. First section outlines the meaning and development of school's functioning culture and then continues to a more specific elaboration of the principles guiding functioning culture. These principles are explained under each title, and they describe how

these principles can be implemented in the school in action. More specific teaching and learning environments and methods are then described. This section includes factors that should be concluded in the process, such as ergonomics, ecology, esthetics, accessibility and acoustic factors (ibid., p. 29). The specific multidisciplinary learning entities are described in section 4, again moving from broader to more detailed description. The content of these entities relate to GCE. The modality of this chapter is clear and structured. The chapter expresses the different sections clearly and connects the text between the section through textual methods. The content is also expressed in language that is used in institutions and by professionals. The content is expressed as truth that is based on the institution, laws, values, agreements and so forth.

Guiding principles of the culture in compulsory education (Oph, 2014, p. 27-29).

Learning community

Interaction and versatile working methods

Participation and democratic activities

Sustainable future

Well-being and safety

Cultural diversity and language awareness

Equality

In this second stage I analyze further the discursive practices of this chapter. The chapter is produced again mainly for the consumers of the text, municipalities and teachers. This chapter follows the similar binding concept, where the consumer of the text is obligated to implement the text in best possible way. The consumers can however interpret this chapter differently, but the text itself gives guidelines for the consumer. The production of this chapter is based on the Finnish laws and the values that were presented earlier in the curriculum. The principles that each schools culture should aim for are related to the values, which were presented in chapter 2 and the tasks of compulsory education in chapter 3, and these values and tasks are related to GCE. These values and tasks are partly derived from the laws, and agreements, but also from the current societal values and trends. Many of these principles relate to a western and democratic society, for example equality and well-being. The curriculum and the understanding GCE as a multidisciplinary subject are part of the production of the current culture and society that Finland has. The discourse that this chapter draws on are similar to the discourse of current political discussion in Finland in chapter 2 and 3. Additionally, this chapter draws pedagogical fields discussion of learning environments and methods to create the optimal school culture (ibid., p. 29-30). These principles are elaborated both in sections 3 and 4. The principles however come closer to the political discussion field and values discussed in chapters 2 and 3 which related strongly to GCE. GCE is presented in this chapter through the principles and the multidisciplinary teaching requirements. In addition, the

multidisciplinary aspect is central in the principles, and the implementation instructions are explained below.

Defragmenting the teaching requires both content and pedagogical working methods, in each subjects' teaching and especially in the multidisciplinary teaching where one examines the worlds phenomena and themes as entirety (Oph, 2014, p. 31).

The planning and implementation of multidisciplinary teaching entities requires co-operation and various manners of approach with different subjects, and utilizing the other activities of the school (Oph, 2014, p. 32).

The chapter's foundation is on the legislation and obligations like in the previous chapters. The relationship with legislation and obligations is binding. The relationship between the consumer and the producer is as well the same as presented previously. The content of this chapter aims to create a well-functioning school culture, which would create well-being, learning and aimed development, and therefore could be considered to create change. The chapter is however more fragmented as it elaborates different discourses of school culture, the principles of culture in schools, and then moves to learning environments and methods and then concludes with a third theme of multidisciplinary learning. The culture principles relate to chapters 2 and 3 and the values presented in there and the learning environment and methods is a new pedagogical discourse in the chapter. The multidisciplinary discourses relate to same discussion in chapter 3, where the need for multidisciplinary learning is established and reasoned because of the changing world and future needs of the society. Multidisciplinary learning is also explained to create more meaningful learning experiences and open the students' worldview, and these arguments are connected to GCE and what GCE can be described to be. These arguments relate to the globalization and GCE discussion, where the school must teach the students of the global matters as the world changes rapidly.

Summarized analysis of the chapters

The curriculum holds the trustee position of the compulsory education field. This is because of the legislation and obligations to provide quality and equality in education across the country (ibid., p. 14). In addition, as mentioned in the methodology chapter, curriculum is a national policy document that forces the receivers to act in a certain way. This trusteeship position is considered legitimate because of the legislation. Chapters 2, 3 and 4 however aim for a change through the application of the curriculum. The need for new skills and knowledge are stated and reasoned because of changes in the society and global scale and because it makes learning more meaningful (ibid., p. 18, 20). The chapters' present aims and values that relate towards development, such as sustainable development, critical thinking and acting, active citizens, equality, identity and cultural identity building and global responsibility (ibid., p. 15-16). Furthermore, chapter 3 states the tasks that compulsory education has, and describes the main task for the students to build a future through learning (ibid., p. 18).

The capabilities that the curriculum describes for the students to acquire during their education are: multidisciplinary knowledge and abilities, active learner, citizen and reflection

skills, cultural and personal identity building, interaction and communication skills, and growth into humanity to mention some of the capabilities. The multidisciplinary capabilities are explained in chapter 3, and include the following skills: thinking and learning skills, cultural knowledge and interaction skills, taking care of oneself, ability to read multiple texts, knowledge and communication skills, work life abilities and entrepreneurship and lastly participation and building a sustainable future (ibid., p. 21- 24). Many of these skills relate in some instances to the aims of GCE presented by the NSE, to open students' minds for multiple realities of the world and to act for equality (NSE, 2002). Many of the capabilities refer to themes that GCE consists of, as cultural diversity, thinking and reading skills, communication skills and sustainable development. It can be concluded that the curriculum is founded upon GCE, as the values, obligations, aims, tasks, functioning and learning culture in the curricula refer to the different dimensions of GCE. Additionally, the aim of the curriculum is to increase the capabilities of the student and the active role of the student as a learner and citizen are included in these chapters.

The curriculum encourages the teachers to provide students with positive learning experiences during their education (Oph, 2014, p. 30). Additionally, the acquiring knowledge and abilities that cross the traditional subject categories is considered vital (ibid., p. 31-32). The students are encouraged to learn through interaction and also individually, and to become aware of their learning process and responsibilities (ibid., p. 17). By learning together in interaction will benefit the students creative and critical thinking and problem solving skills and the ability to understand different points of views (ibid., p. 17). Varying learning environments and methods are considered to increase students' interests and learning (ibid., p. 29-30). The learning and thinking that is promoted in the curriculum according to this analysis, relates to critical pedagogy theory. As critical pedagogy aims to increase students critical thinking skills and understanding of the world, these aims are similar to the learning and thinking aims and learning methods described in this curriculum (Au, 2009, p.222). The critical pedagogy aims further to create social transformation (ibid.), and so does the curriculum. However, the aim to create change and increase critical thinking, are not strictly pointed towards the understanding of power relations and redistribution of equality, but softer implications (cf. Apple, Au & Gandin, 2009, p. 3). The focus is on individual development that will support the positive and equal building of the society, and more detailed the Finnish society (Oph, 2014, p. 15). The global perspective is concluded in the form of human rights, cultural diversity and the need for sustainable development (ibid., p. 16). The curriculum chapters that were analyzed do not present teaching and learning activities that would include problem-posing. This was one of the main learning tools in critical pedagogy, and was claimed to increase students' ability to distance themselves and create space to act and think critically (Freire, 1972, p. 56).

The curriculum itself can be described to follow the understanding of curriculum as a process and development, as it bases on the human development and learning (as cited in Kelly, 2004, p. 79). The learners are described to be active beings whose developmental stage should be considered in the teaching process (Kelly, 2004, p. 86; Oph, 2014, p. 30). The principles that guide the curricula are presented in the tables 3 and 5. As we return to the research topic, global citizenship education is not defined clearly as its own subject in the curriculum

chapters 2, 3 and 4. However the themes and aims of GCE are elaborated in the curriculum. The curriculum aims for equality and justice which are described to be the starting points of problematization in critical GCE (ibid., p. 18; Andreotti, 2014, p. 28). It proposes the need for defending good and humanity as well to increase the equality (Oph, 2014). The grounds for acting are derived from the humanitarian and ethical perspectives, as the tasks of compulsory education are explained to increase equality, justice, awareness of global changes and ability create justice and sustainable development according to the SDGs (ibid., p. 18). GCE is described to bring development and equality in this context (ibid., p.18). The students are empowered through the education to defend the good, act and think critically and forward democracy for example (ibid., p. 15, 17, 18). The understanding of GCE combines the features of soft and critical, as Andreotti has defined (2014, p. 28-29).

Combined results from interviews and curriculum analysis

I will now answer my research questions by combining the analysis results from the interviews and curriculum analysis. I will use the background and theory chapters to deepen my understanding of the results. I will answer the three research questions that I presented in the beginning one by one. In the following chapter I will conclude this research by discussing the analysis, critics and possible future research that could be conducted.

What is meant with global citizenship education in the Finnish education context?

Using both the analysis from interviews and curriculum to define what is meant by GCE was important. GCE is considered to be a multidisciplinary subject. The multidisciplinary themes that GCE consists of were broadly explained in the curriculum (see tables 3, 4 and 5), and in the interviews. GCE is not especially defined as a singular subject in the curriculum and none of the other subjects are defined either in these chapters, but the implications and themes that are brought up in the interviews and in the theory of this thesis are there. GCE is considered to increase students' capabilities, and the definition of what GCE is, is often referred to the European definition of "*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.*" (NSE,2002). The definition of UN was considered to define GCE as well. Both interviews and the curriculum pointed towards the SDGs, and the need to reach them. The section 4.7 was highlighted in the interviews, as it considers "*that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development*" (UN, 2015). Through the analysis, I was able to find the key themes, concepts and aims that GCE is considered to include in the curriculum and according to the interviews. These are presented in table 6 below.

Table 5

Key themes and aims of GCE

Themes of GCE	Aims of GCE
Democratic citizenship	Building individual identity, cultural identity and worldview Active world citizenship identity
Ethics	Growing into humanity
Cultural justice	
Respect and openness	
Multidisciplinary knowledge and abilities	Multidisciplinary knowledge and abilities Critical thinking Communication and cooperation skills
Sustainable lifestyle and sustainable development	Global responsibility Forwarding equality Forwarding SDGs

What is meant with global citizenship education in the Finnish education context in the end? According to my analysis, GCE is a multidisciplinary subject that is part of the national compulsory education curriculum but also part of the society's structures through different sectors and organizations. GCE definition is derived from the European and international definitions and the international development goals and reaching them is central in the understanding what GCE is. GCE is considered to be a multidisciplinary subject with multiple themes, as presented in table 5. According to the interviews this is one of the difficulties when implementing GCE, as the field is so broad and the question of who is in charge of this broad subject becomes unclear. Both the interviewees and the curriculum pointed towards the problem of inequality and injustice and the need for sustainable future as the problem and reasoning for GCE, which are more related to the critical GCE. The ways to act were combined from increasing capabilities, growing into humanity and global citizen, acting and thinking critically for example, which are linked to the critical and soft GCE division that Andreotti made (cf. 2014, p. 28-29). The aim towards GCE as well combines the soft and critical side of GCE, as GCE was considered to aim to create equality, justice and sustainability, change the current functioning culture and increase students' capabilities and empower them to act. It is difficult to analyze the quality of GCE in Finland through this analysis, but as earlier mentioned the description of GCE, the arguments from both soft and

critical GCE, and the combination of these two is considered to conclude quality (Andreotti, 2014). GCE can be considered to consist of both factors that relate to the critical GCE and the soft GCE in the Finnish education context.

Why is global citizenship education considered as a vital subject?

The importance of the subject was considered to come from the globalization and increasing inequality and sustainability issues of the world and the need for students to understand and act in this current understanding of the world. The students and the citizens need to acquire certain skills and abilities to create a world with equality and sustainable future. GCE was considered to be an important subject according to the interviews because of its power, and because it has the possibility to change the world. Besides these two aspects, global matters are more or less prominent part of the Finnish society today, which indicated towards the vitality of GCE. The curriculum followed the need for GCE, as the society changes and the global changes are more part of each students' day. In addition, the need to teach multidisciplinary concepts and subjects, such as GCE, was explained to make learning more meaningful. GCE was additionally considered important according to my analysis, as it creates societal change. The curriculum aims to create change through the students who are taught according to this curriculum. Furthermore, the GCE themes and aims were a prominent part of the values, tasks, aims and other parts of the curriculum. The way this analysis reasons the importance of GCE relates to the need of trusteeship position to create development in the Finnish context. The reasoning for the necessity of GCE focuses mainly on creating change in the Finnish students' lives and in the society, but the global perspective is included in the discourse as well. The hypothesis and idealistic assumption that GCE can create change in the global perspective was included in the answers and analysis of the interviews and in the curriculum, as well. However, it is impossible to answer if GCE can create change in the society and in the global perspective only based on this research.

How is global citizenship education presented in the curriculum?

GCE is presented as a multidisciplinary subject in the curriculum. The consumers of this curriculum, municipalities and teachers, should therefore implement the multidisciplinary GCE in their work by cooperation (Oph, 2014, p. 31, 32). GCE is not defined as a singular subject in the curriculum chapters 2, 3 and 4, but the themes of GCE are described in it. The themes of GCE are presented in table 6. The themes involve the environmental and sustainable development aspects, humanitarian aspect, abilities and knowledge that are needed, empathy and social skills and active citizens' role. GCE is explained to be a subject which increases the students' capabilities to create equal, democratic and sustainable future. GCE was presented in the curriculum as an important subject which is based on the values of the curriculum. The values of the curriculum (see table 3) create the foundation of GCE and the implementation of it. GCE is portrayed as a cross cutting subject that is implemented throughout the curriculum and compulsory education. The multidisciplinary capabilities that GCE can be considered to consist of, are described in the curriculum as follows: thinking and learning skills, cultural knowledge and interaction skills, taking care of oneself, ability to read multiple texts, knowledge and communication skills, work life abilities and entrepreneurship

and lastly participation and building a sustainable future (Oph, 2014, p. 21- 24). The implementation is conducted by acknowledging the student developmental stage. Based on the themes, aims and analysis of the curriculum, the curriculum presents GCE as a vital subject which is founded upon both the critical understanding of GCE and the soft understanding of GCE.

Concluding reflections

The last chapter of this thesis concludes the process. In this chapter I will discuss the critical points of this research and answer them. Additionally, I will elaborate and discuss the analysis and results more and relate them to the previous research, development studies and criticism that GCE faces. Lastly I will elaborate possibilities for future research and end this chapter in a short conclusion of the research project.

Critique of the research

This research was conducted during spring 2017, starting from January and finishing in early May. The tight timetable of this study can be argued to affect the research. Another set of critique comes into the translation process of the interviews, curriculum and the additional literature that I used in this research. In addition, the fast timetable affected on the selection and amount of the interviewees, as I only had certain amount of days to spend in Finland to do the research and I wanted to conduct the interviews face to face. With a longer period of time, I would have been able to acquire more interviews to give depth and acquire interviews possibly from different sources and even possibly repeat the conducted interviews.

Furthermore, it can be questioned if the number of chapters from the national compulsory educations curriculum present the curriculum fully. The curriculum analysis method, CDA, can be also considered as a difficult method with various steps that focus on aspects that another researcher would consider irrelevant for this research. For example, the first step of the analysis, which analyses the text through modality and transitivity did not enable me to focus on the research questions that relevantly. Lastly it can always be argued that the researcher has conducted an error during the research or has a biased impact on the research results.

Despite all these critical points, I consider as the researcher that the fast timetable enabled me to focus and work more efficiently. The translation of the materials and literature took time, but also benefitted me to access a wider set of information. Using the official language of Finland and analyzing the original curriculum and interviewing in the common language crossed barriers in the quality of the material. The selection process of the interviews was not only impacted by time, but also by responses to decline the interview request or not simply answering for it. The amount of the interviews, 3, was suitable in my opinion for the size and depth of this study. If I would have conducted a larger study I would have included more interviewees from different sources. The selection of the curriculum chapter and the amount of them was conducted by me, as I realized in the prior reading phase that many of the general parts chapters did not discuss of the themes that GCE consists of. Maybe the lack of these themes could have been analyzed in some way, but I concluded this decision based on the research questions. In addition, using the whole curriculum to analyze, which consists of about 450 pages, would have been impossible to include in this size research. The use of CDA methodology enabled me to analyze the curriculum through its relations to other discourses and its relation to power structures. The use of the first step which can be criticized, analysis of the text, however concluded to a wider understanding of the chapters' content. I do not say

that another analyzing method would have suited better, but the use of CDA served this study as I combined it with the theoretical understanding. Lastly, the possible errors and biases done by me as a researcher are difficult to prevent as this research is conducted solo. To minimize the biases and errors I included critical aspects of my theory and methodology selection and analysis so that the objectivity of this study would stay intact. However, this research was based on hermeneutic philosophy, which acknowledges the impact of the researcher, and I as the researcher acknowledge that the research can be impacted despite my efforts to be objective and critical.

Discussion of the analysis

GCE is now considered to be a prominent part of the Finnish compulsory education curriculum. However, as Pudas (2015) explained in her earlier research that the implementation of GCE was considered as a burden and a subject that is hard to grasp. GCE still lacks a clear definition in the curriculum, however the themes, aims and values of GCE are part of the curriculum. This raises the question if GCE itself as a singular subject is needed, and if the values and aims of GCE are needed instead of an additional subject? I argue, however, that GCE is needed because it explains, combines and discusses many themes that would be hard to grasp together without combining them into one subject. I argue that the use of GCE additionally makes the themes of GCE easier to grasp for the teachers, as they can pile the multidisciplinary aspects into one subject. GCE is anyhow not a single subject in the national curriculum yet, but is considered as a prominent part of the other subjects, such as history and biology, and as a starting point for the values, aims and tasks of the curriculum. As Pudas (2015) researched earlier, the lack of teachers' understanding of what GCE is still central even though the curriculum enforces GCE throughout in a stronger manner.

Additional reference to the previous study conducted by Mikander (2016), who studied the positioning of power that compulsory education textbooks forward, raises the question if the textbook and learning material erases the aims and implementations of the national curriculum? If the teachers, who are still unsure of what GCE is and how to implement it, use teaching material that strengthens the colonial power-structure positioning, start to implement the new curricula and enforce the opposite understanding of GCE, what will happen to the quality? The curriculum implies to power-structures that would aim to erase the colonial power-structures. The discussion of trusteeship position and what kind of capabilities GCE will enforce comes into the question. As the critical GCE understanding states, the wrong kind of trusteeship position and understanding of GCE will only enforce the unequal power relation further (Andreotti, 2014; Dobson 2005). The curriculum holds a trusteeship position in the Finnish context. The curriculum is considered to develop and increase the wellbeing, and that is what governments and trustees aim for (cf. Li, 2007, p. 5). The trusteeship position that would empower and enforce capabilities and development that is aimed to be achieved through GCE, needs to be addressed (cf. Li, 2007, p. 5). The need towards teachers' advanced training of GCE needs to be addressed as well. The implementation of GCE needs teachers who are dedicated and understand what GCE is.

What new did this research bring into the world? This research gave a current update of GCE in the Finnish context. Besides the update, this research conceptualized GCE and the reasoning of it. The parts of the new curriculum were analyzed in addition. This research also combined two fields that are not commonly connected in a developed countries education research, the field of education and the field of development studies. The understanding of both fields and main theories of the fields gave me a benefit to conduct a differing analysis of GCE. I was able to examine the power relations and trusteeship positions that GCE holds in Finland, and what kind of capabilities and development GCE promotes in this context.

In the beginning of this research, I argued for the connection of GCE and development studies. As discussed above, I wondered as well what kind of development GCE promotes? Based on the analysis of this research, GCE promotes development that increases capabilities of individuals and aims to increase equality and sustainability this way. The capabilities approach aims for this kind of development (Sen 2001; Nussbaum, 2011). GCE as well promotes the use of rightful trusteeship positioning as the students will increase their capabilities and therefore responsibility for global matters. The intervention that GCE aims for is conducted through using the trusteeship position and through increasing the multidisciplinary abilities and knowledge of world. GCE can be considered to promote development in global scale, but according to this research the main interest still lies within the implementation country. It is additionally interesting to ponder who will profit from the promotion of GCE. GCE promotes equality and more balanced power relations, but are there underlying actors who will benefit from this possible shift and if this power shift is even possible? The research of these aspects would be eye-opening. How big of a global impact GCE has, is an interesting question that is difficult to research. GCE can be anyhow considered to be part of the development studies field through its aim, tools and values (Potter, 2014, p. 49; Golmohamad, 2008, p. 519), but the impact of GCE is yet to be researched.

Criticism towards GCE and threats that GCE has were described in the interview process and in the theory and background chapters. GCE faced quality concerns, relevance and legitimacy issues. In addition, I wondered if GCE, as described and taught in the Finnish education context, liberates the students to new thinking as the critical pedagogy aims (cf. Freire, 1972, p. 56)? GCE holds many values and understandings of the world, which can affect to students' ability to make decision based on critical and liberated thinking. However, these critical points and views can be questioned if we return to the foundation of what education is. Education is not only educating of knowledge and abilities that are purely scientifically proved, but it is always part of the values and appreciations that we want to transmit forward. Education consists of the part of raising the individuals to have the needed knowledge and abilities and morals to act in the world for the benefit of others and themselves. GCE is not only a subject of knowledge and abilities but a subject that touches upon the feelings, values and morals that are considered important in the Finnish society now (cf. Kärki, 2017).

Future research

This research leaves multiple future research possibilities in different contexts. First, the possibilities to continue the research in Finland are various. This research examined GCE and what it means in Finland, why it is considered important and how it is presented. Furthermore, it would be interesting to analyze the national curriculum as a whole or the three grade stages of compulsory education, or to further analyze a few municipality curriculums that will be based on the national curriculum. In addition, it would be interesting to research the implementers of the curriculum, mainly the teaching staff. How do they implement GCE based on the recent changes and what GCE means for them? A wide collection of interviews or surveys would give a new understanding of the current situation. The policy implementation of this curriculum is a possible future research aspect as well. The teaching of GCE in the teaching universities and programs would additionally deepen the knowledge of how GCE is taught for the future teachers and what is meant with GCE. Further it would be significant to measure the effect of GCE in Finland through the students by conducting a longitudinal study of students and their values and actions that relate to GCE. That way we could see the possible effects of the individuals who are taught according to this new curriculum. Besides the possibilities to conduct further research in Finland, the possibilities to conduct a similar study in other Nordic, European or Western countries would increase the possibilities to compare the conceptions, reasoning and presentations of GCE.

Conclusion

This research process has been conducted during the spring semester of 2017 at Lund University. This research aimed to examine what is meant with global citizenship education in the Finnish education context, why it is considered as a vital subject in the eyes of the experts and the curriculum and how it is presented in the national compulsory education curriculum's general guidelines. To summarize the main results, GCE was conceived as a multidisciplinary subject informed to create equality and sustainable development. It aims to give knowledge, abilities, tools and attitudes to act. GCE is considered as a vital subject because of its relevance in current society and because it can help to save the world. Further GCE was presented in the curriculum as a multidisciplinary subject that is not clearly defined but as part of the values, aims and tasks of the curriculum. This research will enable us to examine and compare the Finnish definition, reasoning and presentation of GCE to other aspects. It additionally helps us to conceptualize the subject and continue the research. The results of this research were somewhat expected, as there were no clear surprises during the research project. However, this research gave a needed explanation of global citizenship education in the Finnish education field and ideas to research further in this context or in another context. This process has as well developed my knowledge of global citizenship education, the Finnish context and increased my knowledge and abilities to conduct a research. Both academic and personal development are appreciated to act and think in the global world that I and we are living in.

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Appendices

1. Interview consent

Lund, Sweden 31.01.2017

I'm researching in my master's thesis global citizenship education in Finland, and I will be analyzing the national compulsory education curriculum and interviewing experts within the global citizenship education field. The aim of this research is to understand more clearly what is meant with global citizenship education in the context above, why it is considered as important and how global citizenship education is presented in the curriculum.

I will be interviewing 2-3 experts for this research. The semi-structured interview will be 40 to 60 minutes long. The material from these interviews is used to answer to my research questions. The material will be analyzed only by Maria Malmsten, and if needed by her supervisor Glen Helmstad.

The name of the research: Global Citizenship Education in Finland

The researcher's name: Maria Malmsten

The interviewee:

The place and time of the interview:

- My name can be used in the research
- My name cannot be used in the research

I will accept to participate Maria Malmstens master's thesis interviews. The interview can be recorded and the material from the interview can be used for this research. Maria Malmsten can make further questions related to the interview in the analyzing process.

Signature of the interviewer

Signature of the interviewee

Time and date

Time and date

2. Interview guide

Global citizenship education in Finland

Introductory part

Thank you again for participating for this interview, I really appreciate it!

I'm interviewing for my master's thesis about global citizenship education in Finland. The aim of this interview is to acquire deeper understanding of the driving forces global citizenship education and the reasoning behind it as well. I have divided the interview in three parts: opening questions, main questions and concluding regards. This interview will take about 40 to 60 minutes. Before we start the interview, is there something unresolved before we start that you would like to address? I will tape this interview as we discussed earlier.

How did you end up in your current position?

What your daily work includes?

Why did you choose to work with global citizenship education?

Main part

1. a) When you consider the understanding of global citizenship education, what does it mean in general for the people?
b) What does global citizenship education mean to you?
2. What are the aims of global citizenship education in general?
 - Possibilities
 - Threats
3. Why global citizenship education is considered as a vital subject?
 - ➔ What are the critical accounts against global citizenship education?
4. How is global citizenship education implemented in schools?
5. How global citizenship education can affect the global issues we are tackling with?

Concluding part

Do you want to add something that didn't come up during the interview? Or explain further something? Can I contact you via email if there are questions relating to the interview later on? The thesis will be done in the beginning of May, if you want to read about the results please let me know.

3. Interview analysis tables

Table 1

Interview 1

	Self-understanding	Critical commonsense	Theoretical understanding
What GCE means?	Maastricht definition Active citizenship	European documents directing the understanding. The role of the student central.	Claim the trustee position and use it for the benefit of others. Aim to improve. Increase of the capabilities. Social commitment and critical thinking
The aims of GCE	World citizenship identity How world works, how to affect and how personal actions affect. Critical GCE: questioning abilities, critical thinking and active citizens.	Identity building Knowledge accumulation of world Critical thinking abilities	Trusteeship identity New capabilities Aims to increase the critical thinking and acting skills
Why is GCE important?	Key to a sustainable and equal world.	The ability to change the world.	Aims to change, will to improve
Possibilities that GCE creates	GCE can be part of many parts of society. Active citizens who think critically, prepare for changes in world and find solutions to develop more sustainable and equal world.	GCE as a cross cut subject. Activism towards equal and sustainable world.	Capability increase Societal change
Threats that GCE creates	Avoidance of the responsibility. Lack of quality	Lack of responsibility and quality. Different understanding of these two factors.	Avoiding the trusteeship position and enforcement of trustee position that is not creating change and critical thinking.

	Self-understanding	Critical commonsense	Theoretical understanding
How GCE is implemented in Finland?	Organizations International projects and organizations Schools, teachers Citizens/ actors	3 rd sector actors 2 nd sector of public services Individuals	Different levels of trustees
Criticism towards GCE	Criticism from polarized groups. GCE's relevance questioned.	Differing philosophical and political views of world. Importance of the subject.	The aim of trusteeship position different. Increase of GCE capabilities dangerous.

Table 2

Interview 2

	Self-understanding	Critical commonsense	Theoretical understanding
What GCE means?	Unesco's & Maastricht GCE definition; students have the knowledge, abilities and acquirements that are needed in the world as a world citizen.	European and organizational definition. Individual skills in global world.	Capability increase
The aims of GCE	The aims of SDG's section 4.7. Equality, sustainable development and cultural justice.	UN's SDG aims Equal and sustainable world.	Capabilities to increase the use of trusteeship position in world to create a societal change.
Why is GCE important?	To prepare students for the current world. Impossible to shut down the global aspect in today's world.	GCE is part of the today's world and school.	Historical perspective and need in today's society

	Self-understanding	Critical commonsense	Theoretical understanding
Possibilities that GCE creates	School's working culture change Encountering, thinking & democracy skills Active citizens Forward the SDG's	Cultural change Critical thinking Activism Communication skills Achieving the SGD's	Societal change in school and global level. Use of trusteeship position towards sustainable future. Capability increase
Threats that GCE creates	Teaching narrows down into some topics.	Quality of the teaching	Only some capabilities are taught.
How GCE is implemented in Finland?	Curriculum and subject goals. Using materials from the third sector organizations. Learning through phenomenon.	2 nd sector: Education system 3 rd sector as material provider	Different trustees in different levels.
Criticism towards GCE	Overdriven tolerance Mixing right and wrong values (religious criticism) Diminish the Finnish culture More important subjects to teach at schools than GCE	Differing philosophical, religious and political views. Importance of the subject.	Different understanding of trusteeship position. Increasing "wrong" kind of capabilities and societal change.

Table 3

Interview 3

	Self-understanding	Critical commonsense	Theoretical understanding
What GCE means?	Learning about ethics, interculturality, languages and communication, sustainable consuming. Global citizens can	Knowledge accumulation of the world. Communication skills.	Capability increase.

	Self-understanding	Critical commonsense	Theoretical understanding
	communicate with each other's in a dialogue.		
The aims of GCE	Saving the world. SDG 2030 goals.	The ability to change the world.	Global change. The will to improve.
Why is GCE important?	It can save the world, it creates well-being and peace.	GCE creates positive change.	Capability increase, trusteeship position will have a global change.
Possibilities that GCE creates	Create communication between teacher and the student. Students find the aims of GCE important. Changes in the functioning culture. Appreciation towards other cultures and languages. Identity building	Communication skills Activism Cultural change Empathy Identity	Capability increase Societal change in schools. Accepting the trusteeship position
Threats that GCE creates	Dangers towards if all teachers will not engage into GCE	Quality issues	Trusteeship positions are not taken.
How GCE is implemented in Finland?	Through the curriculum. The organizations implement. Municipalities Individuals by making conscious choices.	2 nd sector: Education system and municipalities 3 rd sector Individuals	Trustees in different levels
Criticism towards GCE	Questioning its importance and legitimacy.	Importance of the subject.	Quality and trusteeship issues